



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Natoma Station Elementary School	34673306112916	September 6, 2022	October 20, 2022

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
<b>Purpose and Description .....</b>	<b>4</b>
School Vision and Mission .....	4
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations .....	5
Analysis of Current Instructional Program.....	6
Educational Partner Involvement .....	12
Resource Inequities .....	13
School and Student Performance Data .....	14
Student Enrollment.....	14
CAASPP Results.....	16
ELPAC Results .....	21
Student Population.....	25
Overall Performance .....	27
Academic Performance .....	28
Academic Engagement .....	39
Conditions & Climate.....	42
Goals, Strategies, & Proposed Expenditures.....	44
Goal 1.....	44
Goal 2.....	49
Goal 3.....	57
Goal 4.....	67
Budget Summary .....	73
Budget Summary .....	73
Other Federal, State, and Local Funds .....	73
Budgeted Funds and Expenditures in this Plan .....	74
Funds Budgeted to the School by Funding Source.....	74
Expenditures by Funding Source .....	74
Expenditures by Budget Reference .....	74
Expenditures by Budget Reference and Funding Source .....	75
Expenditures by Goal.....	75
School Site Council Membership .....	77
English Learner Advisory Committee (ELAC).....	78

Recommendations and Assurances .....79

Instructions.....80

    Instructions: Linked Table of Contents .....80

    Purpose and Description .....81

    Educational Partner Involvement .....81

    Resource Inequities .....81

Goals, Strategies, Expenditures, & Annual Review .....82

    Annual Review .....83

    Budget Summary .....84

    Appendix A: Plan Requirements .....86

    Appendix B: .....89

    Appendix C: Select State and Federal Programs .....91

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
Comprehensive Support and Improvement  
Targeted Support and Improvement  
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan 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, 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 Multi-Tiered System of Supports (MTSS) grade-level based rotations based on those standards, and using common assessments to flexibly group students for targeted instruction based on need, will be part of the intention of the School Plan for Student Achievement (SPSA).

## School Vision and Mission

### NATOMA STATION ELEMENTARY SCHOOL 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 their community." As a collective staff, we commit to setting high expectations for all students to ensure academic growth toward each student's highest potential through collaborative Professional Learning Communities (PLCs). A focus on building relationships amongst staff and students 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.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Through a multitude of parent communication interactions and feedback, we utilize parent information to address the needs and concerns of parents and families in the Natoma Station community. We are fortunate to have a consistent line of communication with our Parent Teacher Organization (PTO) board and our School Site Council (SSC) members. The California Healthy Kids Survey (CHKS) is administered to students, staff, and parents and the data is used to obtain a more comprehensive picture of school culture and climate in order to be better poised to respond to the needs of all stakeholders.

Parent Survey - Our Parent Survey asks questions about effectiveness and perception of positive school culture and climate, parent involvement, Social Emotional Learning, school safety, communication and responsiveness, family engagement, PTO, clubs, and school events. The results indicated that our parents feel welcome at school and they believe our school provides a positive learning environment for their children. Survey results indicate that parents are aware of our positive behavior supports and interventions, as well as our integration of social-emotional learning. Parents are satisfied with the amount of communication they receive from teachers and support staff.

Student Survey - Our California Healthy Kids Student Survey asks questions about school culture and climate. Students also participate in the Panorama social-emotional survey. 3-5 grade students take the survey online, while kindergarten-2nd grade teachers complete a teacher perception survey for each of their students. Our School's Guiding Coalition looks at the results to determine Specific, Measurable, Attainable, Realistic, and Timely (S.M.A.R.T) goals and action plans for the year.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal evaluations are completed throughout the school year per the district's evaluation process and timeline. We have an electronic teacher evaluation tool, TalentEd Perform, for the tracking of all observations. Formal evaluations for probationary teachers are conducted twice in the fall and twice in the spring. Tenured teacher formal evaluations are conducted once in the fall and once in the spring. In addition to the formal classroom observations, classroom walk-throughs and student observations are done on a daily basis. Administration supports effective instruction in the classroom through informal observations, and collaborations with teachers and support staff are part of the culture and climate of everyday life at Natoma Station Elementary School.

Initial informal observations reveal a number of strong practices occurring in classrooms at Natoma Station Elementary School. Teachers are consistently using Responsive Classroom strategies such as Morning Meeting, Quiet Time, and positive teacher language to engage all students and create a sense of community and belonging in all classrooms. Our Board-adopted curriculum in Language Arts, Math, Science, and Social Studies is being utilized in every classroom. We are continuing to

implement Second Step, a social-emotional curriculum, for all students. All incentive programs are grounded in the common behavioral expectations of the school and are based on positive reinforcement. Grade levels are using common schedules to allow for targeted intervention and instruction in core academic areas. Teachers are using a variety of engagement techniques including choral response, think/write-pair-share, turn and talk, and small group works to help all learners access the curriculum and experience academic success.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Natoma Station Elementary School participates in all required State and District testing, such as the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), and i-Ready District Progress Assessments (DPA). We have additional district curriculum assessments that are given to appropriately monitor student progress including reading fluency assessments, Benchmark Weekly Assessments (formative), Benchmark Unit Assessments (summative), enVision MATH Quick Checks (formative), enVision MATH Topic Tests (summative), and Systematic Instruction in Phonological Awareness, Phonics, Sight Words (SIPPS) Mastery Tests (formative). In 2022-2023, we will be transitioning from i-Ready Diagnostic assessments to Renaissance Star assessments. These results are used to plan instruction and provide interventions as needed. Teachers in grades 1-5 are participating in Professional Learning Communities (PLC) to dialogue and discuss ways in which to effectively maximize their efforts to support and improve student achievement while building teacher efficacy. Three Every Student By Name (ESBN) meetings (grades kindergarten - grade 5) and weekly PLC grade level meetings (grades 1-5) provide structure and accountability around these common assessments and help target resources toward intervention and amplification. Assessment outcomes are continually reviewed and analyzed by teachers and the principal to determine if materials, instructional strategies, or instructional priorities need to be continued, modified, or replaced.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers collaborate via collaborative grade level teams (PLCs) and they use programs such as Illuminate and Renaissance to monitor student data from district-provided and curriculum-embedded assessments. Additionally, they use ongoing formative assessments to modify instruction and determine flexible grouping in classrooms. Teachers conduct Renaissance and curricular assessments regularly to monitor student progress. These results direct discussions among staff to support the increase in student learning support and progress, through the PLC and Response to Instruction (RtI) process. Benchmark Advance and EnVision Math provide teachers with online assessment tools that can be disaggregated in a number of ways, including by student-by-standard. Tier one instruction is supported through whole class data analysis, and tier two interventions and amplifications are supported by embedding time in the day to provide targeted learning support for all students. Need: More professional development around the new Renaissance and Illuminate platform, specifically on how to create common assessments around essential standards and sub-standards by grade level teams are needed to deepen the practice of forming specific student groups to provide immediate, targeted instruction and to evaluate the effectiveness of our system of Multi-Tiered System of Support (MTSS).

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Natoma Station are highly qualified and credentialed in the subject area they teach. In addition to state requirements, many teachers have achieved advanced degrees and certifications.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All of our teachers are properly credentialed and receive ongoing professional development provided by the district and the school site to improve learner outcomes. This year we are continuing to use a Professional Learning Community (PLC) model to strengthen collective teacher efficacy, and to develop a more systematized implementation of Response to Instruction and Intervention (RtI). This focus will include the regular use of formative assessments to inform instruction and provide increased opportunities for targeted intervention and amplification to continuously improve all learner outcomes. Our Climate and Culture facilitators and our site principal will continue to provide training for the Second Step curriculum and ensure that social-emotional learning is integrated into the learning that happens throughout the instructional day. Professional Development (PD) and ongoing support of our PLC work are critical. Specifically around essential standards and common formative assessments through the use of Illuminate, Renaissance, and other assessments within the district-adopted curriculum will be an area of focus for the 2022-2023 school year. In addition, Professional Development (PD) focused on providing ongoing training to teachers and support staff to enable them to integrate social-emotional learning through the implementation of culturally responsive strategies using the Responsive Classroom approach in addition to the use of mentor texts will be a focus this year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our Professional Development (PD) is designed to support our ongoing PLC work. Professional development is based on instruction and aligned with our assessments that are related to the Common Core State Standards in the areas of English Language Arts, Mathematics, and English Language Development. Additional staff development around prioritizing instructional time based on student mastery of the essential standards and evaluating curriculum through the lens of Guaranteed and Viable Curriculum in addition to using common formative assessments to monitor progress is needed to ensure strong learning outcomes for all students. In addition, Professional Development on integrating social-emotional learning to deepen and refine our evolving practices will be ongoing during the 2022-2023 school year.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing support for teachers is largely provided through District Curriculum Lead Teachers, site PLC facilitators, Climate and Culture facilitators, and administration. The Elementary Curriculum Lead Teachers support and guide site PLC facilitators, Climate and Culture facilitators, and the site administrator with new curriculum implementation, effective instructional practices, and building teacher efficacy through practices that strengthen coherence, collaboration, and data-driven decision making. Teachers support one another through time spent discussing and researching instructional strategies and effective teaching efforts for their classrooms. We have a Student Success Team that monitors student progress using the Response to Instruction and Intervention model and collaboratively discusses actions to address both the academic and behavioral needs of our students with the greatest needs (Tier 3). Working collaboratively in Professional Learning Communities (PLCs) with a focus on prioritizing essential standards, effectively using formative assessment to guide instruction, and integrating SEL and restorative practices to provide a robust and engaging learning environment is the focus of the 2022-2023 school year.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

There is constant ongoing teacher collaboration. Formally, teachers meet as Professional Learning Teams (PLTs) where they collectively prioritize essential standards, and learning targets, create common formative assessments and analyze student data to create SMART (Specific, Measurable, Attainable, Realistic/Relevant, Time-Bound) goals to effectively address the needs of all learners. Teachers in grades 1-5 meet three times a month to discuss assessment outcomes, share instructional strategies, problem-solve around challenging lessons, share ideas to help specific students, and share in the planning and preparation of lessons. Our Culture and Climate facilitators collaborate and plan professional development for our staff that centers around strengthening students' social-emotional competencies. Our RtI team collaborates with teachers to support the behavioral and academic needs of students who require additional academic and/or social-emotional support. This year we will continue the work on strengthening the collaboration between special education and general education teachers. In addition, we will be looking at our practices using an equity lens to ensure that our practices are culturally responsive and that grade-level content is made accessible to all students.



## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers are using the Common Core State Standards as the basis of their instruction. Teachers have received instructional materials that are aligned with the Common Core State Standards and are presently using this curriculum. Teachers have received multiple days of district training, in addition to site curricular meetings for the support of ELA/ English Language Development (ELD), Math, and Social Studies. Amplify, our Next Generation Science Standards (NGSS) aligned curriculum is currently being implemented. Natoma Station Elementary School staff is committed to providing access and support to all students to improve learning outcomes and move toward proficiency in grade-level standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All state instructional minutes are strictly adhered to. The school schedule provides students with the required number of instructional minutes per day/week. Language Arts and Math times are consistent and fully directed for the purpose of uninterrupted learning time. Additionally, minutes are set aside for small group instruction and intervention and amplification to allow for differentiation of learner needs. MTSS rotations provide targeted instructional support and enrichment.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Our current schedule follows recommended curriculum and pacing, where the schedules are flexible, but focused on mastery of essential standards. Common assessment windows allow teachers to regularly monitor student progress, and engage in data-driven conversations about student achievement.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to core instructional materials. In addition to the core materials, students have access to supplemental materials, including intervention and enrichment activities. Leveled readers, SIPPS, Step Up to writing, and Steps to Advance provide multiple access points for students into the grade level curriculum.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers have been trained in core and supplemental curriculum and instruction to meet the needs of all students. Training in the usage of supplemental curriculum includes, but is not limited to: Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS), Lexia Core 5, Read Naturally, Renaissance, Freckle, Step Up to Writing, and Second Step.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We provide opportunities for students to receive the necessary support when appropriate. The implementation of a Multiple Tiered System of Support (MTSS), robust first instruction, and the use of formative assessment to effectively respond to learner needs ensure that all students' needs are met. In addition to academics, we support students in a positive way through a school-wide social-emotional learning plan that includes daily practices that build a sense of community and belonging and strengthen relationships, provide positive incentives, and celebrate students for their effort and compassion. We offer additional behavioral support through our Special Friends program, alternative recess, the use of our behavior support staff, and the use of calm down rest and reset spaces.

Evidence-based educational practices to raise student achievement

Teachers at Natoma Station Elementary School provide excellent first instruction by using Board-adopted materials and instructional techniques and strategies that are research-based. This year we continue to align our practices to those that have been determined to have higher effect sizes based on the research of John Hattie, including strengthening collective teacher efficacy. Fidelity to curriculum and expansion of Benchmark Advance support materials including Steps to Advance were adopted to increase student access. To create a learning environment that supports student learning, our school has implemented and communicated clear and consistent school-wide behavior standards. The Second Step curriculum provided by the district will be used in all classrooms to build social-emotional skills and competencies. Our school implements Positive Behavior Interventions and Supports (PBIS) under the leadership of our School Climate and Culture Leadership Team. An initial cohort of staff was trained in the Responsive Classroom in July 2021. Additional staff members were trained in July 2022. The Responsive Classroom approach includes an integrated approach to teaching and discipline that establish social-emotional and academic competencies that lay a solid foundation for learning. The Second Step social-emotional curriculum has been implemented since July 2016. Expansion of curriculum, including Benchmark Advance support materials including Steps to Advance, were adopted to increase student access to grade-level content.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Natoma Station Elementary School continues to work toward strengthening the involvement of our parents and community. This year, we will continue to provide training to parents and equip them with tools to support their children's learning. Parents are encouraged to attend our Back to School Night to understand the curricular and behavioral expectations for the year. Quarterly Coffee and Conversation with the Principal meetings are held to allow for sharing of schoolwide information and to allow another opportunity to parent input. Open House allows us to showcase student work for parents and attendance is above 90%. Our school website is updated regularly and our home-school communication system (Blackboard Connect) keeps parents informed about important information and upcoming events. All Natoma Station Elementary School families are encouraged to participate in the planning, implementation, and evaluation of the School Plan for Student Achievement (SPSA) plan. We provide online access codes to families for our curriculum such as enVision (Math) and Benchmark Advance (ELA/ELD) in addition to supplemental programs such as i-Ready. Teachers and the Principal provide ongoing communication with parents through our weekly digital newsletter (Cheetah Bytes), emails, our school website, and parent-teacher conferences. Our parent coordinator works closely with our Parent Teacher Organization (PTO) leadership to provide many opportunities for our parent community to strengthen partnerships with our school. Our (PTO) is outstanding in supporting staff and students both academically and through extracurricular and school and community-building events.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

A large percentage of our parents actively participate in school activities and volunteer in our classrooms. Parents who meet safety clearance are invited to work in classrooms, in our school garden, and chaperone educational field trips. Parents and staff, along with our PTO, help to fund, organize and plan events that benefit children throughout the year. Our School Site Council consists of five parents and five staff members who meet regularly to review our site plan and monitor progress on our site goals. Our English Language Advisory Committee meets as part of the Site Council to focus on the specific needs of our English Learners.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Our district provides funds that are used to directly support classroom instruction. District services and funding are provided for the direct support of the following classroom resources:

District Curriculum Specialist Teachers who provide coaching and Professional Development to teachers and administrators

Bilingual Instructional Aide

Renaissance

Lexia Core 5

SIPPS

Professional Development

Library Clerk

Parent Coordinator

Site and Intel Corporation funds pay for direct support of classroom instruction, through the support of Professional Development and the purchase of additional instructional resources.

## Fiscal support (EPC)

Our school has access to district funds including English Learner/Low Income, Title 2, Title 3 funds in addition to PTO funds and donations from Intel Corporation.

# Educational Partner Involvement

How, when, and with whom did the 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 involves certificated and classified staff, parents, community members, and students in these committees and conversations. Specific School Site Council (SSC) meeting discussions will be held in August 2022, September 2022, October 2022, and spring 2023. The current SPSA was reviewed and additional feedback on data and goals were discussed. The process and timeline for stakeholder involvement were outlined. Student achievement data and relevant topics, including standards-based instruction and student progress, family engagement strategies, school culture, and student engagement were discussed at each meeting. At the August meeting, attendees reviewed the school's 2022-2023 goals and discussed how they related to FCUSD's newly revised LCAP priorities. Stakeholder involvement around the revision of the prior academic school year goals occurred in August and September. The revised SPSA template was used in the revision of the goals for 2022-2023 and staff and parent involvement in the revision process was solicited. Ongoing meetings throughout the 2022-2023 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 1 - Welcome Back Bash Family Engagement and Staff Professional Development

August 3 & 4 - Professional Development and PLC Work Days

Weekly Staff PLC Meetings

School Site Council and English Learner Advisory Committee Meetings August, September, April

Back to School Night August 17, 2022

Every Student By Name (ESBN) Meetings with Faculty September, February  
PTO General Meetings August, September, October, November, December, January, February, March, April, May  
Coffee and Conversation with the Principal are held once each trimester  
Guiding Coalition Meetings Monthly - August, September, October, November, December, January, February, March, April, May, June  
PC Pals Partnership with Intel Corporation October Meeting  
Open House April 27, 2023  
Parent Engagement Nights October, December, February  
Twice Monthly Grade Level Response to Intervention Meetings (RtI) beginning September 2022  
Student Council Meetings in October, November, December, January, February, March, April, May

## Resource Inequities

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

Due to COVID-19 school closures, existing issues with access and equity among our low-income families and students with special needs have been amplified. The gaps are now larger than ever and we have work to do. With our current number of English Language students, we have a consistent need for Bilingual Instructional Assistant (BIA) support. Our intervention teacher and general education paraeducators will be assisting with learning recovery for students with an intentional focus on historically marginalized and most vulnerable student populations. With our current needs related to COVID-19 contact tracing, independent study paperwork, and record-keeping, we have an increased need for additional clerical support in the office. With a large and active parent population, there is an identified need for increased parent coordinator support. With an increase in students with special needs needing additional support for successful inclusion in the general education classroom, we will be providing additional training for teachers and instructional assistants to ensure that the curriculum is accessible to all students by making the necessary accommodations and modifications.

# School and Student Performance Data

## Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.2%	0.21%	0	1	1
African American	0.41%	1.3%	1.91%	2	6	9
Asian	22.84%	24.6%	21.02%	111	113	99
Filipino	1.85%	2.4%	1.70%	9	11	8
Hispanic/Latino	17.28%	17.9%	17.62%	84	82	83
Pacific Islander	0.41%	0.4%	%	2	2	
White	47.12%	42.5%	45.44%	229	195	214
Multiple/No Response	9.88%	10.5%	11.89%	48	48	56
Total Enrollment				486	459	471

## Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	84	68	74
Grade 1	81	85	75
Grade 2	80	65	97
Grade3	83	89	69
Grade 4	80	74	79
Grade 5	78	78	77
Total Enrollment	486	459	471

### Conclusions based on this data:

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

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	55	51	58	11.3%	11.10%	12.3%
Fluent English Proficient (FEP)	47	48	57	9.7%	10.50%	12.1%
Reclassified Fluent English Proficient (RFEP)	1	7		2.0%	1.50%	

### Conclusions based on this data:

1. We have seen consistency in the percentage of English Learners enrolled at Natoma Station Elementary School over the past three years, however, making up just over 11% of our student population last year. Need: We will continue to ensure that we are closely examining English Learner outcomes and provide staff professional development opportunities to continue to build understanding around integrated and designated English Language Development (ELD) support for our English Learner (EL) students.
2. This year more students were Reclassified Fluent English Proficient (RFEP) in comparison to last year. The reason for the increase in reclassification is unknown at this time. Continued work with staff development and with our Bilingual Instructional Assistant is imperative to ensure that our English Learners have ample, ongoing support at Natoma Station Elementary.
3. The most common languages of our English Learners are as follows: Telugu (17%), Russian (14%), Farsi (12%), Tamil (10%), and Spanish (7%).

