



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 19, 2026	August 20, 2026

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, the 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 2025-26 school year, 576 students were enrolled in grades preschool through fifth, with a 27% poverty rate, a population of 19% identified English Learner (EL) students, and a 1% homeless rate. Natoma Station Elementary School has approximately 30 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. 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 Cash incentive program, monthly character focus, and communication with families consistently recognize and reinforce 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 alternative recess space offers a more structured and quiet recess space, and access to rest and reset areas is 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, Chess Club, Choir, 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.

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, January 2026, March 2026, and May 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 2026 meeting, attendees reviewed the school's 2025-2026 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 2026-2027 school year, and staff and parent input were solicited. Ongoing meetings throughout the 2026-2027 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 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 Coordination of Services Team (COST) meetings to respond to academic, behavioral, and social-emotional needs of students 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 4 - Welcome Back Bash Family Engagement

August 3, 4, and 5 - Staff Professional Development

School Site Council and English Learner Advisory Committee Meetings on May 2026, August 2026, September 2026, October 2026, February 2027, March 2027, and May 2027.

Back to School Night - August 12, 2026

Minimum Days/Parent Teacher Conferences - November 16 - 20, February 26, 2027.

Family Literacy Workshops - September 2026, December 2026

Family STEAM Night - February 2027

Family Cultural Night - January 2027

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

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

Open House - May 12, 2027

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 on the last Thursday of each month - 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 Coordination of Services Team (COST) meetings to respond to academic, behavioral, and social-emotional needs of students are offered every month beginning in September
Student Council Meetings are held after elections starting in October, November, December, January, February, March, April, and 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 not eligible for ATSI and CSI.

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.

Natoma Station does not have any state indicator for which overall performance was in the "Red" or "Orange" performance category.

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: Asian 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.

Suspension Rate: Students with Disabilities

To address the disproportionate rate of suspension for our Students with Disabilities subgroup, we will provide ongoing staff professional learning on disability-aware practices, behavior as communication, de-escalation, trauma-informed practices, and legally appropriate responses to behavior. In addition, we will strengthen implementation of PBIS with explicit Tier 1, Tier 2, and Tier 3 supports for students with disabilities, including consistent reinforcement, reteaching of expectations, and progress monitoring. Finally, we will review suspension, office referral, and behavior data regularly by disability status, race/ethnicity, grade level, teacher, location, and infraction type to identify patterns and respond early.

Performance in ELA and Mathematics 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. In addition, we will provide professional learning for teachers on effective strategies for accelerating learning, scaffolding grade-level content, and supporting students with unfinished learning on a consistent basis.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	1.15%	1.09%	2.08%	6	6	12
Asian	20.23%	18.43%	16.49%	106	101	95
Filipino	1.34%	1.46%	1.91%	7	8	11
Hispanic/Latino	19.08%	19.53%	21.18%	100	107	122
White	45.04%	46.53%	44.97%	236	255	259
Multiple/No Response	13.17%	12.96%	13.37%	69	71	77
Total Enrollment				524	548	576

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	38
Kindergarten	88	78	77
Grade 1	97	85	90
Grade 2	95	90	92
Grade3	76	103	99
Grade 4	99	67	108
Grade 5	69	101	72
Total Enrollment	524	548	576

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	81	86	107	12.3%	15.5%	18.6%
Fluent English Proficient (FEP)	48	47	57	9.4%	9.2%	9.9%
Reclassified Fluent English Proficient (RFEP)		15			9.8%	

Conclusions based on this data:

1. There was little change last year in the number of English Learners enrolled at Natoma Station Elementary School in the last year. They continued to make 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 17.4% of English Learner students were Reclassified Fluent English Proficient (RFEP). This represents an 8% increase from the prior year. 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 receive targeted, ongoing support at Natoma Station Elementary.
3. The most common languages of our English Learners are as follows: Russian, Spanish, Tamil, Farsi, and Telugu.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	99	77	97	98	75	96	98	75	96	99.0	97.4	99
Grade 4	69	95	67	67	95	67	67	95	67	97.1	100	100
Grade 5	75	64	101	74	62	100	74	62	100	98.7	96.9	99
All Grades	243	236	265	239	232	263	239	232	263	98.4	98.3	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2457.	2460.	2469.	39.80	33.33	41.67	21.43	33.33	27.08	19.39	18.67	19.79	19.39	14.67	11.46
Grade 4	2507.	2506.	2525.	46.27	38.95	49.25	8.96	25.26	28.36	19.40	16.84	11.94	25.37	18.95	10.45
Grade 5	2549.	2548.	2550.	44.59	32.26	40.00	28.38	30.65	33.00	9.46	22.58	15.00	17.57	14.52	12.00
All Grades	N/A	N/A	N/A	43.10	35.34	42.97	20.08	29.31	29.66	16.32	18.97	15.97	20.50	16.38	11.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.61	24.00	31.25	59.18	64.00	57.29	10.20	12.00	11.46
Grade 4	26.87	28.42	29.85	64.18	63.16	64.18	8.96	8.42	5.97
Grade 5	37.84	27.42	24.00	52.70	64.52	67.00	9.46	8.06	9.00
All Grades	31.80	26.72	28.14	58.58	63.79	62.74	9.62	9.48	9.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.47	21.33	32.29	54.08	62.67	56.25	22.45	16.00	11.46
Grade 4	28.36	24.21	38.81	52.24	61.05	50.75	19.40	14.74	10.45
Grade 5	28.38	38.71	28.00	54.05	50.00	64.00	17.57	11.29	8.00
All Grades	26.36	27.16	32.32	53.56	58.62	57.79	20.08	14.22	9.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.53	20.00	15.63	70.41	74.67	73.96	3.06	5.33	10.42
Grade 4	17.91	23.16	16.42	76.12	69.47	77.61	5.97	7.37	5.97
Grade 5	18.92	25.81	25.00	74.32	69.35	67.00	6.76	4.84	8.00
All Grades	21.76	22.84	19.39	73.22	71.12	72.24	5.02	6.03	8.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.49	25.33	23.96	61.22	60.00	62.50	14.29	14.67	13.54
Grade 4	23.88	25.26	32.84	68.66	69.47	56.72	7.46	5.26	10.45
Grade 5	29.73	32.26	23.00	56.76	61.29	69.00	13.51	6.45	8.00
All Grades	25.94	27.16	25.86	61.92	64.22	63.50	12.13	8.62	10.65

Conclusions based on this data:

- Overall achievement improved from 2023–2024 to 2024–2025. The percentage of students who met or exceeded standard increased from 64.65% in 2023–2024 to 72.63% in 2024–2025. Additionally, the percentage of students in the Standard Not Met category decreased each year, from 20.50% in 2022–2023 to 11.41% in 2024–2025, indicating fewer students performing at the lowest achievement level.
- Grade-level trends show areas of strength and areas for continued attention. Grade 4 demonstrated strong growth in overall achievement, with the percentage of students meeting or exceeding the standard increasing from 64.21% in 2023–2024 to 77.61% in 2024–2025. Grade 3 also improved in both mean scale score and overall achievement. Grade 5 maintained strong overall achievement, with 73% meeting or exceeding the standard in 2024–25, but Reading “Above Standard” decreased from 37.84% in 2022–2023 to 24.00% in 2024–2025, suggesting a need to strengthen deeper comprehension, analysis, and complex text work in the upper grades.

Writing is a notable area of growth. Across all grades, the percentage of students performing Above Standard in Writing increased from 26.36% in 2022–2023 to 32.32% in 2024–2025, while the percentage below standard decreased from 20.08% to 9.89%. This indicates that current writing instruction and supports may be having a positive impact and should be continued and refined.

Listening and Research/Inquiry are areas to monitor. Listening “Above Standard” declined overall from 21.76% in 2022–2023 to 19.39% in 2024–25, while students below standard increased to 8.37%. Research/Inquiry performance remained generally stable, but the percentage below standard increased from 8.62% in 2023–2024 to 10.65% in 2024–2025, suggesting a need for more intentional instruction in academic discussion, listening comprehension, source analysis, and evidence-based responses.

3. Natoma Station Elementary (NSE) will continue to maintain strong ELA instruction across all grade levels, with a focus on ensuring that students have consistent access to complex texts, academic vocabulary, evidence-based discussion, and writing across content areas. Since a large percentage of students are performing “At or Near Standard” in Reading, instruction will intentionally target movement from basic comprehension toward deeper analysis, inference, comparison of texts, and citing textual evidence.

NSE will use grade-level PLTs to review CAASPP claim and target-level data, classroom assessment results, and student work samples to identify specific reading comprehension skills that need reinforcement. Teams will pay particular attention to Grade 5 Reading, where the percentage of students Above Standard has declined over time, and identify instructional strategies that support deeper comprehension of literary and informational texts.

NSE will strengthen reading instruction through regular opportunities for students to engage with complex grade-level texts. This should include explicit modeling of comprehension strategies, close reading routines, academic vocabulary development, annotation, text-dependent questioning, and structured opportunities for students to explain their thinking orally and in writing.

NSE will continue to build on the schoolwide growth in writing by continuing effective writing practices and expanding them into reading response tasks. Students will continue to regularly write evidence-based responses, summaries, explanations, and constructed responses connected to the texts they read. This will support both Reading and Writing performance while preparing students for the expectations of CAASPP tasks.

NSE will increase intentional support for Listening and Research/Inquiry. Teachers can incorporate structured academic conversations, partner discussion protocols, note-taking from oral information, multimedia comprehension tasks, and opportunities for students to evaluate sources and synthesize information. These skills should be embedded across ELA, science, and social studies instruction.

NSE will continue to provide targeted small-group instruction and intervention for students performing Below Standard, especially in Reading comprehension and Research/Inquiry. Supports may include reteaching specific standards, previewing vocabulary and background knowledge, using shorter complex text excerpts, guided practice with evidence-based responses, and frequent checks for understanding.

NSE will continue to monitor progress throughout the year using common formative assessments, reading response tasks, writing samples, and interim assessment blocks when appropriate. PLC teams should use this data to adjust instruction, identify students needing additional support or enrichment, and ensure that growth is occurring before the next state assessment window.

