



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	August 30, 2023	September 21, 2023

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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

Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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 (SEL), and Professional Learning Communities (PLC) practices is how we will meet the Every Student Succeeds Act (ESSA) requirements. Evidence based interventions including, identifying essential standards, providing a Multi-Tiered System of Supports (MTSS), and using common assessments to flexibly group students for targeted instruction based on need, will be core components of the School Plan for Student Achievement (SPSA).

School Vision and Mission

NATOMA STATION ELEMENTARY SCHOOL'S SHARED VISION STATEMENT

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

NATOMA STATION ELEMENTARY SCHOOL MISSION STATEMENT

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

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

VISION STATEMENT

Empowering all students to thrive through educational excellence.

MISSION STATEMENT

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

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, our School Site Council (SSC) members, and our English Language Advisory Committee (ELAC) 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 educational partners.

Parent Survey - Our Parent Survey asks questions about the 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 regular collaboration with teachers and support staff is 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 Meetings, 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)

California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), Renaissance STAR assessments, and curriculum embedded assessment data are used throughout the year to determine instructional groups, drive interventions/enrichment, and identify patterns of strengths and weaknesses over time. Curriculum-embedded assessments 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) are administered regularly to monitor student progress. plan instruction and provide interventions or enrichment. Because we operate as a Professional Learning Community (PLC), our teachers participate in grade level collaborative teams (PLTs) to dialogue and discuss ways in which to effectively maximize their efforts to support and improve student achievement while building teacher efficacy. Renaissance STAR diagnostic and growth monitoring assessments are administered three times annually to monitor student progress. 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 enrichment. In 2022-2023 we implemented Common Planning Time (CPT) for teachers to continually review and analyze learning outcomes 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 (PLTs), 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 is needed to deepen the practice of forming specific student groups to provide immediate, targeted instruction and to evaluate the effectiveness of MTSS and RtI interventions/amplifications.

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 with the exception of one teacher who holds an emergency credential and is on track for completing her credential. 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)

Our teachers are highly qualified and credentialed and regularly participate in standards-based and curricula-based professional development. This year we are continuing to use a Professional Learning Community (PLC) model to strengthen collective teacher efficacy and 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. In addition, Professional Development (PD) focused on providing ongoing training to teachers and support staff in inclusion and culturally responsive practices will be another focus for the 2023-2024 school year.

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

All 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. Furthermore, ongoing professional development on inclusion practices and Universal Design for Learning approaches will deepen and refine our evolving practices during the 2023-2024 school year.

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

Ongoing support for teachers provided through District Curriculum Lead Teachers, site PLC facilitators, Climate and Culture facilitators, and administration provide ongoing support to teachers regarding the Common Core Standards, interventions, implementation of curriculum, assessments, and PLC work. 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) to engage all students in the least restrictive environment, prioritize essential standards, effectively use formative assessment to guide instruction, and integrate SEL and restorative practices to provide a robust and engaging learning environment is the focus of the 2023-2024 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) three times a month for all grade levels. The work of these collaborative teams' centers around essential learning standards, learning targets, formative assessments, effective first instruction, intervention, and enrichment. Our Rtl 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 to ensure that our neurodiverse students are engaging in learning alongside neurotypical peers. We will be looking at our practices using an equity lens to ensure that all students have access to culturally responsive grade-level content.

Teaching and Learning

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

All teachers are using the Common Core State Standards and curriculum frameworks 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 tier two and tier three targeted instructional support and enrichment or amplification.