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	79	89	65	77	0	64	77	0	64	97.5	0.0	98.5
Grade 4	66	77	77	66	0	77	66	0	77	100	0.0	100.0
Grade 5	67	82	74	66	0	74	66	0	74	98.5	0.0	100.0
All Grades	212	248	216	209	0	215	209	0	215	98.6	0.0	99.5

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2483.		2461.	53.25		40.63	20.78		17.19	22.08		32.81	3.90		9.38
Grade 4	2530.		2532.	56.06		51.95	18.18		19.48	13.64		22.08	12.12		6.49
Grade 5	2556.		2554.	39.39		44.59	37.88		28.38	15.15		12.16	7.58		14.86
All Grades	N/A	N/A	N/A	49.76		46.05	25.36		21.86	17.22		21.86	7.66		10.23

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	44.16		34.38	46.75		56.25	9.09		9.38
Grade 4	51.52		38.96	40.91		57.14	7.58		3.90
Grade 5	42.42		37.84	48.48		58.11	9.09		4.05
All Grades	45.93		37.21	45.45		57.21	8.61		5.58

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.87		21.88	61.04		59.38	9.09		18.75
Grade 4	34.85		28.57	54.55		59.74	10.61		11.69
Grade 5	50.00		29.73	39.39		55.41	10.61		14.86
All Grades	37.80		26.98	52.15		58.14	10.05		14.88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	41.56		23.44	54.55		67.19	3.90		9.38
Grade 4	36.36		35.06	57.58		55.84	6.06		9.09
Grade 5	27.27		25.68	68.18		67.57	4.55		6.76
All Grades	35.41		28.37	59.81		63.26	4.78		8.37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46.75		23.44	46.75		67.19	6.49		9.38
Grade 4	53.03		28.57	34.85		67.53	12.12		3.90
Grade 5	42.42		36.49	45.45		56.76	12.12		6.76
All Grades	47.37		29.77	42.58		63.72	10.05		6.51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Since we don't have any CA state data from 2020-2021, we rely on site-based assessment data. We pull performance data from iReady, Benchmark Advance, SIPPS placement assessments, Phonological Awareness Screening Test (PAST), and Step Up to Writing data.
2. Over time, students have achieved consistently at all grade levels in ELA across the year spans 2016-2017, 2017-2018, and 2018-2019. We need to focus on a steady increase in percentage above standard and a steady decrease below standard in each grade level and domain, especially for our unduplicated students which numbered around 117 in 2021-2022. We are looking forward to reviewing the 2021-2022 data when it is officially released by the California Department of Education.

3. Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address learning gaps needs through a school-wide focus on prioritizing essential standards, implementing robust PLCs, using our Guaranteed and Viable curriculum with fidelity, and student engagement.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	79	89	65	77	0	64	77	0	64	97.5	0.0	98.5
Grade 4	66	77	77	66	0	76	66	0	76	100	0.0	98.7
Grade 5	67	82	74	66	0	74	66	0	74	98.5	0.0	100.0
All Grades	212	248	216	209	0	214	209	0	214	98.6	0.0	99.1

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2502.		2471.	50.65		43.75	36.36		26.56	10.39		14.06	2.60		15.63
Grade 4	2541.		2543.	48.48		55.26	33.33		21.05	13.64		18.42	4.55		5.26
Grade 5	2552.		2542.	34.85		35.14	30.30		28.38	22.73		18.92	12.12		17.57
All Grades	N/A	N/A	N/A	44.98		44.86	33.49		25.23	15.31		17.29	6.22		12.62

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	67.53		50.00	28.57		32.81	3.90		17.19
Grade 4	57.58		60.53	34.85		34.21	7.58		5.26
Grade 5	39.39		37.84	45.45		48.65	15.15		13.51
All Grades	55.50		49.53	35.89		38.79	8.61		11.68

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	53.25		39.06	45.45		46.88	1.30		14.06
Grade 4	48.48		46.05	42.42		43.42	9.09		10.53
Grade 5	42.42		29.73	43.94		55.41	13.64		14.86
All Grades	48.33		38.32	44.02		48.60	7.66		13.08

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	55.84		45.31	42.86		43.75	1.30		10.94
Grade 4	57.58		43.42	34.85		44.74	7.58		11.84
Grade 5	33.33		20.27	48.48		59.46	18.18		20.27
All Grades	49.28		35.98	42.11		49.53	8.61		14.49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Since we don't have an CA state data from 2020-2021, we rely on site-base assessment data. We pull performance data from iReady, enVision Topic Tests, Quick Checks, and Reflex Math.
2. There will be continued focused support on all students to increase their proficiency in Math. We will continue to build implementation of best practices such as the RACE strategy and number talks to build teacher efficacy across grade levels.
3. Working in PLTs to prioritize the math essential standards and using data from Common Formative Assessments (CFAs) to respond to the needs of all students will support teachers in refining and strengthening their instructional practices throughout the 2022-2023 school year.

# School and Student Performance Data

## 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	1467.3	1443.0	*	1458.2	1434.6	*	1488.1	1462.1	8	12	19
<b>1</b>	1503.0	*	1460.9	1498.5	*	1450.0	1507.1	*	1471.4	17	7	17
<b>2</b>	*	*	1452.3	*	*	1439.0	*	*	1464.9	10	5	12
<b>3</b>	*	*	*	*	*	*	*	*	*	4	7	4
<b>4</b>	*	*	*	*	*	*	*	*	*	7	6	4
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>										49	39	59

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	33.33	21.05	*	33.33	47.37	*	33.33	15.79	*	0.00	15.79	*	12	19
<b>1</b>	23.53	*	11.76	52.94	*	47.06	23.53	*	29.41	0.00	*	11.76	17	*	17
<b>2</b>	*	*	8.33	*	*	58.33	*	*	8.33	*	*	25.00	*	*	12
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	22.45	31.58	13.56	48.98	39.47	52.54	20.41	23.68	18.64	8.16	5.26	15.25	49	38	59

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	33.33	21.05	*	33.33	42.11	*	25.00	15.79	*	8.33	21.05	*	12	19
<b>1</b>	47.06	*	5.88	35.29	*	35.29	17.65	*	52.94	0.00	*	5.88	17	*	17
<b>2</b>	*	*	25.00	*	*	41.67	*	*	8.33	*	*	25.00	*	*	12
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	36.73	42.11	22.03	42.86	39.47	38.98	10.20	10.53	23.73	10.20	7.89	15.25	49	38	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	33.33	15.79	*	41.67	57.89	*	25.00	15.79	*	0.00	10.53	*	12	19
<b>1</b>	17.65	*	17.65	47.06	*	29.41	35.29	*	35.29	0.00	*	17.65	17	*	17
<b>2</b>	*	*	0.00	*	*	50.00	*	*	25.00	*	*	25.00	*	*	12
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	16.33	23.68	10.17	44.90	36.84	45.76	36.73	36.84	30.51	2.04	2.63	13.56	49	38	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	41.67	42.11	*	50.00	47.37	*	8.33	10.53	*	12	19
<b>1</b>	58.82	*	23.53	41.18	*	70.59	0.00	*	5.88	17	*	17
<b>2</b>	*	*	25.00	*	*	58.33	*	*	16.67	*	*	12
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	34.69	44.74	32.20	59.18	47.37	59.32	6.12	7.89	8.47	49	38	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	25.00	10.53	*	58.33	63.16	*	16.67	26.32	*	12	19
<b>1</b>	35.29	*	0.00	64.71	*	82.35	0.00	*	17.65	17	*	17
<b>2</b>	*	*	25.00	*	*	50.00	*	*	25.00	*	*	12
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	34.69	48.65	20.34	57.14	43.24	59.32	8.16	8.11	20.34	49	37	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	25.00	21.05	*	66.67	73.68	*	8.33	5.26	*	12	19
1	17.65	*	23.53	82.35	*	58.82	0.00	*	17.65	17	*	17
2	*	*	0.00	*	*	66.67	*	*	33.33	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.37	23.68	13.56	67.35	57.89	69.49	14.29	18.42	16.95	49	38	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	75.00	68.42	*	25.00	26.32	*	0.00	5.26	*	12	19
1	29.41	*	23.53	70.59	*	58.82	0.00	*	17.65	17	*	17
2	*	*	16.67	*	*	58.33	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	47.22	35.59	67.35	52.78	52.54	4.08	0.00	11.86	49	36	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Our number of English Learners, a total number of 56, increased at Natoma Station Elementary School in 2021-2022.
2. There is an ongoing need for Bilingual Instructional Aid (BIA) support and Professional Development (PD) in designated and integrated- English Language Development (ELD).



# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
459	10.9	11.1	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	51	11.1
Foster Youth		
Homeless	7	1.5
Socioeconomically Disadvantaged	50	10.9
Students with Disabilities	48	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3
American Indian or Alaska Native	1	0.2
Asian	113	24.6
Filipino	11	2.4
Hispanic	82	17.9
Two or More Races	48	10.5
Native Hawaiian or Pacific Islander	2	0.4
White	195	42.5

### Conclusions based on this data:

1. The students of Natoma Station are disproportionately White and Asian.

2. The percentages of EL (11.1%), homeless (1.5%), socioeconomically disadvantaged (10.9%) and students who have disabilities (10.5%) have increased in the last 2 years.
3. Because our school is disproportionate to the number of white students who are not designated low income, it is important to continue to focus on learning for diverse students to keep staff aware that children have different levels of access, as well as varying academic and social emotional needs. Need: Providing professional development on culturally responsive practices.


# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Blue		

### Conclusions based on this data:

1. We do not have dashboard data from 2020-2021, so we will see what data is published this fall. A focus on English Learner progress is necessary as seen through the subgroup data in both English Learner Arts (ELA) and Math.
2. As students returned to in-person learning, post-pandemic, suspension rates increased and attendance rates decreased. We will continue to focus on student engagement through relationship-building, Social Emotional Learning (SEL), restorative practices, progressive discipline, and the integration of PBIS on campus to improve school climate, school culture, and student engagement.
3. Chronic absenteeism declined by 1% in 2018-2019. Our strategy of being more systematic and intentional in communicating with families of students with higher rates of absenteeism about the importance of daily attendance may have contributed to improvement in outcomes in this area. We need to continue our efforts in engaging students and responding in a timely way when students are absent by providing multiple levels of support to students and families.

# School and Student Performance Data

## Academic Performance English Language Arts

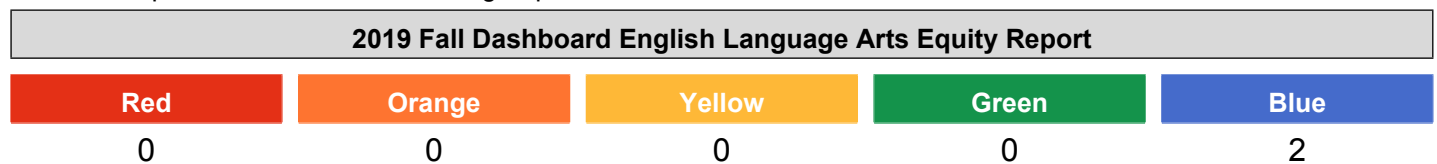
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue 53.8 points above standard Maintained ++1.8 points 204	 No Performance Color 38.5 points above standard Declined -3 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 40.4 points above standard Increased Significantly ++17.6 points 27	 No Performance Color 43.8 points below standard Increased ++3.6 points 20

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Blue 66.3 points above standard Increased ++8.9 points 46	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  No Performance Color 27.4 points above standard Increased ++11 points 28	<b>Two or More Races</b>  No Performance Color 49.6 points above standard 15	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  Blue 58.4 points above standard Maintained ++0.2 points 104

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 18.7 points below standard 12	<b>Reclassified English Learners</b> 68.3 points above standard Declined -4.6 points 23	<b>English Only</b> 52.4 points above standard Maintained ++0.5 points 155
--	--	---

#### Conclusions based on this data:

1. We do not have dashboard data from 2020-2021, so we will see what data is published this fall.
2. Subgroups showed inconsistency in improvement in learning outcomes. We will focus Professional Development efforts on improving outcomes for students in the subgroups that showed the greatest decline in performance, with an emphasis on Students with Disabilities, Hispanic students, and English Language Learners. These subgroups continue to underperform compared to our collective student body. An increased focus on best practices when it comes to high-quality first instruction, RtI, a consistent collaboration between general education and special education staff, and inclusion will support greater instructional coherence for students with disabilities at Natoma Station Elementary School. Supports necessary to support our English Language Learners including a Professional Development focus to continue to grow teacher efficacy will continue to be areas of focus. Culturally responsive teaching, acknowledging gaps, and being intentional when we plan Response to Intervention (RtI)/Multiple-Tiered System of Supports (MTSS) will be implemented.
3. A focus on the subgroup of students with disabilities will be necessary for the 2022-2023 academic school year. A 50.3 point gap with a student count of twelve students was highlighted in the state assessment results. Our site will continue to focus on best practices when it comes to high-quality first instruction, RtI, and inclusion.

# School and Student Performance Data

## Academic Performance Mathematics

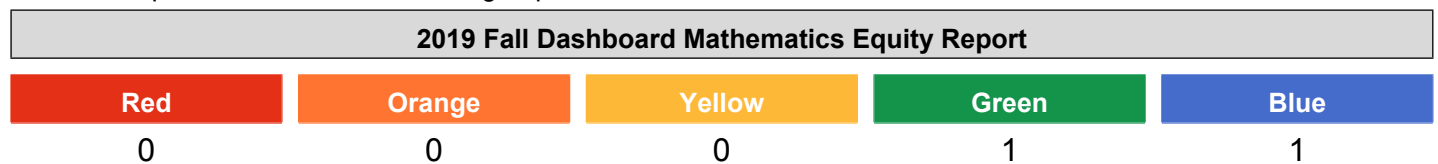
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Blue 47.6 points above standard Increased ++4.2 points 204		 No Performance Color 51.4 points above standard Increased ++7.9 points 35		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 23.9 points above standard Increased ++7.1 points 27		 No Performance Color 54.3 points below standard Increased ++4.6 points 20	

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color 15	<b>Asian</b>  Green 64.1 points above standard Declined -5.7 points 46	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  No Performance Color 24.2 points above standard Increased Significantly ++25.5 points 28	<b>Two or More Races</b>  No Performance Color 44.7 points above standard 15	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  Blue 50 points above standard Increased ++5.2 points 104

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 24.7 points above standard 12	<b>Reclassified English Learners</b> 65.4 points above standard Increased ++10.4 points 23	<b>English Only</b> 43.2 points above standard Maintained ++2.9 points 155
--	---	---

#### Conclusions based on this data:

- The performance of All Students on the Math assessment is high (status) and improved in 2017-2018 by +8% (change) and by +6% in 2018-2019. Students with low socioeconomic status improved significantly (+26 points), pointing to the effectiveness of our system of Multi-Tiered System Of Supports (MTSS) which allows for differentiated and targeted instructional support for all students. Meeting in Professional Learning Team (PLTs) more consistently and closely monitoring student data to inform instruction will continue to support strong learning outcomes for all subgroups.
- A focus on our Hispanic students is necessary when looking at our Math assessment results. There is a gap of 49 points with a student count of 24 students. Intentional focus on supporting students and using culturally responsive practices will be necessary throughout the 2022-2023 school year.
- A focus on the subgroup of students with disabilities will be necessary for the 2021-2022 academic school year. Although the student count tested in this subgroup was low at 12 students, the achievement gap is extremely large with a 90+ point gap between all students and students with disabilities. Regular collaboration between general education teachers and special education teachers and support providers will help maintain a focus on tighter instructional coherence. In addition, access to grade-level content for students with disabilities and targeted differentiation will continue to be an area of focus in the current year.

# School and Student Performance Data

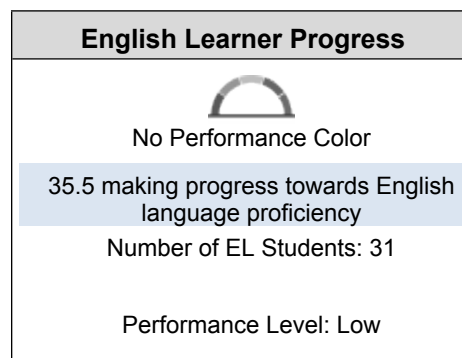
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
19.3	45.1	6.4	29.0

#### Conclusions based on this data:

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



# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

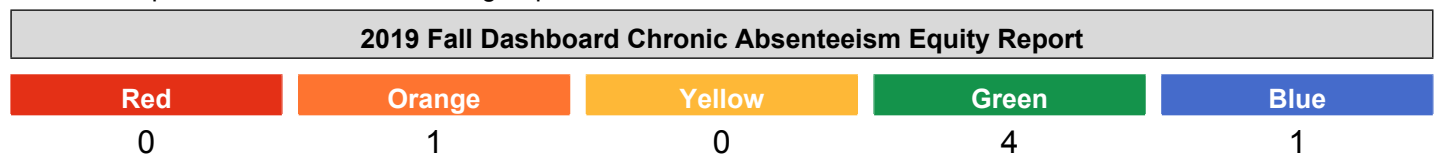
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 4.6 Declined -1 480	 Blue 1.8 Declined -4 57	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 8.8 Declined -5.3 57	 Green 9.3 Declined -9.1 43

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  Green 3.2 Declined -2.4 125	<b>Filipino</b>  No Performance Color 0 Maintained 0 12
<b>Hispanic</b>  Green 4.7 Declined -4.7 64	<b>Two or More Races</b>  No Performance Color 5.4 Increased +5.4 37	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  Orange 5.5 Increased +1.1 235

#### Conclusions based on this data:

1. Natoma Station's attendance rates went from 97.5% in 2020-2021 to 93.8% in 2021-2022. This decrease was likely due to COVID illness and quarantine guidelines once we returned to full in-person learning. We will need to focus on building back up to 97% attendance rate as our school community's health and safety allows.
2. Continuing to work with front office staff regarding attendance tracking and parent outreach is an important emphasis. Our goal this year is to reach an attendance rate of 97%, which meets the district goal. Tracking and monitoring students who continue to be absent is a priority through the utilization of the Dashboard feature located in the menu on PowerSchool. Natoma Station will also continue to utilize Assessment to Achievement (A2A) to maintain records and communication with families of students who are chronically tardy/truant.
3. A focus on student engagement - engaged students are eager to come to school ready to learn, and interact with their teachers and friends. Utilizing our Positive Behavioral Intervention Support (PBIS) team to coordinate systematic outreach to our families will be part of our action plan this year.



# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

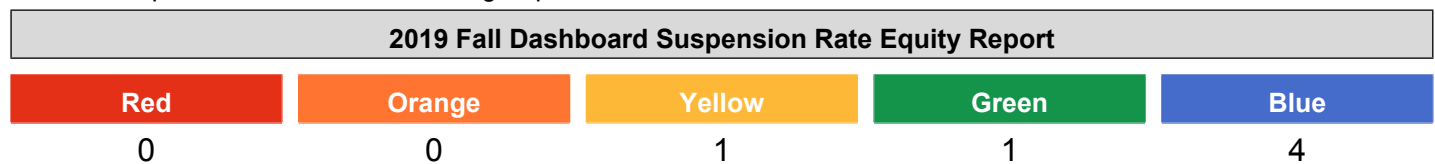
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0.4 Declined Significantly -3.3 492	<b>English Learners</b>  Blue 0 Declined -1.4 59	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 5	<b>Socioeconomically Disadvantaged</b>  Green 1.6 Declined -3.7 61	<b>Students with Disabilities</b>  Blue 0 Declined -10.3 43

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 4	<b>American Indian</b>  No Performance Color 0 Declined -11.1 38	<b>Asian</b>  Blue 0 Maintained 0 130	<b>Filipino</b>  No Performance Color 0 Declined -7.7 12
<b>Hispanic</b>  Yellow 1.5 Maintained 0 66	<b>Two or More Races</b>  No Performance Color 0 Declined -11.1 38	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 3	<b>White</b>  Blue 0.4 Declined Significantly -4.4 239

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.7	0.4

#### Conclusions based on this data:

1. According to 2019 data, our overall suspension rate declined significantly for all students (-3.3%). This decrease was due in part to a comprehensive and systematic school-wide approach to improving our culture and climate. We focused on creating a positive school culture by implementing our Second Step social-emotional curriculum in all classrooms, using progressive and restorative discipline practices, using common language and explicitly teaching behavior standards to staff, students and parents, and providing targeted restorative interventions for students who need additional support.
2. Our close collaboration with our behavior support providers to provide additional targeted support to our students with disabilities led to a significant decrease in suspensions with our Students with Disabilities subgroup. We will continue to provide training to our Special Education teachers, general education teachers, and instructional assistants in order to be proactive and restorative in our approach to challenging and unsafe behavior.
3. We will continue to work with our district's Social Emotional Learning department and our site's PBIS team to provide Professional Development for our staff to ensure that we are continuing to build all stakeholders' understanding of the importance of fostering positive relationships, using common language, establishing consistent behavior expectations, using de-escalation techniques, and implementing a restorative approach to discipline.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

LCAP Goal 1

## LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly-qualified teachers and have access to a curriculum that promotes college and career readiness. (State Priority 1)

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

1.2 - Maintain schools in good repair.

1.3 - 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.

## Goal 1

All students will receive instruction from a highly-qualified teacher and have access to both grade level and instructional level curriculum.

## Identified Need

Teacher effectiveness is highly correlated with student achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audit	100%	1.1 Ensure all certificated staff has appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. 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%	1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.
Williams Act instructional materials audit	100%	1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Identified English Learner (EL) Students, Kindergarten - 5th Grade

#### Strategy/Activity

Program Monitor and Bilingual Instructional Assistant

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

##### Amount(s)

1,200

##### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Stipend for program monitor to ensure all supports are coherent and English Learners are supported.

2,000

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
Our Bilingual Instructional Assistant supports all students with language needs in both individual and group settings.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Annual Teacher Evaluations

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

##### Amount(s)

##### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Weekly scheduled Professional Learning Communities (PLC) time to analyze student assessment data, prioritize instruction for essential standards, and measure student learning using common formative assessments.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

1000-1999: Certificated Personnel Salaries  
Collaboration and Professional Development  
provided through staff meetings.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with disabilities.

Strategy/Activity

Inventory and ordering of both core and supplemental instructional materials.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

1,000

LCFF - Supplemental  
4000-4999: Books And Supplies  
District purchase of supplemental reading  
materials including Sonday Reading and Steps  
to Advance.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Beginning Teacher Support and Assistance program (BTSA) and school site level support for new teachers.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

LCFF - Supplemental  
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.

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teacher release time allowing teachers to observe other teachers (best instructional practices).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1,200

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Provide substitute teachers to release classroom teachers to observe best instructional practices

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

## ANALYSIS

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

All teachers are credentialed and evaluated during the school year. Teachers receive meaningful feedback and when necessary, coaching to improve practice. Teachers attended numerous Professional Development workshops and implement research-based instructional practices, with a focus on integrating social-emotional learning. Supplemental curriculum and resources are

implemented to support our students, including material such as Lexia English to support our English Learners and Steps to Advance and Sonday Reading to support students with disabilities. Teachers meet weekly in Professional Learning Communities to analyze student assessment data, prioritized instruction for essential standards, and measure student learning using common formative assessments. Our Beginning Teacher Support and Assessment (BTSA) program and experienced site mentor teachers support our three new teachers.

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

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

LCAP Goal 2: Family and Student Engagement

## LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social-emotional learning and outcomes for Local Control Accountability Act (LCAP) student groups (state priority 3, 5, and 6).

2.1 - Increase student attendance rates and reduce chronic absences for all students.

2.2 - Increase the high school graduation rate and decrease the dropout rate.

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

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

2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.

2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

## Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.1 Daily Attendance Rates (August, 2021 - May 2022)	2.1 Daily Attendance Rate (August, 2021 - May 2022) Overall: 93.78%. Chronic Absenteeism: 19.1%	Maintain school-wide attendance at or above 96%. Decrease chronic absenteeism by 7%.
2.4 Suspension Rate	2.4 Natoma Station: 5 Suspensions last year	2.4 Decrease all suspension incidents by 2%.
2.5 Volunteers and Parent Attendance	2.5 Increase parent volunteers by 10% with representation from all ethnic groups.	2.5 Parent and community volunteers will increase by 10%, with an emphasis on engaging parents of unduplicated students and special needs subgroups. In order to increase input from parents in making decisions for the school district, increase family engagement attendance by 10% throughout the school year. Parent attendance at

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		English Language Advisory Committee (ELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement.
2.4 Student and Parent Surveys	California Healthy Kids Survey	Increase in student connectedness and parent satisfaction.
2.4 Family Education Events	3 Last Year	1 Per trimester
2.7 Print and digital communication	2.7 Weekly information and multi-mode outreach through Blackboard and Smore online newsletter platform (District and Natoma Station)	Maintain digital and print communications and engagement, weekly.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Create an engaging and safe learning environment to encourage students to want to be in school. Closely monitor attendance rates by running monthly reports and proactively reach out to provide additional support to families using a variety of communication methods including phone calls home and home visits. Share research with families about the importance of attendance on student learning outcomes and offer targeted support to families who need it. Communicate with families at 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 95% attendance for the last 8 weeks of school.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

	LCFF - Base 2000-2999: Classified Personnel Salaries Office clerk closely monitors daily attendance and reaches out to families by phone daily.
200	Donations None Specified

Purchase yearbooks and spirit wear as an incentive for reaching attendance goal of 95% for 10 students (chronically absent target group).

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Integrate Social Emotional Learning (SEL) support through a variety of strategies including, but not limited to implementing Responsive Classroom strategies, including Morning Meeting; Teaching the Second Step curriculum to all students; offering positive incentives such as Cheetah Champs and Lunch with the Principal; ensure that students have a voice in creating classroom norms and agreements; ensure clear classroom and school-wide language, expectations, and routines; implement the use of restorative practices to address discipline issues; implement a progressive discipline approach and be transparent with students and families about the process; provide interventions including rest and reset zones and alternative recess to students who need additional support.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

1600

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Purchase prizes for Cheetah Champ rewards, Food and Prizes for Principal Prize Lunch

7100

District Funded  
5800: Professional/Consulting Services And Operating Expenditures  
Responsive Classroom training for 4 staff members

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

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.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
300	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Purchase outdoor play equipment.
	District Funded 1000-1999: Certificated Personnel Salaries Responsive Classroom and PBIS training using site staff - Trainer of Trainers (TOT) model
300	Donations 4000-4999: Books And Supplies Refreshments for Coffee and Conversation with the Principal parent outreach.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

Support collaboration between Behavior Support Providers and special education staff to provide support to students with disabilities.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
800	None Specified 1000-1999: Certificated Personnel Salaries Release time for teachers to collaborate with support providers.

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

Students with social emotional learning (SEL) needs will be identified to receive additional support from school site, district staff, and behavior specialists. All students will have access to a rest and reset area that will be set up in in the interior pod shared spaces or in individual classrooms that do not have access to a shared space.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10,000	District Funded 1000-1999: Certificated Personnel Salaries Special Friends will provide ten hours of weekly counseling for students who need additional emotional support and peer skill building.
1,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Materials and resources to create a rest and reset space to support SEL needs for all students.
	LCFF - Base 1000-1999: Certificated Personnel Salaries Mental Health Specialist supports students and staff 2.5 days/week.

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Our parent coordinator will provide parent outreach by communicating regularly with all parents. Parent coordinator will partner with our PTO to support parent engagement workshops and community building events.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Increase family engagement, stakeholder input in decision-making and utilization of volunteers.
1200	LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator

### Strategy/Activity 7

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Principal and teachers will run parent outreach nights three times a year (3 family engagement nights (Early Literacy Night, Math Night, STEAM Night).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

**Amount(s)**

800

**Source(s)**

District Funded  
4000-4999: Books And Supplies  
Purchase supplies needed for family engagement and parent outreach events.

**Strategy/Activity 8****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Guiding Coalition

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

**Amount(s)**

1,000

**Source(s)**

LCFF - Supplemental  
5000-5999: Services And Other Operating Expenditures  
Guiding Coalition leadership team related to instruction, SEL, and PBIS implementation in order to promote academic achievement, social emotional learning and positive behavior supports.