NSE will continue to partner with families by sharing simple strategies to support reading at home, including asking students to summarize what they read, explain their thinking with evidence, discuss new vocabulary, and read a variety of literary and informational texts. This will help reinforce school-based reading instruction and support continued progress.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	99	77	97	99	77	96	99	77	96	100.0	100	99
Grade 4	69	95	67	68	95	67	68	95	67	98.6	100	100
Grade 5	75	64	101	74	63	101	74	63	101	98.7	98.4	100
All Grades	243	236	265	241	235	264	241	235	264	99.2	99.6	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2481.	2474.	2472.	43.43	35.06	42.71	29.29	36.36	29.17	16.16	15.58	13.54	11.11	12.99	14.58
Grade 4	2512.	2520.	2509.	35.29	36.84	32.84	27.94	28.42	35.82	25.00	26.32	17.91	11.76	8.42	13.43
Grade 5	2538.	2542.	2536.	33.78	36.51	31.68	17.57	23.81	22.77	32.43	19.05	29.70	16.22	20.63	15.84
Grade 11															
All Grades	N/A	N/A	N/A	38.17	36.17	35.98	25.31	29.79	28.41	23.65	20.85	20.83	12.86	13.19	14.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47.47	48.05	45.83	39.39	36.36	38.54	13.13	15.58	15.63
Grade 4	44.12	42.11	37.31	44.12	47.37	50.75	11.76	10.53	11.94
Grade 5	39.19	39.68	31.68	44.59	39.68	52.48	16.22	20.63	15.84
Grade 11									
All Grades	43.98	43.40	38.26	42.32	41.70	46.97	13.69	14.89	14.77

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41.41	37.66	36.46	47.47	50.65	50.00	11.11	11.69	13.54
Grade 4	30.88	35.79	35.82	52.94	52.63	43.28	16.18	11.58	20.90
Grade 5	27.03	26.98	22.77	55.41	50.79	61.39	17.57	22.22	15.84
All Grades	34.02	34.04	31.06	51.45	51.49	52.65	14.52	14.47	16.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	49.49	28.57	36.46	41.41	59.74	56.25	9.09	11.69	7.29
Grade 4	36.76	42.11	31.34	54.41	47.37	55.22	8.82	10.53	13.43
Grade 5	27.03	31.75	16.83	58.11	57.14	65.35	14.86	11.11	17.82
All Grades	39.00	34.89	27.65	50.21	54.04	59.47	10.79	11.06	12.88

Conclusions based on this data:

- Overall CAASPP Math achievement has remained stable over the past three years, with approximately two-thirds of students meeting or exceeding standard. The percentage of students who met or exceeded standard was 65.96% in 2023–2024 and was 64.39% in 2024–2025. This suggests that overall math performance is steady, though there has not been significant growth over time.
- The percentage of students in the Standard Not Met category increased from 12.86% in 2022–2023 to 14.77% in 2024–2025. While this is not a large increase, it indicates a need to monitor students performing at the lowest level and ensure that intervention systems are addressing foundational skill gaps early.

Grade 3 continues to show the highest overall performance, with 71.88% of students meeting or exceeding the standard in 2024–2025. However, the percentage of students not meeting the standard increased from 11.11% to 14.58%. This suggests that while Grade 3 remains a strength, there may be emerging needs that should be addressed before students move into upper grades.

Grade 4 showed a mixed pattern. The percentage of students meeting or exceeding the standard increased slightly from 63.23% in 2022–2023 to 68.66% in 2024–2025, which is a positive trend. However, the percentage of students not meeting the standard increased to 13.43%. This suggests that more students may be reaching proficiency, but there is still a need to strengthen performance across the full range of learners.

Grade 5 is the greatest area of concern. In 2024–2025, 54.45% of students met or exceeded the standard, compared to 60.32% in 2023–2024. Grade 5 also had the highest percentage of students nearly meeting the

standard at 29.70%, meaning a large group of students is close to proficiency but needs targeted support to move into the met standard range.

Across the math claims, Concepts and Procedures remain the strongest area overall, but the percentage of students above standard decreased from 43.98% in 2022–2023 to 38.26% in 2024–25. More students are now clustered in the “At or Near Standard” range, suggesting that many students have developing procedural understanding but may need deeper conceptual mastery and fluency.

Problem Solving and Modeling/Data Analysis is an area to monitor. The percentage of students above standard declined from 34.02% in 2022–2023 to 31.06% in 2024–2025, while the percentage below standard increased to 16.29%. This suggests that students may need more practice applying math to real-world situations, selecting strategies, explaining their approach, and using models or tools effectively.

Communicating Reasoning is the most significant area of need. Across all grades, the percentage of students above standard declined from 39.00% in 2022–2023 to 27.65% in 2024–2025, while the percentage below standard increased from 10.79% to 12.88%. Grade 5 showed the largest concern in this area, with only 16.83% above standard and 17.82% below standard in 2024–2025. This indicates a need for stronger instruction in mathematical explanation, justification, academic vocabulary, and written reasoning.

3. NSE will continue to strengthen Tier 1 math instruction while increasing the focus on conceptual understanding, mathematical reasoning, and application. Since overall achievement is stable but not significantly increasing, instructional planning will focus on moving students from “Nearly Met” and “At or Near Standard” into the “Met” and “Above Standard” ranges.

NSE will continue to use grade-level PLTs to review CAASPP claim-level data, classroom assessments, exit tickets, and student work samples to identify specific standards and skills needing support. Grade 5 will be prioritized due to the lower percentage of students meeting or exceeding the standard and the large percentage of students in the nearly met range.

NSE will continue to strengthen instruction in Communicating Reasoning across all grade levels. Students will regularly be asked to explain how they solved a problem, justify their answer, compare strategies, critique sample responses, and use math vocabulary in speaking and writing. Teachers will incorporate sentence frames, math talks, error analysis, and constructed-response practice to build this skill.

NSE will increase opportunities for students to engage in Problem Solving and Modeling/Data Analysis tasks. Students will practice solving multi-step problems, identifying relevant information, selecting appropriate tools, creating models, and explaining why their strategy makes sense. These opportunities will be embedded into regular instruction rather than saved only for assessment preparation.

NSE will continue to provide targeted support for students who are nearly meeting the standard, especially in Grade 5. This group represents a strong opportunity for growth. Small-group instruction, reteaching key prerequisite skills, spiral review, and focused practice on priority standards can help move these students into proficiency.

NSE will continue to support students performing below standard through early identification and intervention. We will use formative assessment data to group students by skill need, provide targeted instruction in foundational concepts, and monitor progress frequently to ensure that gaps do not widen over time.

NSE will continue to build consistency across grade levels by identifying common math routines and expectations. This may include school-wide use of number talks, problem-solving protocols, math journals, academic vocabulary routines, and common expectations for showing work and explaining reasoning.

NSE will partner with families by sharing grade-level math strategies, vocabulary, and simple practice activities that families can use at home. This is especially important for reinforcing fluency, problem-solving confidence, and students’ ability to explain their mathematical thinking.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1416.9	1443.9	1438.3	1409.1	1440.3	1443.3	1435.3	1452.0	1426.3	12	22	24
1	1485.8	1463.6	1447.1	1487.8	1460.8	1462.3	1483.2	1465.9	1431.5	13	12	15
2	1492.4	1509.5	*	1486.6	1507.8	*	1497.5	1510.8	*	11	13	10
3	*	1508.5	*	*	1516.2	*	*	1500.2	*	8	13	10
4	*	*	*	*	*	*	*	*	*	6	4	8
5	*	*	*	*	*	*	*	*	*	5	4	5
All Grades										55	68	72

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.67	27.27	16.67	8.33	40.91	45.83	58.33	22.73	29.17	16.67	9.09	8.33	12	22	24
1	30.77	8.33	6.67	53.85	50.00	26.67	15.38	41.67	53.33	0.00	0.00	13.33	13	12	15
2	9.09	30.77	*	63.64	53.85	*	27.27	7.69	*	0.00	7.69	*	11	13	*
3	*	30.77	*	*	38.46	*	*	15.38	*	*	15.38	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.09	25.00	27.78	36.36	44.12	38.89	23.64	20.59	23.61	10.91	10.29	9.72	55	68	72

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.33	22.73	25.00	16.67	40.91	37.50	50.00	27.27	20.83	25.00	9.09	16.67	12	22	24
1	46.15	25.00	20.00	38.46	50.00	40.00	7.69	25.00	33.33	7.69	0.00	6.67	13	12	15
2	27.27	61.54	*	45.45	30.77	*	18.18	0.00	*	9.09	7.69	*	11	13	*
3	*	46.15	*	*	30.77	*	*	15.38	*	*	7.69	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.82	36.76	38.89	25.45	36.76	34.72	16.36	19.12	18.06	16.36	7.35	8.33	55	68	72

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		27.27	16.67		36.36	37.50		31.82	45.83		4.55	0.00		22	24
1		16.67	0.00		33.33	26.67		41.67	40.00		8.33	33.33		12	15
2		15.38	*		69.23	*		15.38	*		0.00	*		13	*
3		15.38	*		30.77	*		23.08	*		30.77	*		13	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	9.09	17.65	13.89	45.45	41.18	40.28	36.36	29.41	33.33	9.09	11.76	12.50	55	68	72

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.33	27.27	25.00	75.00	68.18	58.33	16.67	4.55	16.67	12	22	24
1	76.92	25.00	26.67	23.08	75.00	73.33	0.00	0.00	0.00	13	12	15
2	27.27	76.92	*	63.64	15.38	*	9.09	7.69	*	11	13	*
3	*	46.15	*	*	38.46	*	*	15.38	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.18	41.18	36.11	50.91	51.47	54.17	10.91	7.35	9.72	55	68	72

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.33	22.73	25.00	50.00	59.09	54.17	41.67	18.18	20.83	12	22	24
1	38.46	0.00	20.00	53.85	83.33	66.67	7.69	16.67	13.33	13	12	15
2	54.55	46.15	*	45.45	46.15	*	0.00	7.69	*	11	13	*
3	*	46.15	*	*	46.15	*	*	7.69	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.45	30.88	45.83	36.36	55.88	43.06	18.18	13.24	11.11	55	68	72

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.67	27.27	8.33	75.00	68.18	87.50	8.33	4.55	4.17	12	22	24
1	30.77	16.67	0.00	69.23	66.67	33.33	0.00	16.67	66.67	13	12	15
2	9.09	0.00	*	81.82	92.31	*	9.09	7.69	*	11	13	*
3	*	23.08	*	*	46.15	*	*	30.77	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	16.18	11.11	69.09	67.65	65.28	10.91	16.18	23.61	55	68	72

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	50.00	54.55	75.00	41.67	45.45	25.00	8.33	0.00	0.00	12	22	24
1	30.77	16.67	0.00	69.23	83.33	93.33	0.00	0.00	6.67	13	12	15
2	18.18	30.77	*	81.82	61.54	*	0.00	7.69	*	11	13	*
3	*	7.69	*	*	69.23	*	*	23.08	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	29.41	38.89	65.45	63.24	54.17	7.27	7.35	6.94	55	68	72

Conclusions based on this data:

- Overall ELPAC participation has increased over time, with the number of students tested rising from 55 students in 2022–2023 to 68 students in 2023–2024 and 72 students in 2024–2025. This indicates a growing English Learner population and reinforces the need for consistent, schoolwide systems to support language development across grade levels and content areas.

Overall language performance has remained relatively stable, with the percentage of students at Level 4 moving from 29.09% in 2022–2023 to 25.00% in 2023–2024 and 27.78% in 2024–2025. The percentage of students at Level 3 remained strong overall, though it decreased from 44.12% in 2023–2024 to 38.89% in 2024–2025. Combined, approximately two-thirds of students are performing at Levels 3 or 4, which suggests that many English Learners are making meaningful progress toward English proficiency.

The percentage of students at Level 1 decreased slightly over time, from 10.91% in 2022–2023 to 9.72% in 2024–2025. This is a positive trend, as fewer students are performing at the earliest stage of overall English language development. However, the percentage of students at Level 2 remained fairly consistent, increasing slightly to 23.61% in 2024–2025, indicating that a meaningful group of students still needs targeted support to progress toward Level 3.