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 resources. Leveled readers, Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS), Heggerty Phonemic Awareness, Step Up to Writing, and Steps to Advance provide multiple access points for students into the grade level curriculum. Our neurodiverse students with more significant needs have access to the Unique 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: SIPPS, Heggerty Phonemic Awareness, 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 to 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 shared expectations for behavior, and celebrate students for their effort and compassion. We offer additional behavioral support through the use of our behavior support staff, our mental health specialist, an alternative recess space, and the use of 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 building in time for teachers to regularly collaborate in professional learning teams to strengthen 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, we have implemented and communicated clear and consistent school-wide behavior standards. The Second Step curriculum provided by the district will be implemented 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. 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 engagement of our parents and community. This year, we will continue to communicate regularly with parents and provide parent workshops that will connect the learning that happens at school with the learning that happens at home. 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 our students to showcase their schoolwork 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). 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 Lexia Core 5 and Freckle. 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. This year, we will be more intentional about ensuring that we are engaging our parents who speak a language other than English by providing language support.

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, lead after-school clubs, 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, including funding for interventions, professional learning, materials, and field trips. 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 supplemental 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 fiscal support consists of our site budget, PTO funds, and donations (Intel Corporation and other community donors).

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

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

August 3 & 4 - Staff Professional Development

School Site Council and English Learner Advisory Committee Meetings on August 15, 2023, August 22, 2023, October 10, 2023, December 12, 2023, May 14, 2024.

Back to School Night - August 17, 2023
PC Pals Partnership with Intel Corporation - August 22
Minimum Days/Parent Teacher Conferences - November 13 - 17, February 23, 2024.
Family Literacy Night - November 30, 2023
Family STEAM Night - February 6, 2024
Family Cultural Night - March 6, 2024
Every Student By Name (ESBN) Meetings with Faculty - September, February
Coffee and Conversation with the Principal are held once each trimester.
Open House - April 25, 2024
Minimum Days/Professional Development - November 3, December 15, February 16, March 22, May 17, May 20-22
PTO General Meetings on the second Tuesday of each month for the months of: August, September, October, November, December, January, February, March, April, and May
Guiding Coalition Teacher Leadership Meetings are held Monthly - August, September, October, November, December, January, February, March, April, May
Weekly Staff Meetings and Common Planning Time (CPT) held every Thursday from 1:30 - 2:45 pm (staff meeting in week 1 and collaborative grade level team meetings in weeks 2-4)
Twice Monthly Grade Level Response to Intervention Meetings (RtI) beginning in September 2023
Student Council Meetings in October, November, December, January, February, March, April, May

Resource Inequities

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

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 a large and active parent population, there is an identified need for increased parent coordinator support. With an increase in neurodiverse needing additional support for successful inclusion in the least restrictive learning environment, we will be providing additional professional development for teachers and instructional assistants to ensure meaningful access to grade level standards for all students.

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

School and Student Performance Data

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	10	2.0%	13.7%	16%

Conclusions based on this data:

1. We have seen consistency in the percentage of English Learners enrolled at Natoma Station Elementary School over the past three years, making up just over 12% of our student population last year. Need: We will continue to ensure that we are closely examining English Learner outcomes and provide staff professional development opportunities to continue to build understanding around integrated and designated English Language Development (ELD) support for our English Learner (EL) students.
2. This year more students were Reclassified Fluent English Proficient (RFEP) in comparison to the last two years. 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.

Writing Producing clear and purposeful writing									
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.

Listening Demonstrating effective communication skills									
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.

Research/Inquiry Investigating, analyzing, and presenting information									
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. CAASPP data suggests that we need to focus on the Listening and Writing strands. We will study the CAASPP blueprints to analyze how these strands are assessed and make sure our instruction and assessment aligns. In addition, we will use the CAASPP Interim Assessments in December and February as another assessment tool to monitor student learning progress.
2. To ensure use of multiple measures for data analysis, we will analyze student performance data from Renaissance, Benchmark Advance, SIPPS assessments, Phonological Awareness Screening Test (PAST), and Step Up to Writing on-demand assessments. Since COVID, we have observed a decrease in student achievement across the board. We need to continually analyze data to identify targeted areas of need and develop intervention plans via MTSS/RTI to address those needs. We are looking forward to reviewing the 2022-2023 data when it is released.