**Strategy/Activity 9****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Communicate regularly with parents using a variety of communication methods including Friday Folders, Blackboard Connect , School Wires, social media and weekly online Cheetah Bytes Newsletter (Smore).

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
600	Donations 4000-4999: Books And Supplies Friday Folders
149	General Fund 5900: Communications Cost to purchase Smore

#### **Strategy/Activity 10**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

##### **Strategy/Activity**

Measure student behavior incidents and respond to student needs by ensuring Tier 1 supports are in place for all students. Design Tier 2 and Tier 3 interventions and supports for students who demonstrate a need for additional supports.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
500	District Funded 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.

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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 deleted.

## **ANALYSIS**

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

We will employ several strategies to meet the goal of, "increasing parent and student engagement and providing a safe, healthy and positive learning environment with an intentional focus on historically marginalized and the most vulnerable student populations." We will continue to host family engagement workshops and community-building events to foster positive relationships with staff and families and get stakeholder input and feedback. Led by our School Climate and Culture Leadership Team, we will continue to implement Positive Behavior Interventions and Supports (PBIS), by providing access to rest and reset spaces for all students and providing recess equipment. The Special Friends Program, our school mental health specialist, and our behavior support specialist will provide support for our most at-risk students. Our Parent Coordinator, our PC Pals Coordinator, and our Garden Coordinator will help to connect our school and families with our broader community. We will continue to monitor student behavior incidents using SWIS and respond to additional needs with targeted interventions and support.

Briefly 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 Subject

LCAP Goal 3: Professional Learning and Support High Quality Instruction

## LEA/LCAP Goal

Goal 3 - Provide all students with high-quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)  
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.  
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.  
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.  
3.4 - Provide access to A-G, Career Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP), and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

## Goal 3

Natoma Station Elementary School provides staff with opportunities for professional learning to optimize classroom instruction and practices, as well as ensure access to high-quality grade level content.

## Identified Need

We want all students to achieve at high levels.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide Professional Development	On-going Professional Development working in professional learning communities to develop common formative assessments and target essential standards. Use weekly Common Planning Time to analyze student performance outcomes and to plan flexible learning opportunities to help all students meet grade-level standards. Training provided for teachers and principal LETRS practices and strategies to build understanding and implementation of evidence-	Students will receive instruction from well-trained teachers and have access to a Guaranteed and Viable curriculum.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	based foundational reading instruction. Training provided for all staff in culturally responsive instructional strategies.	
English Learner Instructional Strategies	Provide integrated and designated English Language Development (ELD) instruction within the curriculum (district and site offerings)	Train all teachers and administrators in research based English Learners (EL) strategies and English Language Development (ELD)
Access to Grade Level Curriculum for all Students	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 so that all students have access to high-quality, grade-level instruction.	All students will have access to high-quality, grade level instruction and content.
California Assessment of Student Performance and Progress (CAASPP) Scores	2021-2022 CAASPP Results for English Language Arts( ELA0: Overall Proficient 68% with a decrease of 7% from 2018-2019 CAASPP. 2021-2022 End of Year CAASPP Results for Math: Overall Proficient 70% with a decrease in student performance of 9% from 2018-2019 CAASPP.	Increase student performance in both ELA and Math by 3%.
iReady Scores / Renaissance	2021-2022 End of Year iReady Diagnostic Results for ELA: 28% Schoolwide Overall Growth in Grade-Level Proficiency. Students grew from 50% proficient in ELA at the beginning of the year to 78% grade-level proficient at the end of the year. 2021-2022 End of Year i-Ready Diagnostic Results for Math: 41% Schoolwide Overall Growth in Grade-Level	Increase student growth and performance in both ELA (by 3%) and Math by (3%).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Proficiency. Students grew from 35% proficient in ELA at the beginning of the year to 76% grade-level proficient at the end of the year.	
Culturally responsive and inclusive pedagogy.	Ongoing Professional Development by our district and site-base Equity Leaders and Climate and Culture facilitators.	All teachers will implement culturally responsive and inclusive evidence-based instructional practices.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

District Curriculum Specialist Teachers and school site Professional Learning Communities (PLC) Facilitators 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.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Jana Mulhardt, Jenn Feiner, Shawn Kivley, Karie Bjork, Lauren Neilsen, Roz Volheim, Kelly Neil
	Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits
9,500	Title II Part A: Improving Teacher Quality

5800: Professional/Consulting Services And Operating Expenditures  
PLC Facilitators and principal attend Solution Tree PLC At Work Professional Development Conference.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

All teachers will collaborate regularly in Professional Learning Communities (PLCs) to analyze student assessments, and plan instruction to improve all learner outcomes. Once every week, grade level teams of teachers will collaborate, and once a trimester, all teachers will collaborate across grade levels from preschool 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 and site-based PLC Facilitators, teachers will prioritize essential standards, describe learning targets and success criteria, create common formative assessments, and design effective lessons based on best practices that have large effect sizes (John Hattie). Teachers will meet for Every Student by Name (ESNB) Meetings (2 times per year) with the principal to analyze student assessments and plan/refine instruction to improve all learner outcomes.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
Professional Learning Communities (PLC) meetings

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Teacher Release time for Every Child by Name Meetings and Professional Development related to a robust implementation of PLCs

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Provide teacher training for implementing culturally responsive and inclusive evidence-based instructional strategies.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Lead Teachers, Equity Leaders, Climate and Culture Facilitators
	Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits Lead Teachers, Equity Leaders, Climate and Culture Facilitators
	5800: Professional/Consulting Services And Operating Expenditures Responsive Classroom Training for teachers and principal.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

**Strategy/Activity**

SIPPS and LETRS Training provided for all teachers.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Categorical Programs funds support Training

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

**Strategy/Activity**

Provide training to new teachers for ELA and Math curriculum (Benchmark Advance and EnVision).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Lead teachers provide training for all teachers in using our guaranteed and viable curriculum.

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners
---------------------------

**Strategy/Activity**

Offer training to all teachers, Instructional Assistants and Bilingual Instructional Assistants in English Language Development strategies, including training in Lexia Core 5.
---

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners
---------------------------

**Strategy/Activity**

Provide a Bilingual Instructional Assistant to support student needs in the classroom and support parent engagement, translations, and parent conferences.
--

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Use of Benchmark Steps to Advance, SIPPS, and Envision Intervention Toolkit to provide access to high-quality grade level content to all students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

5000

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
LETRS Training Manuals, SIPPS curriculum,  
EnVision Intervention Toolkit (curriculum exists -  
purchase if additional need arises)

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Implement Great Artist Program - Integrate arts to support student engagement and multi-modal learning opportunities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

500

#### Source(s)

Parent Teacher Association/Parent Faculty Club  
(PTA/PFC/PTSO, PTO, etc.)  
4000-4999: Books And Supplies  
Art supplies

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Full Inclusion Students; Children with Special Needs

### Strategy/Activity

Provide Teacher, Instructional Assistant, and Yard Supervisor training to support students with special needs. Release time will be provided for regular collaboration (once per trimester and more often if needed) between teachers and support providers who work in self-contained classrooms with special needs children and teachers who work with typically developing students in general education classrooms.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

1,000

Source(s)

Donations  
1000-1999: Certificated Personnel Salaries  
Release time and paid stipend to allow for collaboration and training of yard supervisors and instructional assistants.

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Professional Development focused on Responsive Classroom strategies and instructional practices.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

7,100

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Professional Development on the implementation of Renaissance online assessment and learning platform.

### **Proposed Expenditures for this Strategy/Activity**



List the amount(s) and 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.

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 13**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)  
All Students

Strategy/Activity  
Implement Reflex Online Program to support math fluency.

**Proposed Expenditures for this Strategy/Activity**  
List the amount(s) and 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.

Amount(s)	Source(s)
3,000	Donations 4000-4999: Books And Supplies Purchase site license for Reflex Math digital program.

# Annual Review

**SPSA Year Reviewed: 2021-22**

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 deleted.

## ANALYSIS

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

The Curriculum and Instruction department worked closely with the principal and the site PLC Facilitators 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 staff meetings (CPT) for teacher collaboration to analyze student outcomes and to plan flexible learning opportunities to help all students access high-quality first instruction and meet grade-level essential standards. We will continue to build teacher efficacy around prioritizing essential standards, defined learning targets and success criteria, and using common formative and summative assessments to make instructional decisions and monitor student progress. We will provide Professional Development to all staff to build an understanding of equity, including examining cultural biases to ensure inclusive and culturally

responsive practices for all students. We will integrate SEL, technology, and art providing Professional Development around evidence-based practices.

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

Our PLC's will continue to focus on prioritizing essential standards, learning targets and creating Common Formative Assessments in ELA and Math. We will use student performance data to provide systematized and targeted opportunities for amplification and intervention to all students to improve overall performance and eliminate achievement gaps.