2. Oral language is a relative strength. In 2024–2025, 38.89% of students scored at Level 4 in Oral Language, and 34.72% scored at Level 3, meaning over 70% of students were performing in the upper two performance levels. Speaking was especially strong in 2024–2025, with 45.83% of students rated Well Developed, an increase from 30.88% in 2023–2024.

Written language continues to require attention. While the percentage of students at Level 4 in Written Language increased from 9.09% in 2022–2023 to 13.89% in 2024–2025, the majority of students remain at Level 2 or Level 3. In 2024–2025, 33.33% of students were at Level 2 and 12.50% were at Level 1 in Written Language, suggesting a need for continued support with academic writing, sentence development, grammar, organization, and written explanations.

Reading is the most significant area of concern. The percentage of students rated Well Developed in Reading declined from 20.00% in 2022–2023 to 11.11% in 2024–2025, while the percentage of students at the Beginning level increased from 10.91% to 23.61%. This indicates a need for stronger support in English reading comprehension, vocabulary, background knowledge, and access to grade-level texts.

Writing domain performance shows a positive trend. The percentage of students rated Well Developed in Writing increased from 27.27% in 2022–2023 to 38.89% in 2024–2025, while the percentage at Beginning remained low and stable. This suggests that writing instruction may be producing positive results, though students still need continued support moving from “Somewhat/Moderately Developed” to “Well Developed.”

3. Continue to strengthen designated and integrated ELD instruction across all grade levels, with a focus on moving students from Level 2 to Level 3 and from Level 3 to Level 4. Since many students are clustered in the middle performance levels, instruction should emphasize daily opportunities for academic language use, vocabulary development, structured conversation, reading comprehension, and written language production.

NSE will prioritize Reading as a schoolwide ELPAC focus area. Provide explicit instruction in academic vocabulary, morphology, sentence structures, comprehension strategies, and background knowledge before students engage with complex texts. Students will have regular opportunities to read, discuss, annotate, and respond to both literary and informational texts.

NSE will continue building on the relative strength in Speaking and Oral Language. Teachers will use structured academic conversation routines, partner talk, oral rehearsal before writing, sentence frames, and discussion protocols to help students explain their thinking using complete sentences and content-specific vocabulary.

NSE will strengthen Written Language by connecting oral language, reading, and writing. Students will regularly practice constructing sentences, expanding responses, using transition words, citing evidence, and organizing ideas in short written responses. Writing instruction will include modeling, guided practice, and opportunities to revise using teacher and peer feedback.

NSE will use ELPAC domain data during PLCs to identify specific student needs by grade level and language domain. Grade level teams will group students by need, monitor progress with formative language assessments, and align supports to the domains where students are least developed, especially Reading and Written Language.

NSE will provide targeted intervention for students at Level 1 and Level 2, especially those showing Beginning performance in Reading. Supports may include small-group instruction, vocabulary preview, visuals and realia, sentence frames, repeated exposure to key language structures, and opportunities to practice language in low-risk settings.

NSE will ensure that English Learners continue to have access to grade-level content while receiving appropriate scaffolds. Instruction will not be limited to simplified tasks; instead, students will engage with rigorous content through visuals, modeling, collaborative discussion, language supports and checks for understanding.

NSE will strengthen our partnership with families by sharing students' ELPAC progress and providing simple ways to support language development at home, such as reading together, discussing new vocabulary, asking students to explain what they learned, and encouraging students to speak and write in complete thoughts.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
548	21.5%	15.7%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	86	15.7%
Foster Youth	1	0.2%
Homeless	8	1.5%
Socioeconomically Disadvantaged	118	21.5%
Students with Disabilities	60	10.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1%
American Indian	0	0.0%
Asian	101	18.4%
Filipino	8	1.5%
Hispanic	107	19.5%
Two or More Races	71	13%
Pacific Islander	0	0.0%
White	255	46.5%

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. With 11% of students 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 2025 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.

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The 2025 Fall Dashboard results reflect strong overall school performance across the reported state indicators. English Language Arts, Mathematics, English Learner Progress, and Chronic Absenteeism are all rated Green, while Suspension Rate is rated Blue, the highest performance level. This suggests that the school is demonstrating strong outcomes in both academic achievement and school climate.

2. Academic performance is a clear strength. Both English Language Arts and Mathematics are rated Green, indicating that students overall are performing well and that current instructional systems are producing positive results. These ratings align with the need to continue strong Tier 1 instruction while also using grade-level and subgroup data to identify areas for growth.
- English Learner Progress is also rated Green, which indicates that English Learners are making positive progress toward English language proficiency. This is an important strength and suggests that designated and integrated ELD practices are supporting student growth. Continued attention should be given to domain-level ELPAC data to ensure students are progressing in reading, writing, listening, and speaking.
- Chronic Absenteeism being rated Green is a positive indicator of student engagement. This suggests that attendance systems, family outreach, and school climate efforts are supporting regular student attendance. Continued monitoring will be important to ensure that attendance remains strong across all grade levels and student groups.
- Suspension Rate being rated Blue is a significant strength. This indicates very strong performance in school climate and behavior systems, suggesting that current practices related to PBIS, restorative responses, classroom management, and student support are helping reduce exclusionary discipline.
3. NSE will continue to maintain strong Tier 1 instruction in English Language Arts and Mathematics. Grade-level teams will use CAASPP, common assessment, and classroom data to identify priority standards, monitor progress, and provide timely reteaching or enrichment.
- NSE will continue to use PLC cycles to look beyond the overall green indicators and examine subgroup performance, including English Learners, socioeconomically disadvantaged students, students with disabilities, and students performing just below proficiency. This will help ensure that strong overall performance is matched by equitable outcomes for all student groups.
- NSE will continue strengthening English Learner supports through designated and integrated ELD. Teachers will provide regular opportunities for academic discussion, vocabulary development, structured language practice, reading comprehension, and written language production across content areas.
- NSE will sustain attendance systems that support the Green Chronic Absenteeism indicator. We will continue monitoring attendance trends monthly, identifying students with emerging attendance concerns early, and partnering with families through supportive outreach before attendance concerns become chronic.
- NSE will continue to maintain and refine schoolwide behavior and climate systems that contributed to the Blue Suspension Rate indicator. We will continue using proactive classroom management, PBIS, restorative practices, social-emotional learning, and COST/SST processes to support students before behavior escalates.
- NSE will celebrate the school's strong Dashboard results with staff, families, and the school community. At the same time, frame the results as a foundation for continued improvement rather than a stopping point.
- NSE will develop focused goals for the next school year based on more detailed data. Potential focus areas may include increasing the percentage of students exceeding standards in ELA and Math, strengthening math reasoning and problem solving, improving ELPAC reading and written language domains, and closing subgroup performance gaps.

School and Student Performance Data

Academic Performance English Language Arts

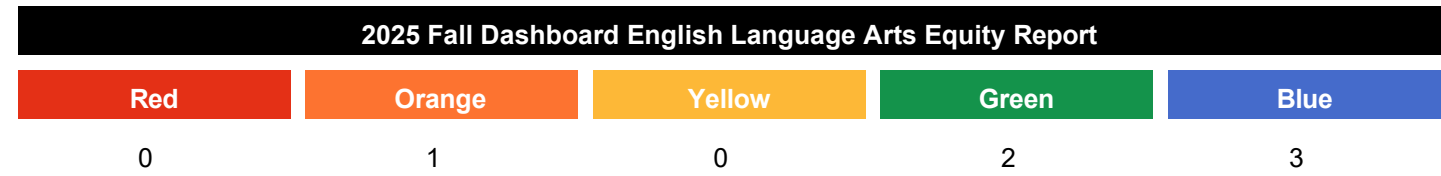
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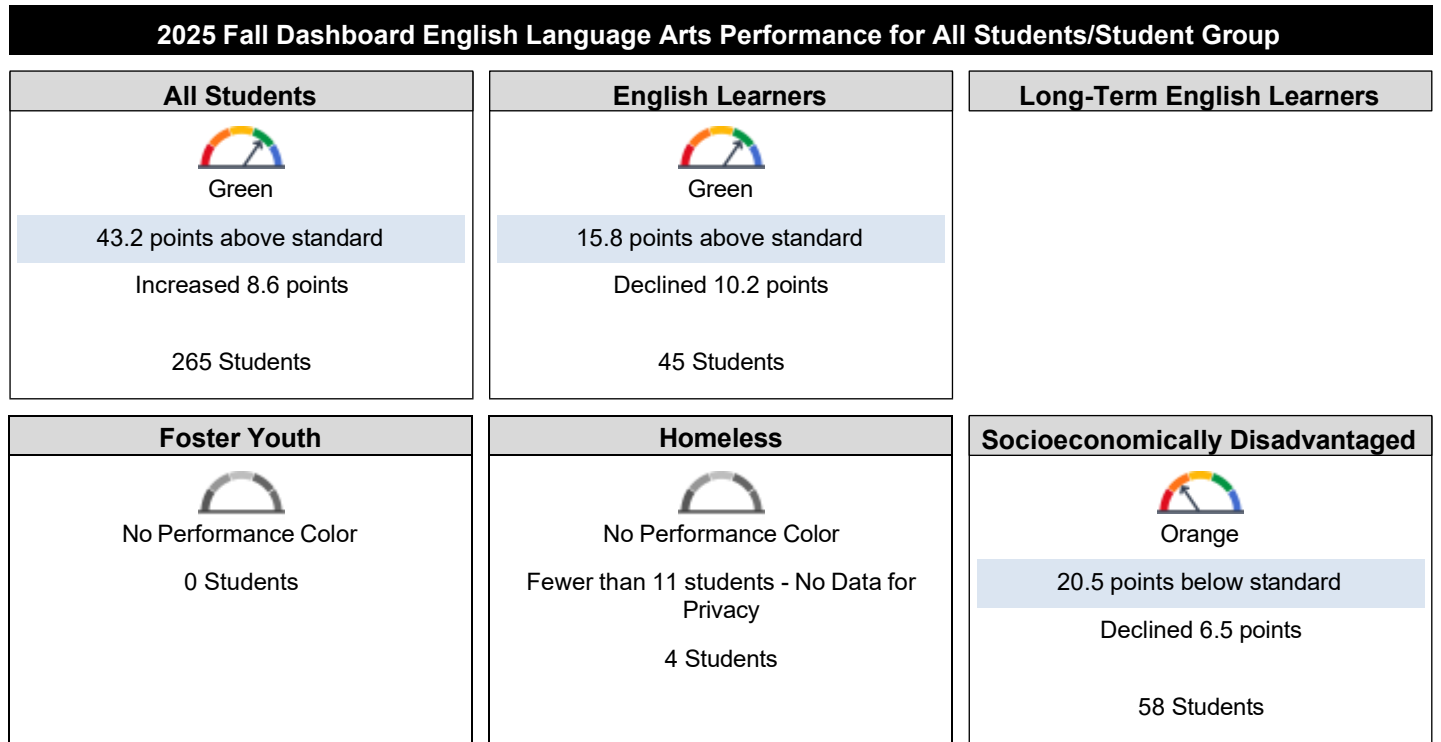
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This section provides number of student groups in each level.



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.



Students with Disabilities  No Performance Color 47.5 points below standard Declined 13.5 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  Blue 57.6 points above standard Increased 22 points 54 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Blue 39 points above standard Increased 23.2 points 48 Students
Two or More Races  Green 17.1 points above standard Declined 16.8 points 40 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 53.8 points above standard Increased 10.5 points 114 Students

Conclusions based on this data:

- Overall, the ELA Dashboard results reflect strong schoolwide performance with clear equity-related areas for improvement. All Students performed 43.2 points above standard, increased by 8.6 points, and received a green performance level. This indicates that schoolwide ELA instruction is producing positive outcomes overall and that student achievement improved from the prior year. Although overall student performance was strong, we will prioritize support for groups that showed a decline in performance, namely Socioeconomically Disadvantaged Students and Students with Disabilities.

Several student groups demonstrated particularly strong ELA outcomes. Asian students performed 57.6 points above standard and increased by 22 points, earning a blue performance level. White students performed 53.8 points above standard and increased by 10.5 points, also earning Blue. Hispanic students showed especially notable growth, performing 39 points above standard and increasing by 23.2 points, earning a blue performance level. These results indicate strong achievement and growth for multiple student groups.
- English Learners performed above standard and earned a green rating, with performance at 15.8 points above standard. However, this group declined by 10.2 points, which should be monitored closely. Although English Learners are still performing positively overall, the decline suggests a need to examine whether supports in reading comprehension, academic vocabulary, writing, and language development are consistent and effective across grade levels.

Socioeconomically Disadvantaged students are the most significant identified area of need. This group received an orange performance level, performing 20.5 points below standard and declining by 6.5 points. This shows a substantial achievement gap when compared to the overall student group, which is performing 43.2 points above standard. Targeted instructional support and progress monitoring are needed to improve outcomes for this group.

Students with Disabilities also require focused attention. Although this group did not receive a performance color, students performed 47.5 points below standard and declined by 13.5 points. This is the lowest reported performance among groups with available data and indicates the need to strengthen access to grade-level ELA instruction, accommodations, scaffolds, intervention, and collaboration between general education and special education staff.

Students identifying as Two or More Races earned a green performance level and performed 17.1 points above standard but declined by 16.8 points. While the group remains above standard, the size of the decline suggests that this group should be monitored to determine whether the decrease reflects a cohort change, instructional need, or emerging trend.

3. NSE will continue strong Tier 1 ELA instruction schoolwide, with an emphasis on complex text comprehension, academic vocabulary, evidence-based writing, and structured academic discussion. Since overall performance is strong, the focus will be on sustaining high-quality instruction while closing gaps for student groups performing below standard.

NSE will prioritize support for Socioeconomically Disadvantaged students by using assessment data to identify specific skill gaps in reading, writing, vocabulary, and comprehension. We will continue to provide targeted small-group instruction, pre-teaching of vocabulary and background knowledge, additional guided practice with complex texts, and regular progress monitoring.

NSE will strengthen support for Students with Disabilities through increased collaboration between general education and special education staff. Teams will review IEP goals, accommodations, classroom performance, and CAASPP-related skill needs to ensure students have meaningful access to grade-level texts and tasks. Instruction will include scaffolds such as chunked texts, sentence frames, graphic organizers, explicit modeling, repeated practice, and checks for understanding.

NSE will monitor English Learner performance closely despite the green rating. Because this group declined by 10.2 points, PLTs should review ELPAC domain data, CAASPP ELA claim data, classroom writing samples, and reading comprehension data to determine where additional support is needed. Instruction will continue to include designated and integrated ELD, oral language practice, vocabulary development, and sentence-level writing support.

NSE will examine the decline for students identifying as Two or More Races to determine whether it is connected to individual student needs, cohort changes, or broader instructional patterns. We will use local data and classroom assessments to identify students needing additional support or enrichment.

NSE will use PLC cycles to analyze ELA data by grade level, claim area, and student group. Teams will identify priority standards, develop common formative assessments, review student work, and adjust instruction based on evidence of student learning.

NSE will increase opportunities for students to write in response to reading. Students will regularly practice citing evidence, explaining their thinking, organizing ideas, and responding to both literary and informational texts. This will support both reading comprehension and written expression.

NSE will provide intervention and enrichment intentionally. Students below or near standard will receive targeted reteaching and skill-based support, while students already above standard should receive enrichment through complex texts, extended writing, discussion, and deeper analysis.

School and Student Performance Data

Academic Performance Mathematics

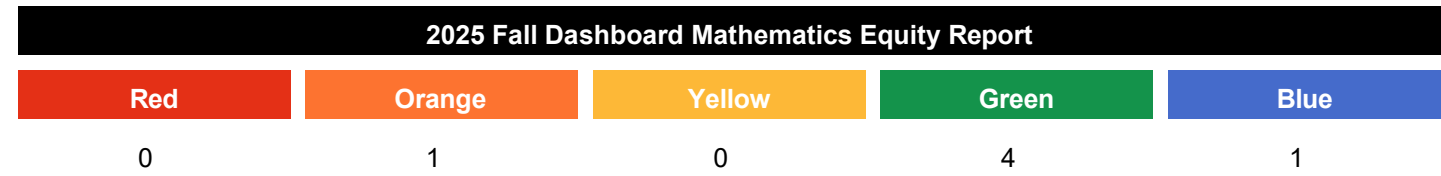
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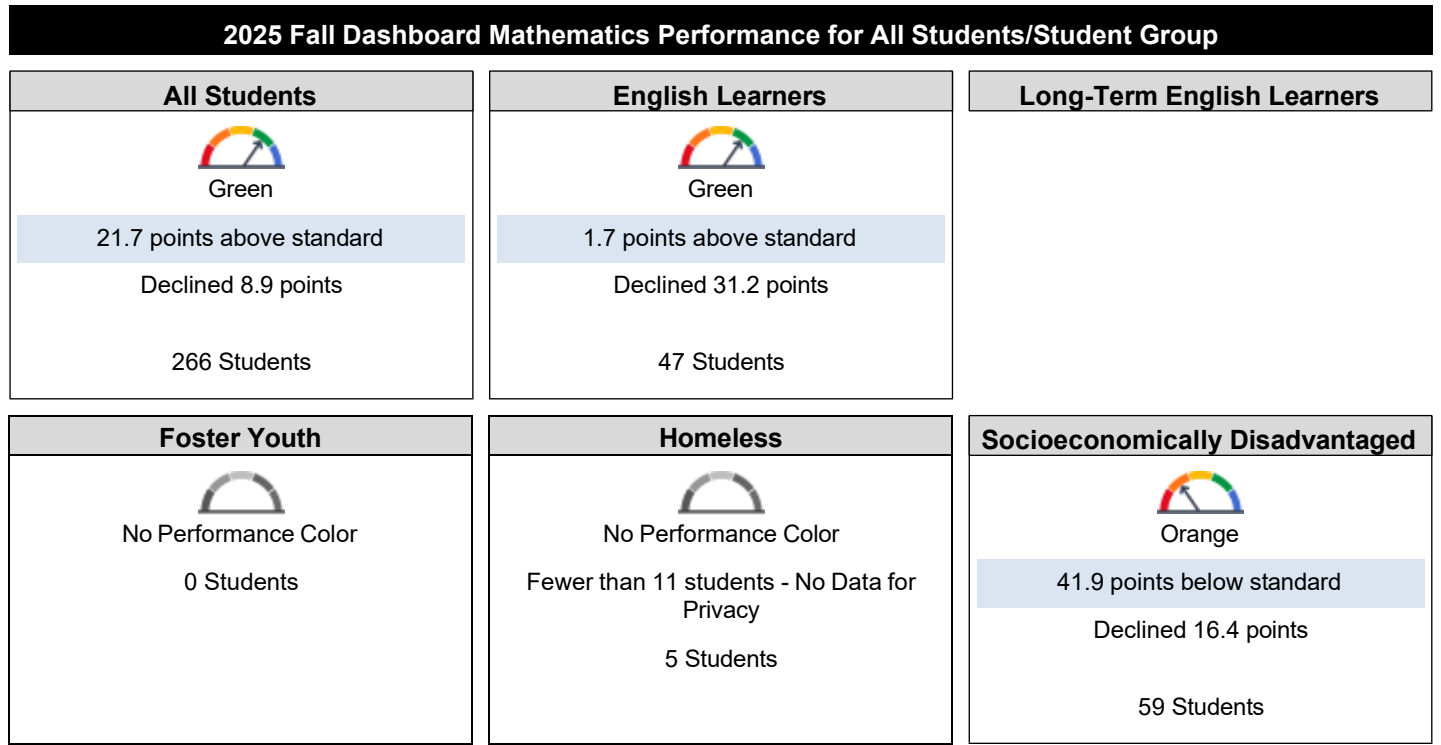
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This section provides number of student groups in each level.



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.



Students with Disabilities  No Performance Color 51 points below standard Maintained 1.6 points 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  Blue 49.4 points above standard Increased 4.4 points 55 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Green 9.4 points above standard Maintained 0.1 points 48 Students
Two or More Races  Green 2.3 points above standard Declined 28.1 points 40 Students	Pacific Islander  No Performance Color 0 Students	White  Green 21.7 points above standard Declined 13.5 points 115 Students

Conclusions based on this data:

- Overall Mathematics performance is positive, with All Students earning a green performance level and scoring 21.7 points above standard. This indicates that students, as a whole, are meeting grade-level expectations in mathematics. However, the overall group declined by 8.9 points, suggesting that while performance remains strong, math achievement should be monitored closely to prevent continued decreases. The main priority will be sustaining the Green overall rating while addressing declines for English Learners, White students, students identifying as Two or More Races, and especially Socioeconomically Disadvantaged students and Students with Disabilities.
- Asian students demonstrated the strongest performance, earning a blue rating, scoring 49.4 points above standard, and increasing by 4.4 points. This indicates both high achievement and continued growth for this student group.

Hispanic students earned a green rating and performed 9.4 points above standard, maintaining performance from the prior year. This is a positive result and suggests that current math supports are helping this group remain above standard, though there is still opportunity to increase growth.

White students also earned a green rating and performed 21.7 points above standard, matching the overall student group. However, this group declined by 13.5 points, which should be monitored to determine whether the decline reflects cohort differences, specific grade-level needs, or broader instructional trends.

English Learners earned a green rating and performed slightly above standard at 1.7 points above standard. However, this group had a significant decline of 31.2 points, which is one of the most important findings in the data. Although English Learners remain above standard, the size of the decline suggests a need to strengthen math and language supports, vocabulary development, and access to multi-step problem-solving tasks.

Students identifying as Two or More Races earned a green rating and scored 2.3 points above standard but also declined significantly by 28.1 points. This group remains above standard, but the decline should be reviewed through local data to determine whether targeted support is needed.

Socioeconomically Disadvantaged students are the clearest area of concern. This group earned an orange rating, scored 41.9 points below standard, and declined by 16.4 points. This represents a substantial gap compared with All Students, who scored 21.7 points above standard. This gap indicates a need for targeted intervention, stronger access to grade-level math instruction, and frequent progress monitoring.

Students with Disabilities did not receive a performance color but scored 51 points below standard and maintained performance with a slight change of 1.6 points. Although the group did not decline significantly, performance remains well below standard, indicating a need for continued focus on access, scaffolding, intervention, accommodations, and collaboration between general education and special education staff.