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 Subject

LCAP Goal 4: Student progress in English Language Arts (ELA) and math

## LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).

4.2 - Ensure students are meeting grade-level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

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

## Goal 4

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment Of Student Performance and Progress (CAASPP) English Language Arts (ELA)	District ELA Overall Proficient: 59% Natoma Station Elementary School ELA Overall Proficient: 68%	Increase performance by 1% for 2022-2023
CAASPP Math	District Math Overall Proficient: 49% Natoma Station Elementary School ELA Overall Proficient: 70%	Increase performance by 1% for 2022-2023
iReady Reading Diagnostic	Reading: 78% of students performed on or above grade level	Increase performance by 3% for 2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math Diagnostic	Math: 76% of students performed on or above grade level	Increase performance by 3% for 2022-2023
English Language Proficiency Assessments for CA (ELPAC)	48% of students performed at Level 3 - Moderately Developed and 16% performed at Level 4 - Well Developed overall on the ELPAC; 19% of English Learners were Reclassified English Language Proficient	Improve performance on the ELPAC for students performing and Levels 3 and 4 overall by 3%; Increase reclassification rate by 2%
Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) Diagnostic Placement	Monitored by teacher	Students are expected to master phoneme awareness, phonics, sight words, and spelling through multi-syllabic words by the end of second grade
Curriculum embedded assessments for ELA (Benchmark Advance) and Math (EnVision)	Monitored by teacher	Monitored collaboratively as Professional Learning Communities (PLCs)
CAASPP Performance ELA and Math for Students with Disabilities	ELA Overall Proficient: 28%; Math Overall Proficient: 22%	Performance on CAASPP for Students with Disabilities will increase by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

All teachers will collaborate regularly in PLCs 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).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Title II Part A: Improving Teacher Quality  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Teachers will meet for Every Student by Name (ESNB) meetings (2 times per year ) to analyze multiple assessment measures and plan/refine instruction and intervention to improve all learner outcomes.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1000

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Two release days twice a year for Every Student by Name meetings. Supports high levels of learning for all students, including targeted supports and interventions for those who need them.

200

LCFF - Supplemental  
3000-3999: Employee Benefits  
Benefits for substitutes who provide release days.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Response to Intervention (Rtl) - Two monthly meetings are planned to discuss students who are experiencing challenges with classroom engagement, mastering grade-level academic skills, and/or developing social-emotional competencies. 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.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 4**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)  
All

Strategy/Activity  
Teachers will work in Professional Learning Communities 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.

**Proposed Expenditures for this Strategy/Activity**  
List the amount(s) and 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.

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 5**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)  
All

Strategy/Activity  
Ongoing Professional Development for staff with a focus on essential standards and learning targets and common formative assessments, to monitor student progress using common templates.

**Proposed Expenditures for this Strategy/Activity**  
List the amount(s) and 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.

Amount(s)	Source(s)
9,700	General Fund

5800: Professional/Consulting Services And Operating Expenditures  
Guiding Coalition (4 teachers) and principal attend Solution Tree conference.

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Special Needs

### Strategy/Activity

Ensure ongoing collaboration 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.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

1,000

Special Education  
1000-1999: Certificated Personnel Salaries  
Professional Development

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Substitutes to provide release time for general education and special education teachers to meet.

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

Continue to monitor progress of all English Learners and provide professional development for teachers in integrated and designated English Language Development.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

Lead teachers provide Professional Development in ELD strategies.

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

## ANALYSIS

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

The goal of "Student progress and educational outcomes will be monitored for success using assessment results" will be supported by providing the above resources. Collaboration time to disaggregate data and shared learning around effective implementation of high-quality instructional practices will be structured and systematized using Professional Learning Communities that met weekly. Every Student by Name and Rtl meetings will monitor student performance and progress. Solution Tree training (PLCs at Work Institute) will equip our team, specifically our PLC Facilitators, to lead teachers in focusing on the right work in terms of monitoring student progress and educational outcomes and building teacher capacity by sharing instructional practices that produce strong learning outcomes for all students.

Briefly 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 realization of this goal and the strategies designed to meet it.

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.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$73,949.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title II Part A: Improving Teacher Quality	\$9,500.00

Subtotal of additional federal funds included for this school: \$9,500.00

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

State or Local Programs	Allocation (\$)
District Funded	\$18,400.00
Donations	\$5,100.00
General Fund	\$9,849.00
LCFF - Supplemental	\$26,900.00
None Specified	\$800.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$3,400.00

Subtotal of state or local funds included for this school: \$64,449.00

Total of federal, state, and/or local funds for this school: \$73,949.00

# 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	118,774	91,874.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	18,400.00
Donations	5,100.00
General Fund	9,849.00
LCFF - Supplemental	26,900.00
None Specified	800.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,400.00
Title II Part A: Improving Teacher Quality	9,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
	1,600.00
1000-1999: Certificated Personnel Salaries	23,300.00
2000-2999: Classified Personnel Salaries	7,000.00
3000-3999: Employee Benefits	1,400.00
4000-4999: Books And Supplies	13,000.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	26,300.00
5900: Communications	149.00
None Specified	200.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	10,000.00
4000-4999: Books And Supplies	District Funded	1,300.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	7,100.00
1000-1999: Certificated Personnel Salaries	Donations	1,000.00
4000-4999: Books And Supplies	Donations	3,900.00
None Specified	Donations	200.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	9,700.00
5900: Communications	General Fund	149.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	11,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	1,400.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	None Specified	800.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,600.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	9,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,400.00
Goal 2	30,549.00
Goal 3	26,100.00

Goal 4

11,900.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Vickie Boudouris	Principal
Erica Elqousy	Classroom Teacher
Juli Thompson	Classroom Teacher
Dona' Jess	Classroom Teacher
Jessica Hom	Other School Staff
Amanda Vassigh	Parent or Community Member
Peter Stuckert	Parent or Community Member
Jessica Bell	Parent or Community Member
Jonah Stullman	Parent or Community Member
Ramya Rakesh	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
Kelly Neil	Classroom Teacher

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 September 6, 2022.

Attested:



Principal, Vickie Boudouris on 9/6/2022



SSC Chairperson, Jonah Stullman on 9/6/2022

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

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

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## **Appendix C: Select State and Federal Programs**

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

Natoma Station Elementary School

Site Council & ELAC 2022/23

9/6/22 4:00pm

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

Teams Link

[NSE Site Council Meeting Link](#)

- 1) Welcome
- 2) Read and approve Minutes from 8/30/2022 Meeting
- 3) Elect Remaining Officers
  - a) Chairperson
  - b) Vice-Chairperson
  - c) ELAC Representative
- 4) Review comments and questions included in the shared Google document regarding the School Plan for Student Achievement and:
  - Seek input from all members.
  - Reaffirm or revise school goals.
  - Revise improvement strategies and expenditures.
- 5) Approve School Plan for Student Achievement (SPSA) and recommend it to the governing board.
- 6) Set a meeting date to review site safety plan
- 7) Adjourn meeting

Natoma Station Elementary School  
Site Council & ELAC 2022/23  
9/6/22 4:00pm

Natoma Station Site Council Meeting Minutes - 09/06/2022

Members Present: Vickie Boudouris, Ramya Rakesh, Juli Thompson, Jessica Hom, Erica Elqousy, Jonah Stullman, Amanda Vassigh, Dona Jess, Jessica Bell (virtual)

Meeting called to order at 4:00pm

Jonah Stullman motioned to approve minutes from 8/30/2022, Amanda Vassigh second: passed with all in favor.

Jonah Stullman and Amanda Vassigh wish to co-chair, Erica Elqousy motioned to approve, Dona Jess second: passed with all in favor

Juli Thompson and Dona Jess wish to share the ELAC Representative position. Jessica Hom motioned to approve, Erica Elqousy second: passed with all in favor.

4:15pm - Began reviewing comments and questions from the School Plan for Student Achievement

Pg. 7

Question from Jonah Stullman - Yard duty/supervision. Can we hire more supervision for recess and lunch? He and other parents are concerned, but he doesn't want to overwork teachers and have them supervise.

Juli-Teachers do step in when they can, but they are contracted to have a duty free lunch. Teachers don't want it to become the norm and make it seem like the position isn't needed. The pay isn't competitive and it's hard to keep those in classified positions.

Vickie Boudouris - Staff may accept new positions leaving openings that take time to fill. Our HR department is busy with new hires and the process can take a few weeks. The shifts are scheduled throughout the day with breaks in between making it difficult to attract employees.

Dona Jess - Parents and grandparents are a great resource for yard duty supervisors. We should let our families know of open positions.

Vickie Boudouris - We advertise in our school newsletter - Cheetah Bytes.

Pg. 8

Question from Jonah Stullman - How do we manage classrooms to support teachers? How do teachers use the restroom or receive help if there is an incident in the classroom? How do we offer ongoing instructional assistance and support for teachers?

Vickie Boudouris - We have 10 hrs of Instructional Assistant time assigned to Natoma Station to help teachers in the classroom; 1st-2nd grades receive priority, then 3rd-5th, and finally kinder. If an urgent need arises, teachers may call Vickie or other staff for assistance. We are a team that works well together to support each other.

Pg.12

Question from Juli Thompson - is the date wrong?

Vickie Boudouris - I will look over this section and correct if needed.

Pg. 13

Amanda Vassigh - Can we break down racial backgrounds further? There are a lot of Indian students at the school, but it is not pulled out of Asians demographic.

Vickie Boudouris -DataQuest provides additional details regarding racial diversity.

Juli Thompson - Resource inequity - When we were teaching from home we were able to loan chrome books to families that needed them. Can the district help fulfill this need for the work that is asked to be done at home?

Vickie Boudouris - The district is not able to provide chromebooks for students for use at home. We provide 1:1 Chromebooks for students in grade 1-5 and 2:1 access for kindergarten students while students are at school.

Jessica Bell - Intel has donated chromebooks to the schools my kids have attended in the past. Perhaps we can ask them for donations.

Vickie Boudouris - We can approximately \$15,000 in donations from Intel, yearly. We can use that donation money for Chrome Books if we want to make this a priority for our school but this amount will not allow us to buy a Chrome Book for all students to use at home. It will be difficult to meet this demand. We have approximately 120 unduplicated students at Natoma Station. We are a traditional in-person school. Accessing digital programs at home is supplemental and optional. We have the funding to provide extended day learning (before and after school) for those students who need it. It is difficult to staff beyond-the-bell interventions at our site.

Juli Thompson - The ChromeBooks that we used during distance learning have expired and can no longer support the programs we use.

Pg. 50

Amanda Vassigh - In regards to print and digital communication - communication between the families and school/teachers can be difficult when you have multiple kids whose teachers use different platforms. A brief email or newsletter of what is being studied in the classroom can help families talk with their kids at home about what is going on .