3. Natoma Station Elementary (NSE) will continue strong Tier 1 math instruction across all classrooms, with a focus on conceptual understanding, procedural fluency, problem solving, and mathematical reasoning. Since overall performance remains Green but has declined, instruction should focus not only on maintaining proficiency but also on increasing growth.

NSE will use PLT time to analyze math data by grade level, standard, claim area, and student group. Teams will identify where students are struggling most, especially in problem solving, modeling, data analysis, and communicating mathematical reasoning.

NSE will prioritize support for Socioeconomically Disadvantaged students. We will continue to provide targeted small-group instruction, pre-teaching of key concepts and vocabulary, additional guided practice, spiral review, and frequent progress checks. This group will be a focus for intervention planning because it is the only reported group with an orange performance level.

NSE will strengthen math supports for English Learners, especially given the significant decline of 31.2 points. Teachers will intentionally teach math vocabulary, model academic language, use visuals and manipulatives, provide sentence frames for explaining reasoning, and give students structured opportunities to discuss mathematical thinking.

NSE will continue focused support for Students with Disabilities through collaboration between general education and special education staff. Teams will review IEP goals, accommodations, classroom data, and assessment performance to ensure students have access to grade-level standards with appropriate scaffolds. Supports may include chunked problems, visual models, manipulatives, step-by-step problem-solving routines, and repeated practice with feedback.

NSE will review the decline for students identifying as Two or More Races and White students to determine whether the decrease is connected to specific grade levels, standards, or cohort changes. Local classroom data and formative assessments can help determine whether additional support or enrichment is needed.

NSE will increase opportunities for students to explain and justify their mathematical thinking. Students will regularly use math journals, number talks, error analysis, partner discussion, and constructed-response tasks to strengthen reasoning and communication.

NSE will expand real-world problem solving and modeling tasks. Students need regular practice identifying relevant information, choosing strategies, representing problems with models, and explaining why their solution makes sense.

NSE will continue to monitor progress throughout the year using common formative assessments, exit tickets, interim assessments, and student work analysis. PLC teams will use this information to adjust instruction quickly and provide timely reteaching or enrichment.

School and Student Performance Data

Academic Performance Science

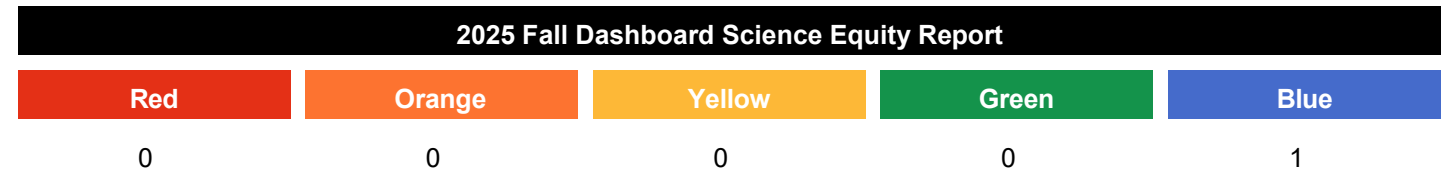
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 63.5 science points Increased 4.3 points 100 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  No Performance Color 55.3 science points 26 Students

Students with Disabilities  No Performance Color 41.9 science points 11 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 62.3 science points Increased 3.4 points 18 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 57.8 science points Increased 12.3 points 15 Students
Two or More Races  No Performance Color 63.4 science points 16 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 66 science points Increased 3.2 points 49 Students

Conclusions based on this data:

- Overall 5th Grade CAST performance is a strength. All Students earned a green performance level, with 63.5 science points, an increase of 4.3 points, and 100 students included. This indicates that 5th grade science performance is strong overall and improving. At the same time, subgroup differences show that the school should continue strengthening equitable access to science instruction, particularly for Students with Disabilities and Socioeconomically Disadvantaged students.
- White students demonstrated the highest reported performance, earning a blue rating with 66 science points and an increase of 3.2 points. This reflects both strong achievement and continued growth for this student group.

Several student groups performed near the overall schoolwide level. Two or More Races scored 63.4 science points, nearly identical to All Students at 63.5. Asian students scored 62.3 science points and increased by 3.4 points, also reflecting solid performance close to the overall group.

Hispanic students showed notable growth, increasing by 12.3 points and reaching 57.8 science points. Although this group remains below the overall student group, the strong increase is encouraging and suggests that current instruction or supports may be helping students make progress in science.

Socioeconomically Disadvantaged students scored 55.3 science points, which is below the overall student group by approximately 8.2 points. While this group did not receive a performance color, the difference suggests a need to monitor access, background knowledge, academic vocabulary, and opportunities for hands-on science learning.

Students with Disabilities scored 41.9 science points, which is substantially below the overall student group by approximately 21.6 points. This is the clearest area of need in the available CAST data and indicates the importance of stronger scaffolds, accommodations, inclusive instruction, and collaboration between general education and special education staff.

3. NSE will continue strong Tier 1 science instruction, with regular opportunities for students to engage in hands-on investigation, inquiry, academic discussion, science vocabulary, and evidence-based explanations. The overall green rating indicates that current instruction is producing solid outcomes and should be sustained.

NSE will use grade-level PLCs to review CAST claim, domain, and item-level data when available. Teams will identify which science practices and content areas need the most reinforcement, such as analyzing data, explaining phenomena, using evidence, or applying scientific concepts to real-world scenarios.

NSE will prioritize support for Students with Disabilities by strengthening collaboration between general education and special education staff. Teachers will ensure students have access to grade-level science content through visuals, modeling, chunked directions, vocabulary supports, graphic organizers, hands-on experiences, and appropriate accommodations.

NSE will provide targeted support for Socioeconomically Disadvantaged students by intentionally building background knowledge, pre-teaching academic vocabulary, connecting science concepts to real-world experiences, and providing additional guided practice with reading and writing in science.

NSE will continue building on the growth shown by Hispanic students. We will review instructional practices that may have contributed to the 12.3-point increase and consider how those strategies can be sustained or expanded across other student groups.

NSE will increase opportunities for students to write and speak like scientists. Students will regularly explain observations, use evidence to support claims, analyze data, and participate in structured academic conversations using science vocabulary.

NSE will integrate literacy supports into science instruction. Because CAST requires students to read complex prompts, interpret information, and explain reasoning, students will practice reading science texts, interpreting charts and models, and writing evidence-based explanations.

NSE will monitor subgroup performance throughout the year using classroom assessments, science notebooks, performance tasks, and common formative assessments. This will help identify students needing additional support before the CAST assessment window.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green 60 making progress. Number Students: 45 Students	 No Performance Color making progress. 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.

2025 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
14.3%	23.8%	0%	61.9%

Conclusions based on this data:

1. The English Learner Progress Indicator reflects positive overall performance. English Learner Progress is rated Green, with 60% making progress and 45 English Learners included in the indicator. This suggests that the school's English Learner supports are generally helping students move toward English language proficiency. The key next step is to strengthen supports for students who maintained lower ELPI levels or declined, while continuing practices that helped the majority of students' progress.
2. At the same time, the data shows that a significant portion of English Learners are not yet making measurable progress. 23.8% maintained ELPI Levels 1, 2L, 2H, 3L, or 3H, meaning nearly one-fourth of English Learners remained at a lower or mid-level of English proficiency rather than progressing. These students should be closely monitored and supported with targeted language development.

Additionally, 14.3% of students decreased one ELPI level, which is an area of concern. This suggests that some English Learners may need more intensive support, closer progress monitoring, or a review of instructional access, attendance, intervention, and classroom language supports.
3. NSE will continue implementing strong designated and integrated ELD instruction across classrooms. Instruction will include daily opportunities for academic language development, structured conversation, vocabulary development, sentence-level practice, reading comprehension, and writing connected to grade-level content.

NSE will identify the students who maintained lower ELPI levels and the students who decreased one ELPI level. We will review individual student data, including ELPAC domains, classroom performance, attendance, intervention history, and progress toward reclassification criteria.

NSE will use ELPAC domain data to determine whether students need more support in listening, speaking, reading, or writing. Since students may progress differently across domains, targeted support should be based on specific language needs rather than overall performance alone. Our bilingual instructional aid will provide additional targeted support to students.

NSE will strengthen reading and writing supports for English Learners. Students will regularly practice academic vocabulary, sentence expansion, evidence-based writing, comprehension strategies, and written explanations across content areas.

NSE will continue building oral language through structured academic conversations. Teachers and our bilingual instructional aide will use partner talk, sentence frames, discussion protocols, oral rehearsal before writing, and opportunities for students to explain their thinking using complete sentences and content-specific vocabulary.

NSE will continue to provide targeted small-group instruction for English Learners who maintained or declined. These groups may benefit from vocabulary preview, guided reading, explicit grammar and sentence structure instruction, writing frames, visuals, and repeated opportunities to practice academic language.

NSE will monitor English Learner progress throughout the year using formative language assessments, classroom writing samples, reading data, and teacher observations. PLT teams with support and coaching from our MTSS Specialist will review progress regularly and adjust supports before the annual ELPAC assessment.

NSE will continue monitoring students who may be approaching Long-Term English Learner status. Even though there were 0 Long-Term English Learners reported in this indicator, proactive monitoring can help ensure students continue progressing toward reclassification in a timely manner.

NSE will continue to engage with our English Language Advisory Committee (ELAC) and partner with families by sharing students' English language progress and simple ways to support language development at home, such as reading together, discussing new vocabulary, encouraging students to explain what they learned, and practicing oral language in both home language and English. Strengthening 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

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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.

2025 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. NSE 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 2025 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.

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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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Green 5.2% Chronically Absent Declined 1.1 559 Students	English Learners  Green 5.6% Chronically Absent Declined 3.9 90 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 18.2% Chronically Absent 0 11 Students	Socioeconomically Disadvantaged  Yellow 11% Chronically Absent Declined 3 136 Students

Students with Disabilities  Yellow 14.5% Chronically Absent Declined 7.4 76 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  Orange 5.8% Chronically Absent Increased 1.4 104 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Green 3.7% Chronically Absent Declined 4.9 109 Students
Two or More Races  Green 6.8% Chronically Absent Declined 1.6 74 Students	Pacific Islander  No Performance Color 0 Students	White  Green 4.7% Chronically Absent Declined 0.8 258 Students

Conclusions based on this data:

1. Natomas Station's overall chronic absenteeism is a strength. All Students received a green performance level, with 5.2% chronically absent, a decline of 1.1 percentage points, and 559 students included. This indicates that schoolwide attendance is generally strong and improving.
2. English Learners also demonstrated positive attendance outcomes, earning a green rating with 5.6% chronically absent and a decline of 3.9 percentage points. This suggests that attendance supports for English Learners are having a positive impact and should be continued.

Several student groups showed strong or improving attendance. Hispanic students had one of the strongest outcomes, with only 3.7% chronically absent, a decline of 4.9 percentage points, and a green rating. White students also earned Green, with 4.7% chronically absent, and Two or More Races earned Green, with 6.8% chronically absent and a decline of 1.6 percentage points.

Although overall attendance is strong, subgroup data show areas that require continued attention. Socioeconomically Disadvantaged students received a yellow rating, with 11% chronically absent, despite improving by 3 percentage points. This rate is more than double the overall chronic absenteeism rate of 5.2%, suggesting that barriers related to access, transportation, health, housing stability, or family needs may be affecting attendance for some students.

Students with Disabilities also received a yellow rating, with 14.5% chronically absent, despite a significant improvement of 7.4 percentage points. The improvement is encouraging, but this remains the highest reported chronic absenteeism rate among major student groups. Continued coordination between general education, special education, families, and support staff is needed.

Homeless students had a chronic absenteeism rate of 18.2% among 11 students, which is a significant concern even though no performance color was assigned. This group may need individualized support due to housing instability, transportation challenges, and other barriers that can affect consistent attendance.

Asian students received an orange rating, with 5.8% chronically absent and an increase of 1.4 percentage points. Although the overall rate is still relatively low compared with some other groups, the increase and orange rating indicate that this group should be monitored to determine whether there are specific students or patterns contributing to the increase.

3. Natoma Station's office staff will continue to utilize data analytics to identify students at risk of chronic absenteeism early and intervene promptly, including regular attendance monitoring, positive attendance messaging, early outreach, and family partnership.

NSE will continue to use a tiered attendance system to identify students approaching chronic absenteeism before they reach the 10% threshold. We will review attendance data monthly and flag students with repeated absences, patterns by day of the week, or emerging attendance concerns.

NSE will prioritize individualized support for Students with Disabilities, who have a chronic absenteeism rate of 14.5%. Teams will review whether absences are connected to health needs, transportation, school avoidance, service schedules, or family barriers. Support plans may include family check-ins, problem-solving meetings, coordination with case managers, and connections to appropriate services.

NSE will continue targeted support for Socioeconomically Disadvantaged students, who improved but remain at 11% chronically absent. Outreach will focus on identifying barriers and offering practical support, such as transportation resources, school supplies, health referrals, flexible communication, and connection to community resources.

NSE will provide focused support for Homeless students, given the reported 18.2% chronic absenteeism rate. We will ensure families are connected with McKinney-Vento supports, transportation assistance, basic needs resources, and a consistent school contact who can help problem-solve attendance barriers.

NSE will monitor the Asian student group, which received an orange rating and increased by 1.4 percentage points. We will continue to communicate the importance of traveling during school holidays and breaks with families.

NSE will use COST, SST, attendance team meetings, or similar support structures to review students with repeated absences. Attendance plans will be supportive, and problem-solving focused rather than punitive.

NSE will communicate regularly with families about the importance of consistent attendance while maintaining a warm and supportive tone. Messaging will be framed in a way that helps families understand how missed days affect learning, relationships, routines, and access to intervention or enrichment.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 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. NSE 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

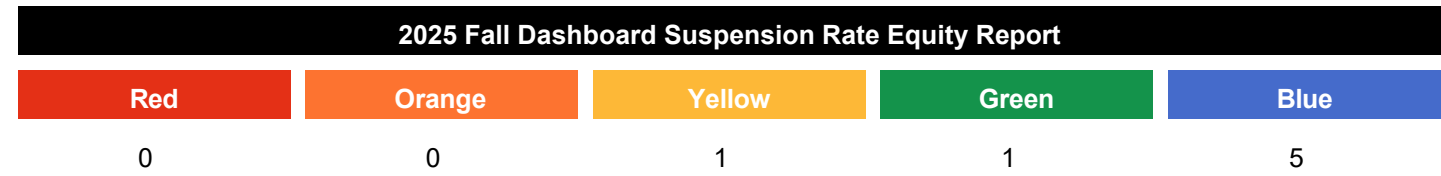
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.5% suspended at least one day Declined 0.6% 566 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 93 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0% suspended at least one day 11 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 1.7% 142 Students

Students with Disabilities  Yellow 3.9% suspended at least one day Declined 0.7% 77 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 105 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Blue 0% suspended at least one day Declined 0.9% 114 Students
Two or More Races  Blue 0% suspended at least one day Declined 1.4% 75 Students	Pacific Islander  No Performance Color 0 Students	White  Green 1.2% suspended at least one day Declined 0.5% 258 Students

Conclusions based on this data:

1. Data from the 2024-2025 school year indicate that Overall suspension data is a significant strength. All Students earned a blue performance level, with only 0.5% of students suspended at least one day, a decline of 0.6 percentage points, and 566 students included. This indicates that schoolwide behavior systems, climate practices, and alternatives to suspension are contributing to very low suspension rates.
2. Several student groups had 0% suspension rates and earned blue performance levels, including English Learners, Socioeconomically Disadvantaged students, Asian students, Hispanic students, and students identifying as Two or More Races. This is a strong indicator that positive behavior supports and school climate practices are benefiting many student groups.

The decrease in suspension rates for Socioeconomically Disadvantaged students, from the prior year by 1.7 percentage points, is especially positive. This group had 0% suspended for at least one day, suggesting that proactive supports, relationship-building, and alternatives to exclusionary discipline may be working effectively.

Students with Disabilities are the primary area for continued attention. This group received a yellow performance level, with 3.9% suspended at least one day, although the rate declined by 0.7 percentage points. The improvement is encouraging, but the rate remains higher than the overall student group and all other reported groups. This suggests a need to continue strengthening proactive behavior supports, accommodations, behavior plans, and collaboration between general education and special education staff.
3. As a site, 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 learning for all staff with a focus on fostering positive relationships, using common language, establishing consistent behavior expectations, de-escalation, trauma-informed practices, disability-related behavior needs, restorative responses, and culturally responsive classroom

management. This can help ensure consistent practices across classrooms and reduce the likelihood of exclusionary discipline.

NSE will focus targeted support on Students with Disabilities, who had the highest reported suspension rate at 3.9% and received a yellow rating. We will review discipline data, IEP supports, behavior intervention plans, accommodations, and classroom behavior patterns to determine where additional support is needed.

NSE will strengthen collaboration between general education teachers, special education staff, administrators, school psychologists, counselors, and support providers. Teams will ensure that students with disabilities have consistent behavior supports, clear routines, appropriate accommodations, and proactive regulation strategies across settings.

NSE will continue to use COST, SST, IEP, and behavior support team structures to identify students with repeated behavior concerns early. We will develop individualized support plans that include prevention strategies, replacement behaviors, adult check-ins, restorative conversations, and family communication.

NSE will continue to use alternatives to suspension whenever appropriate. Restorative practices, problem-solving conferences, reflection activities, conflict resolution, re-entry meetings, and skill-building interventions can help address behavior while keeping students connected to school.

NSE will continue to monitor discipline data regularly by student group, grade level, location, time of day, behavior type, and referring context. This will help identify patterns and allow the school to respond proactively rather than waiting for suspension data to increase.

NSE will continue celebrating positive behavior and strong school climate. We will continue to recognize students and staff for contributing to a safe, inclusive, and supportive learning environment while maintaining a focus on equity and continuous improvement.

Partner with families when behavior concerns emerge. Communication should be early, supportive, and problem-solving focused, with the goal of understanding student needs and creating consistent supports between home and school.

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.

We will prioritize support for groups that showed a decline in performance, namely Socioeconomically Disadvantaged Students and Students with Disabilities.

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: 72%	1.01 Increase performance by 2%
1.01 CAASPP Math	1.01 Natoma Station Elementary School Math Overall Proficient: 64%	1.01 Increase performance by 2%
1.02 CAASPP Performance ELA and Math for Socioeconomically Disadvantaged Students and Students with Disabilities	1.02 Socioeconomically Disadvantaged Students Proficient in ELA and Math: ELA Overall Proficient: 49%; Math Overall Proficient: 38% Students with Disabilities Proficient in ELA and Math: ELA Overall Proficient: 27%; Math Overall Proficient: 28%	1.02 Performance on CAASPP for Students with Disabilities will increase by 5%
1.02 English Language Proficiency Assessments for CA (ELPAC)	1.02 67% of English Learners performed at Levels 3 & 4 combined on the ELPAC. 28% of students performed at Level 3 - Moderately Developed and 39% performed at	1.02 Improve performance on the ELPAC for students performing at Levels 3 and 4 overall by 2%.

	Level 4 - Well Developed overall on the ELPAC.	
1.01 & 1.03 MClass Assessments	1.03 BOY Performing At and Above Grade Level: 72% EOY Performing At and Above Grade Level: 76% Growth of 4%	1.03 Improve performance from BOY to EOY by 2% overall and improve growth percentile by 2%.
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 (Innovamat Thinking Math)	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 & 1.03 Renaissance Early Literacy Diagnostic Kinder & 1st Grade)	1.01 Natoma Station All Student Proficiency Rate Spring (2026): 72.2% Scored At or Above NSE Growth rate Fall (2025) - Spring (2026): 63.8% FCUSD Growth rate across all schools Fall 2025 - Spring 2026: 62.5% FCUSD Proficiency rate across all schools (May 2025): 51.8 % Proficient FCUSD Proficiency rate across all schools (May 2026): 63.8 % Proficient	1.01 Increase performance by 2%
1.01 Renaissance Reading Diagnostic	1.01 Natoma Station All Student Proficiency Rate in Reading (State Benchmark) Spring 2026: 66.1% Scored At or Above NSE Growth rate Fall (2025) - Spring (2026): 68.4% FCUSD Growth rate across all schools Fall 2025 - Spring 2026: 61.3% FCUSD Proficiency rate across all schools (May 2025): 61.9 % Proficient FCUSD Proficiency rate across all schools (May 2026): 65.3 % Proficient	1.01 Increase performance by 2%
1.01 Renaissance Math Diagnostic	1.01 Natoma Station All Student Proficiency Rate in Math (State Benchmark) Spring 2026: 60.7% At or Above NSE Growth rate Fall (2025) - Spring (2026): 73.5% FCUSD Growth rate across all schools Fall 2025 - Spring 2026: 63.4% FCUSD Proficiency rate across all schools (May 2024): 59.4 % Proficient FCUSD Proficiency rate across all schools (May 2025): 46.1 % 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 (ESBN) meetings (2 times per year) to analyze multiple assessment measures and plan/refine instruction and intervention to improve all learner outcomes.	All Students	1500 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. 331 LCFF - Supplemental

			3000-3999: Employee Benefits Benefits for substitutes who provide release days.
1.3	COST Meetings (bi-weekly) meetings and SST meetings (as needed) 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 Teachers and MTSS Specialist	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	27806 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist Teacher will work with grade level teams to provide coaching for high quality first instruction and tier 2 and 3 interventions for all students. 6435 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 417 LCFF - Supplemental 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. 82 LCFF - Supplemental 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	9011 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant to support student needs in the classroom. 3894 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
1.9	General Education Paraeducator Support	All Students	11829 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducators help support our unduplicated pupils' access to grade level standards to improve learner outcomes and attain grade-level proficiency. 4520 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.

Through ongoing PLC cycles, teachers collaborate to identify essential standards, plan evidence-based instruction, monitor student learning through common formative assessments, and adjust instruction based on student need. This process supports consistent access to grade-level curriculum while allowing teams to provide targeted support through MTSS rotations for students who need additional instruction, practice, or enrichment.