Vickie Boudouris - We allow staff to use the platform they prefer, Class Dojo, Remind, Google Classroom and email communication are the most used options. There are print materials that are included in the Friday folder. The Smore platform is used for our weekly school wide newsletter, Cheetah Bytes. This platform has analytical data used to analyze how many families we reach. I will bring forth your question about using multiple platforms and explore the possibility of using one platform to allow for greater consistency across our site.

Ramya Rakesh - Sometimes kids forget what is going on in the school day. I would love to have teachers post what is going on during the week; what is being studied - weekly updates are great.

Pg. 50

Family education events: We will have one family education event each trimester. The first one will be an early literacy night. It will include a make'n take component in addition to providing ideas on how parents can support early literacy at home. During the second trimester we will host a math night. We will have math games for families, learn math strategies, have student helpers, and other fun activities for students to do with their families. The third trimester event we will host a STEAM (Science, Technology, Engineering, Art, and Math) event.

Ramya Rakesh - Why don't we bring more science and art within the classrooms? Students can learn more through hands-on, basic simple experiments, like having a science fair.

Vickie Boudouris - We used to put on a science fair with our 5th graders. We have the Great Artist Program funded through our PTO. A parent volunteer presents one art lesson each month and teachers embed a lot of art and science in their weekly lessons. We have a garden, garden docents, and a Green Team. We strive to ensure that students are engaged in learning and that we have strong learning outcomes for all students.

Jonah Stullman - We're looking for a way to make learning fun for students, which is more hands-on learning.

Vickie Boudouris - We use a lot of great, innovative ways for students to learn and be active learners. We strive to engage all students. We use technology as a tool, especially in the intermediate grades, but a good deal of learning involves a more hands-on approach across grade levels. The use of manipulatives to support understanding in math, and even reading, is quite common.

Pg.51

Ramya Rakesh - Is it possible to install creative equipment on the playground to reflect science and art?

Vickie Boudouris - Our new playground has some interesting additions. We provide chalk for drawing a wide assortment of balls, jump ropes, and other equipment that get students moving and interacting with one another. Our PTO donates funds yearly to supply equipment for students during recess. We also funded a multi-use space (indoors -our former computer lab/STEM room) that will become available later this year. It is for those

needing an alternative recess in addition to a space that allows students to explore and be curious. It will have a lego wall, circuits, a relaxing space, and many other items for students to learn and explore.

4:57pm

Jessica Bell moves to approve the school Plan for Student Achievement (SPSA), Dona Jess second: motion passed with all in favor

Date set for Site Safety Plan: October 18, 2022 at 4pm

4:59pm

Jonah Stullman motioned to adjourn the meeting, Jessica Hom second: motion passed all in favor.



## Natoma Station Site Council Meeting Minutes- 08/30/22

Meeting began at 4:03pm

Members Present: Vickie Boudouris, Ramya Rakesh, Juli Thompson, Jessica Hom, Erica Elqousy, Jonah Stullman, Amanda Vassigh, Jessica Bell (virtual)

Officers: Jessica Hom was nominated by Erica Elqousy as recorder. Motion to approve, motion passed with all in favor.

Motion to approve minutes from 9/8/21: passed with all in favor.

4:13 - Mrs. Boudouris shared the site council presentation. She asked for a parent volunteer to work with ELAC. The council discussed the primary roles of school site council, composition of the school site council, SPSA (school plan for student achievement) planning requirements, comprehensive needs assessment, ESSA (every student succeeds act), conducting a needs assessment, and SPSA goals (must support FCUSD LCAP goals).

The council looked at the state-determined long term goals. Our focus is suspension and chronic absenteeism. Our goal is to reach the "Low" status by 2025.

Mrs. Boudouris explained what "unduplicated" means - count of students who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth.

Mrs. Boudouris explained how the council will review, revise, and approve the final draft of the SPSA.

Question from Ramya Rakesh - How are our schools' needs different when all are in the same district?

Mrs. Boudouris explained the English Learner students take the LPAC and it measures where the students are in speaking, listening, reading, and writing. The data is looked at the district level and students are reclassified as English proficient when they reach a certain level. The goal is for students to be reclassified by 5 years. All schools have different numbers of English learners and will have different needs based on the number of EL students.

Mrs. Boudouris explained some of the budget is coming from Categorical Budget EL/LI. Some of our teachers attended a conference this summer with money from the School Effectiveness Grant. Mrs. Boudouris and lead teachers will take a conference this November to learn more about responsive classrooms. It's an approach that encompasses social emotional learning throughout the day.

Council discussed open positions - chairperson, vice-chairperson, ELAC representative  
A copy of the school site council bylaws were given to members.

Council discussed NSE Progress Report from 2021-22. Although the overall performance decreased from the previous recorded year, the yearly performance from August to May increased.

Question from Jonah Stullman - Do you have tutoring for those students who need help as shown from the iReady results?

Mrs. Boudouris replied - Our site has a resource teacher that works with students who need extra support. Our staff works together to find ways to help students. We look at data to figure out what is working or what can be improved.

Question from Ramya Rakesh - Is the progress report the official report sent to the district?

Mrs. Boudouris - This progress report is only internal. We use CAASPP (California Assessment of Student Performance and Progress) for district reporting.

Statement from Amanda Vassigh - I was surprised by the percentage of 5th grade boys feeling lonely from the end of year survey.

Mrs. Boudouris - The pandemic affected social emotional behavior of students and being in isolation for a long period of time. We have a social worker who is here twice a week, and a Special Friends Program to help students.

Mrs. Thompson - It's hard for other students when a few students are having a hard time. The behavior snowballs and affects the class.

Jonah Stullman mentioned Paw Patrol was a great program implemented last year to help students learn responsibility and social emotional skills.

Question from Jessica Bell - Are we implementing something in the school that gives the boys a male role model?

Mrs. Boudouris - We hired a new male teacher for our 4/5 combo class. We have a male PE teacher whom the students love. We are always looking for ways to diversify our staff, but not many men are in the education field.

Question from Jessica Bell - Has there been any discussion about using older kids to mentor younger kids?

Juli Thompson - We have our Buddy Classes.

Vickie Boudouris - Our older classes are paired with younger classes. We have Student Council and a 5th grade leadership team. Mrs. Morales and Mrs. Cameron lead our school in Climate and Culture and PBIS team.

Question from Amanda Vassigh - What can we do to reach parents of those students who need more help? (unduplicated....)

Mrs. B - I have Coffee and Conversation scheduled with parents. It's a time to meet with parents and have an open discussion about our school. We have Friday Folders and will have an electronic marquee soon. We're going to have workshops this year for families - literacy, math, and STEAM nights.

Statement from Jonah Stullman - We should partner with the parents using the same language at home as in school to support each other.

School strategies: ECBN (every child by name), building habits, reading/math challenges, iReady (2022-2023 has switched to Freckle) & Lexia Goal setting, PLC Teams, partnering with families, and monthly SEL character traits. We focus on growth rather than performance. Extending the learning or amplifying the learning for students who do well on the practice test.

Question from Jessica Bell - Does the school do daily affirmations?

Mrs. Boudouris - Not all teachers use daily affirmations, but a majority do. We use responsive classroom as a guide for teachers in their classrooms

Next meeting we will vote on the site plan and open leadership roles.

Next meeting will be September 6, 4-5pm

Motion to end meeting at 5:20pm

Natoma Station Elementary School Site Council and ELAC Meeting Agenda  
Tuesday August 30, 2022  
4:00 pm- 5:00 pm

**Microsoft Teams Virtual Meeting Link**

Join on your computer or mobile app

[Click here to join the meeting](#)

Meeting ID: 279 594 521 406

Passcode: 2yfEso

**Meet In-Person**

(Conference Room - Natoma Station Admin Building)

1. Call to order, welcome, and introductions
2. Approval of Meeting Minutes [Site Council Meeting Minutes 9/8/21](#)
3. New Business: [2022-2023 Site Council Presentation](#)
4. Duties and Responsibilities of a School Site Council  
The California Education Code requires the school site councils to:
  - Advise on the creation or revision of the SPSA
  - Recommend the SPSA for approval by the governing board
  - Monitor the implementation of the plan
  - Evaluate the effectiveness of its programs
  - Revise improvement strategies and expenditures
5. The budget: General Fund Budget; Categorical Budget EL/LI; School Effectiveness Grant
6. Open Positions. Description provided of duties of site council leaders. .
  - Chairperson
  - Vice - Chairperson
  - Secretary/Recorder
  - ELAC Representative
7. Review of SSC Bylaws
8. Evidence of student performance 2021-2022 [Natoma Station Progress Report 2021-2022](#)

9. SPSA (Single Plan for Student Achievement)

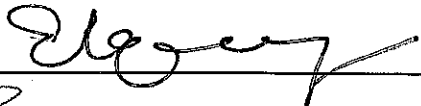
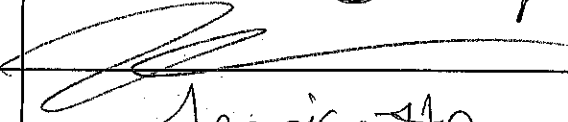
- Stakeholder Input for Natoma Station Vision and Mission
- Document will be shared electronically with a shared Google Document for questions and comments

**Agenda for Meeting on 9/6/22 (Need to meet a quorum of 5)**

1. Elect site council positions.
2. Review and approve SPSA
3. Set date for next meeting to discuss School Safety Plan
2. Adjournment

# School Site Council Meeting Sign In

8/30/22

Print Name	Signature
ERICA ELQOUSY	
Jarah Stullman	
Jessica Horn	Jessica Horn
Juli Thompson	Juli Thm
Ramya Rakesh	Ramya
Amanda Vassigh	Amanda Vassigh

Natoma Station Elementary  
Site Council and ELAC Meetings  
September 6, 2022

[illegible]