Professional Learning Teams meet weekly to analyze student assessment data, review progress on essential standards, group students according to common academic needs, and design targeted instruction. This work is especially focused on improving outcomes for historically marginalized and underserved student groups, including Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities.

Supplemental curriculum and instructional resources are used to strengthen access to grade-level standards. Resources such as Lexia English support English Learners in developing academic language, while Steps to Advance materials, reading and math manipulatives, and targeted intervention tools provide additional scaffolds for students with disabilities and students performing below grade level. General education paraeducators and the MTSS Specialist teacher provide small-group and individualized academic support to help students access core instruction and make progress toward grade-level proficiency.

Designated and integrated ELD are implemented to support English Learners across content areas. With support from bilingual instructional assistants and classroom teachers, students receive structured opportunities to build academic

vocabulary, oral language, reading comprehension, and written language skills. These supports have contributed to the school's continued success in reclassifying a high percentage of emerging bilingual students as proficient.

Ongoing professional development and coaching strengthen implementation. District lead teachers, the MTSS Specialist teacher, and site leaders provide training and support related to common formative assessments, essential standards, instructional planning, and targeted intervention. New teachers receive additional support through BTSA and experienced site mentor teachers to ensure consistent instructional practices across classrooms.

The school's Inclusion Leadership Team provides guidance and feedback on evidence-based inclusion practices aligned with the school's vision and goals. This work supports collaboration between general education and special education staff to ensure that students with disabilities receive appropriate scaffolds, accommodations, and access to grade-level learning.

Overall, these strategies are designed to improve academic outcomes by strengthening Tier 1 instruction, using assessment data to guide intervention and enrichment, and prioritizing support for student groups showing declines in performance, particularly Socioeconomically Disadvantaged students and Students with Disabilities.

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: 96.05% (August 2025 - May 2026) Chronic Absenteeism: 7.27% (August 2025 - May 2026)	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 Open House. Increase parent participation at Family Literacy events by 5%. Parent attendance at English Language Advisory Committee (ELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement.

2.01 Student Surveys	2.01 Panorama Student Survey Data: Grades 3 - 5 Sense of Belonging: Fall 2025: 60% Favorable; 22% Approaching Favorable; 18% Not Favorable Winter 2026: 58% Favorable; 24% Approaching Favorable; 18% Not Favorable Winter survey: Strength: 65% of students reported feeling supported by adults at school Winter survey: Opportunity for Growth: 42% of students reported that students at school show them respect.	Increase Overall Student Sense of Belonging in grades 3-5 by 3% Increase students reporting that students at school show them respect by 5%
2.04 Parent/Caregiver Surveys	2.04 Studer Parent/Caregiver Survey Data: Fall 2025: Mean of survey results on 15 indicators on a 5-point scale: 4.3 Areas of Strength: My child's learning is a high priority (4.42); The school positively affects my child's growth and development (4.42) Opportunities for Growth: I receive positive phone calls, emails, or notes about my child from the school (3.92); I regularly receive feedback from school staff on how well my child is learning (4.02).	Parent perception of proactive communication about student learning will increase by .20 and positive communication with parents/caregivers will improve by .10.
2.04 Family Engagement Events	2.04 We hosted 32 family engagement events in 2025-2026. Some new events in 2025-2026 included the inaugural Ruby Bridges Walk to School Day and 3 Family Literacy Workshops aimed at strengthening literacy outcomes through a closer home-to-school partnership .	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, multi-mode, timely, and responsive communication available in multiple languages through ParentSquare, and the weekly digital newsletter (District and Natoma Station).	Maintain digital and print communications and engagement consistently.
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 to strengthen our school garden programs.

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	All students.	5194 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	additional support to families using a variety of communication methods including phone calls home and home visits. Share research with families about the importance of attendance on student learning outcomes and offer targeted support to families who need it. Communicate with families at the Welcome Back Bash, Back to School Night, and in the weekly online newsletter about the importance of attendance. Target our chronically absent students and offer an incentive for reaching the goal of 97% daily attendance rate and decrease our chronically absent rate by 1%.		Office clerk closely monitors daily attendance and reaches out to families by phone daily. 1978 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 Cash, Positive Principal Praise shout outs and phone calls home; Lunch with the Principal; ensure that students have a voice in creating classroom norms and agreements; ensure clear classroom and school-wide language, expectations, and routines; implement the use of restorative practices to address discipline issues; implement a progressive discipline approach and be transparent with students and families about the process; provide interventions including rest and reset zones and alternative recess to students who need additional support. Our mental health specialist will provide targeted support to students needing additional social-emotional and/or behavioral support by implementing behavior academies. Our Positive Pathways facilitator will provide small groups and individual targeted support to strengthen social skills, self-management skills, and emotional regulation skills.	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 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 Positive Pathways
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 targeted 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 staff, 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. The parent coordinator will partner with our PTO to support parent engagement workshops and community building events.	All Students	4698 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. 1736 LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator benefits
2.8	School staff will partner with PTO to continue to offer after school student clubs (choir, musical theater, chess) and diverse family engagement nights to strengthen the home-to-school connection (Welcome Back Bash, Family Literacy Night, STEAM Night, Town Hall Meetings, Musical Theater Performance, Harvest Festival, Family Cultural Night, etc.).	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	Staff Guiding Coalition, Leadership Teams and School Committees will promote shared ownership and diverse perspectives in leading efforts to ensure that school practices create safe, productive, and culturally responsive learning environments where all students and staff feel a strong sense of belonging and have a voice in school decision making.	All Students	4633 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated and Classified 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. 1023 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Extra Hourly for teacher leader's 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.	All Students	600 Donations 4000-4999: Books And Supplies Friday Folders 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 (Second Step curriculum). Design Tier 2 and Tier 3 interventions and supports for students who demonstrate a need for additional supports (behavior academies, Positive Pathways interventions).	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	875 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Hourly classified staff - parent coordinator, yard supervisor, instructional assistant to participate in monthly meetings. 120 LCFF - Supplemental 3000-3999: Employee Benefits
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	MTSS Specialist Teacher	All students	27806 Learning Recovery 1000-1999: Certificated Personnel Salaries The MTSS Specialist teacher will work with grade level teams to provide coaching for high quality first instruction and tier 2 and 3 interventions

			for all students. The intervention teacher will attend all Every Student by Name, COST and Student Success Team (SST) meetings - for students with additional behavior, social-emotional, and/or academic needs. 6435 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
2.16	Health Assistant	All students	2730 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. 1740 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	Increase proactive communication about student learning and create a school-wide positive communication goal.	All students	Extra hourly for parent coordinator, and other staff as needed, to support and monitor positive communication goals and proactive communication about student learning.

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 positive, timely, learning-focused, and reciprocal and that all educational partners 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 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 Positive Pathways facilitator will provide targeted support to 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	3.01 Natoma Station incorporates ongoing PD in weekly staff meetings, structured grade level collaboration, minimum days, release days, and Professional Development days. We will continue with our focus on a robust implementation of PLCs, evidence-based instructional practices that are aligned with FCUSD Model of Instruction, 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 teacher 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.	3.01 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	3.03 67% of English Learners performed at Levels 3 & 4 combined on the ELPAC. 28% of students performed at Level 3 - Moderately Developed and 39% performed at Level 4 - Well Developed overall on the ELPAC.	3.03 Improve performance on the ELPAC for students performing at Levels 3 and 4 overall by 2%. Train all teachers and administrators in research-based English Learner (EL) strategies and English Language Development (ELD). Provide integrated and designated English Language Development (ELD) professional development (district and site offerings).
3.02 Access to Grade Level Curriculum for all Students	3.02 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.	3.02 All students will have access to high-quality, grade level instruction and content.
3.02 California Assessment of Student Performance and Progress (CAASPP) Scores	3.02 2024-2025 CAASPP Results for English Language Arts (ELA): Natoma Station Elementary School ELA Overall Proficient: 72%. Overall improvement of 8% in ELA from 2023-2024 CAASPP proficiency rate. 2024-2025 End of Year CAASPP Results for Math: Natoma Station Elementary School Math Overall Proficient: 64%. Overall decline in	3.02 Increase student performance in both ELA and Math by 2%. Increase performance in ELA and Math of Socioeconomically Disadvantaged Students and Students with Disabilities by 5%.

	performance for all students in Math by 1.5%. Socioeconomically Disadvantaged Students Proficient in ELA and Math: ELA Overall Proficient: 49%; Math Overall Proficient: 38% Students with Disabilities Proficient in ELA and Math: ELA Overall Proficient: 27%; Math Overall Proficient: 28%	
3.02 Renaissance	3.02 Early Literacy: Natoma Station All Student Proficiency Rate Spring (2026): 72.2% Scored At or Above NSE Growth rate Fall (2025) - Spring (2026): 63.8% FCUSD Growth rate across all schools Fall 2025 - Spring 2026: 62.5% FCUSD Proficiency rate across all schools (May 2025): 51.8 % Proficient FCUSD Proficiency rate across all schools (May 2026): 63.8 % Proficient Reading: Natoma Station All Student Proficiency Rate in Reading (State Benchmark) Spring 2026: 66.1% Scored At or Above NSE Growth rate Fall (2025) - Spring (2026): 68.4% FCUSD Growth rate across all schools Fall 2025 - Spring 2026: 61.3% FCUSD Proficiency rate across all schools (May 2025): 61.9 % Proficient FCUSD Proficiency rate across all schools (May 2026): 65.3 % Proficient Math: Natoma Station All Student Proficiency Rate in Math (State Benchmark) Spring 2026: 60.7% At or Above NSE Growth rate Fall (2025) - Spring (2026): 73.5% FCUSD Growth rate across all schools Fall 2025 - Spring 2026: 63.4% FCUSD Proficiency rate across all schools (May 2024): 59.4 % Proficient FCUSD Proficiency rate across all schools (May 2025): 46.1 % Proficient	3.02 Increase student growth and performance in Reading (by 2%), Early Literacy (by 2%) and Math by (3%).
3.01 Transformative Social Emotional Learning, culturally relevant, and inclusive pedagogy.	3.01 Panorama Student Survey Data: Grades 3 - 5 Sense of Belonging: Fall 2025: 60% Favorable; 22% Approaching Favorable; 18% Not Favorable Winter 2026: 58% Favorable; 24% Approaching Favorable; 18% Not Favorable Winter survey: Strength: 65% of students reported feeling supported by adults at school	3.1 Increase Overall Student Sense of Belonging in grades 3-5 by 3% . Increase students reporting that students at school show them respect by 5%.

	Winter survey: Opportunity for Growth: 42% of students reported that students at school show them respect. In partnership with our mental health specialist and district SEL lead teachers, we will continue to offer learning opportunities around trauma-informed and evidence-based SEL practices to all staff. We will continue to provide ongoing PD for all staff facilitated by our district and site-based Climate and Culture facilitators on culturally relevant practices. Our site's Inclusion Leadership Team will continue to provide PD opportunities for all staff focused on evidence-based inclusive practices.	
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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, the MTSS Specialist Teacher, and site administrators 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. Grade level teams will use the Strategic Implementation Guide and the Pathways Tool to ensure a robust implementation of highly effective PLC practices. Three times 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 and analyze the results of 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 (ESBN) meetings (2 times per year) and COST meetings (bi-weekly) with an interdisciplinary team of educators to ensure that they are implementing timely and targeted interventions and supports to respond to the needs of all students.	All students	District Funded 1000-1999: Certificated Personnel Salaries Professional Learning Communities (PLC) meetings District Funded 3000-3999: Employee Benefits Teacher benefits 1500 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. 331 LCFF - Supplemental 3000-3999: Employee Benefits Substitute teacher benefits

3.3	Provide teacher training for implementing transformative SEL, 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
3.4	Training in foundational reading curricula (UFLI, SIPPS) will be provided for all teachers.	All students	District Funded 5000-5999: Services And Other Operating Expenditures Professional development on SIPPS, UFLI
3.5	Provide training to new teachers for ELA and Math curriculum (Benchmark Advance, UFLI, SIPPS, and Innovamat 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 support parent engagement.	English Language Learners	9010 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant 3893 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits
3.8	General Education Paraeducators will support access and support for Economically	Socioeconomically Disadvantaged	11828 LCFF - Supplemental

	Disadvantaged Students and English Learner who have gaps in their learning.	Students, English Language Learners	2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support all students access to grade level standards to reach grade level proficiency. 4520 LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
3.9	Implement Vapa Art Program for students in 4th and 5th grades and music instruction for students in Kindergarten - 3rd grade. Integrate arts to support student engagement and multi-modal learning opportunities.	All Students	Other 1000-1999: Certificated Personnel Salaries VAPA Teacher salaries Other 3000-3999: Employee Benefits VAPA teacher benefits Other 4000-4999: Books And Supplies VAPA supplies
3.10	Provide additional structured collaboration time (Team Time) for teachers to implement robust, evidence-based PLC practices with coaching support and feedback from the MTSS Specialist Teacher and site administrators.	All Students	Other 1000-1999: Certificated Personnel Salaries VAPA teacher salaries. Other 3000-3999: Employee Benefits VAPA Teacher Benefits Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist teacher salary Learning Recovery 3000-3999: Employee Benefits MTSS Specialist teacher benefits
3.11	Provide 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	875 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra hours for professional development. 120 LCFF - Supplemental 3000-3999: Employee Benefits

			Extra hours for professional development.
3.12	MTSS Specialist Teacher	All Students	27806 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. 6435 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
3.13	Release teachers to observe other teachers with strong instructional practices that align with FCUSD's Model of Instruction (instructional rounds).	All Students	417 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teachers 82 LCFF - Supplemental 3000-3999: Employee Benefits Substitute teacher benefits
3.14	Handwriting Without Tears for 1st and 2nd Grade Students who need additional support with handwriting.	All Students	1,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Purchase additional Handwriting Without Tears material.
3.15	Supplemental Materials	All Students	600 Donations 4000-4999: Books And Supplies Purchase Building Thinking Classrooms vertical charts that align with the Building Thinking Classrooms approach. 1,500 LCFF - Supplemental 4000-4999: Books And Supplies Purchase instructional materials and supplies to ensure student access and participation in learning.
3.16	Field Trip Scholarships	All Students	Donations 5000-5999: Services And Other Operating Expenditures Field trip scholarships for students who are economically disadvantaged.

3.17	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.	All Students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Professional development opportunities for classified staff LCFF - Supplemental 3000-3999: Employee Benefits Employee benefits
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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.

Our district's Educational Services department, lead teachers, our MTSS Specialist teacher, and teacher leaders worked closely with the principal, teachers, and support providers, and classified staff 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 relevant 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 robust 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, math instruction, and evidence-based, transformative SEL practices.

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

There are no anticipated changes to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal 4

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

4.02 - Maintain schools in good repair.

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

Identified Need

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

Teacher effectiveness is highly correlated with student achievement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audit	96%	4.1 Ensure all certificated staff 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 one teacher who holds an intern credential and is on track for completing his 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	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	5193 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Office clerk will support a safe, healthy, and positive school environment by ensuring that the front office is a warm and welcoming environment and providing regular outreach to families. 1978 LCFF - Supplemental 3000-3999: Employee Benefits benefits
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	416 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. 81 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for certificated sub
4.7	Bilingual Instructional Assistant	English Learners / Emerging Bilinguals	9010 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. 3893 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
4.8	Health Assistant	All Students	2729 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 1740 LCFF - Supplemental 3000-3999: Employee Benefits Health assistant benefits
4.9	MTSS Specialist Teacher	Unduplicated Students	27805 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher will work with grade level teams to provide coaching and support to ensure high quality first instruction and tier 2 and tier

			3 interventions for unduplicated students. 6434 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
4.10	Parent Coordinator	All Students	4698 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Parent Coordinator 1736 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 one teacher who holds an intern credential and is on track for completing his credential. Teachers will continue to 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 site's seven 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
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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
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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	\$279,523.00
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 (\$)
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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 (\$)
Donations	\$3,400.00
LCFF - Supplemental	\$124,861.00
Learning Recovery	\$136,962.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$14,300.00

Subtotal of state or local funds included for this school: \$279,523.00

Total of federal, state, and/or local funds for this school: \$279,523.00

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	124,861	0.00
Learning Recovery	136,962	0.00

Expenditures by Funding Source

Funding Source	Amount
Donations	3,400.00
LCFF - Supplemental	124,861.00
Learning Recovery	136,962.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	14,300.00

Expenditures by Budget Reference

Budget Reference	Amount
	600.00
1000-1999: Certificated Personnel Salaries	127,533.00
2000-2999: Classified Personnel Salaries	70,253.00
3000-3999: Employee Benefits	59,537.00
4000-4999: Books And Supplies	12,700.00
5000-5999: Services And Other Operating Expenditures	5,900.00
5700-5799: Transfers Of Direct Costs	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Donations	3,400.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,310.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	70,253.00
3000-3999: Employee Benefits	LCFF - Supplemental	33,798.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,500.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	3,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	111,223.00
3000-3999: Employee Benefits	Learning Recovery	25,739.00
	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.)	7,800.00
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	65,825.00
Goal 2	78,068.00
Goal 3	69,917.00
Goal 4	65,713.00

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
Juli Thompson	Classroom Teacher
Courtney Hvostal	Other School Staff
Anne Delgado	Parent or Community Member
Katie Rivera	Parent or Community Member
Rebecca Marturano	Parent or Community Member
Jaymi Fridley	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



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 19, 2026.

Attested:



Principal, Vickie Boudouris on 5/19/2026



SSC Chairperson, Anne Delgado on 5/19/2026

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/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.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

School Site Council and ELAC Meeting Minutes

05.19.2026- Natoma Station Elementary Conference Room

Call to order: 4:03pm

Members present: Vickie Boudouris, Courtney Hvostal, Juli Thompson, Becky Goldsmith, Katie Rivera, Jayme Fridley, Courtney Morales, Hanna Johnson, Anne Delgado, Karen Hernandez

Approval of [March 24, 2026 Meeting Minutes](#)

Motion to approve minutes: Katie Rivera

2nd: Jaymi Fridley

All in favor

New Business:

Review updated goals and expenditures for School Plan for Student Achievement

1. Student progress and educational outcomes will be monitored for success using assessment results.
 - a. If teachers collaborate on students and performance they can regroup them and give them timely MTSS intervention if needed.
 - b. Local assessments help teams act before annual state assessment results arrive.
2. Engagement, safety and positive learning environment
 - a. Monitor attendance, school climate, and engagement data, respond quickly with tiered supports, strengthen family partnership and student belonging.
3. Professional learning, instructional practice and access
 - a. Focus on embedded professional development
 - b. Professional learning priorities are aligned to groups with the largest gaps.
4. Equitable access to high- quality instruction
 - a. All students receive equitable instruction from highly qualified teachers and have access to grade level and instructional level curriculum that promotes college and career readiness.

VOTE: Approve School Plan for Student Achievement (SPSA) and recommend it to the governing board.

Motion to approve: Anne Delgado

2nd: Jaymi Fridley, All in Favor

Actions:

- Adjournment: 5:09PM

Natoma Station Elementary School
Site Council & ELAC Meeting Agenda
5/19/2026 4:00pm

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

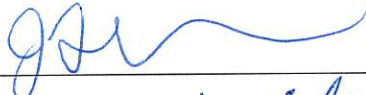
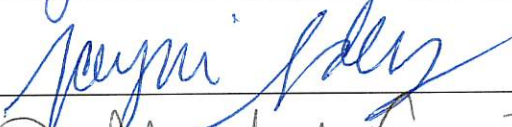
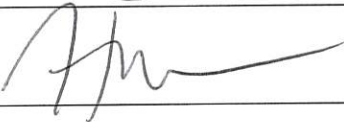
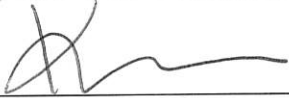
- 1) Welcome
- 2) Read and approve Minutes from 3/24/2026 Meeting [Site Council & ELAC Meeting Minutes 3/24/2026](#)
- 3) Review Student Progress Presentation 2025-2026 Progress on Goals and [2026-27 Budget Allocation Presentation](#)
- 4) 2024 - 25 & 2025 - 2026 California School Dashboard Data & local data sources including:
 - ❖ 2025-26 Attendance Data (May 18, 2026)
 - ❖ Suspension Rate
 - ❖ Student Academic Performance as measured by the CAASPP for English Language Arts and Mathematics & English Learner Progress (ELPAC)
 - ❖ Academic Progress Fall 2025 to Spring 2026 (Renaissance Diagnostic Assessments & MClass Reading Assessments)
 - ❖ 2025-26 Panorama Survey Data
 - ❖ [Studer Parent Survey Data - Fall, 2025](#)
- 5) Review updated goals and expenditures for School Plan for Student Achievement and:
 - Seek input from all members.
 - Adopt, adapt, abandon improvement strategies and expenditures.
 - Reaffirm or revise school goals.
- 6) Approve School Plan for Student Achievement (SPSA) and recommend it to the governing board.

Next meeting date is August, 2026

- 7) Adjourn meeting

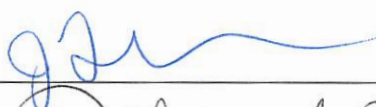
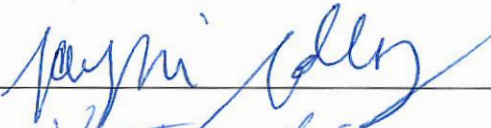
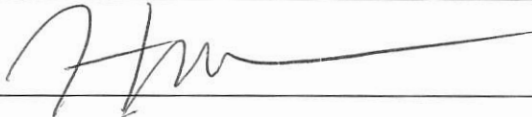
NSE Site Council Meeting

May 19, 2026

PRINT NAME	SIGNATURE
Courtney Hvosba	
Juli Thompson	
Jaymi Fridley	
Rebecca Goldsmith	
Katie Rivera	
Courtney Morales	
Hanna Johnson	
Anne Delgado	
Karen H.	

NSE ELAC Meeting

May 19, 2026

PRINT NAME	SIGNATURE
Courtney Hrostar	
Juli Thompson	
Rebecca Goldsmith	
Jaymi Fridley	
Katie Rivera	
Courtney Morales	
Hanna Johnson	
Anne Delgado	