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

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.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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. CAASPP data suggests that we need to focus on the Problem Solving and Modeling & Data Analysis and Communicating Reasoning strands. We will study the CAASPP blueprints to analyze how these strands are assessed and make sure our instruction and assessments align. In addition, we will use the CAASPP Interim Assessments in December and February as another assessment tool to monitor student learning progress and target areas of need in a timely manner.
2. To ensure use of multiple measures for data analysis, we will analyze data from Renaissance and EnVision Math. Since COVID, we've observed a decrease in student achievement across the board. We need to continue to administer common formative assessments and analyze student outcomes in a timely manner to identify and respond to areas of need. In addition to grade level collaboration, we will engage in vertical collaboration across grades 3-5 to share instructional strategies and practices that produce strong learner outcomes. We are looking forward to reviewing the 2022-2023 data when it is released.
3. Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address schoolwide and grade level needs to elevate student achievement through a schoolwide focus on student engagement, prioritizing the math essential standards, and using data from Common Formative Assessments (CFAs) to respond to the needs of all students. We will have a special focus on implementation of the new Math Framework and the strategies therein.

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
K	*	1467.3	1443.0	*	1458.2	1434.6	*	1488.1	1462.1	8	12	19
1	1503.0	*	1460.9	1498.5	*	1450.0	1507.1	*	1471.4	17	7	17
2	*	*	1452.3	*	*	1439.0	*	*	1464.9	10	5	12
3	*	*	*	*	*	*	*	*	*	4	7	4
4	*	*	*	*	*	*	*	*	*	7	6	4
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										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
K	*	33.33	21.05	*	33.33	47.37	*	33.33	15.79	*	0.00	15.79	*	12	19
1	23.53	*	11.76	52.94	*	47.06	23.53	*	29.41	0.00	*	11.76	17	*	17
2	*	*	8.33	*	*	58.33	*	*	8.33	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	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.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
K	*	33.33	21.05	*	33.33	42.11	*	25.00	15.79	*	8.33	21.05	*	12	19
1	47.06	*	5.88	35.29	*	35.29	17.65	*	52.94	0.00	*	5.88	17	*	17
2	*	*	25.00	*	*	41.67	*	*	8.33	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	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.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
K	*	33.33	15.79	*	41.67	57.89	*	25.00	15.79	*	0.00	10.53	*	12	19
1	17.65	*	17.65	47.06	*	29.41	35.29	*	35.29	0.00	*	17.65	17	*	17
2	*	*	0.00	*	*	50.00	*	*	25.00	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	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
K	*	41.67	42.11	*	50.00	47.37	*	8.33	10.53	*	12	19
1	58.82	*	23.53	41.18	*	70.59	0.00	*	5.88	17	*	17
2	*	*	25.00	*	*	58.33	*	*	16.67	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	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
K	*	25.00	10.53	*	58.33	63.16	*	16.67	26.32	*	12	19
1	35.29	*	0.00	64.71	*	82.35	0.00	*	17.65	17	*	17
2	*	*	25.00	*	*	50.00	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	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 59, increased at Natoma Station Elementary School in 2021-2022.
2. Although we observed a significant decline in students performing at Level 4 in 2021-2022 compared to the two prior years, preliminary assessment scores for 2022-2023 indicate that 30% of our English Learners performed at Level 4 for the 2022-2023 year. Based on preliminary data for the 2022-2023 year, it appears as though a greater number of English Learners will be eligible to reclassify as Fluent English Proficient (RFEP) in the coming year.
3. There is an ongoing need for Bilingual Instructional Aid (BIA) support and Professional Development (PD) in designated and integrated English Language Development (ELD).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
471	16.8	12.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Natoma Station Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	12.3
Foster Youth		
Homeless	13	2.8
Socioeconomically Disadvantaged	79	16.8
Students with Disabilities	55	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.9
American Indian	1	0.2
Asian	99	21.0
Filipino	8	1.7
Hispanic	83	17.6
Two or More Races	56	11.9
Pacific Islander		
White	214	45.4

Conclusions based on this data:

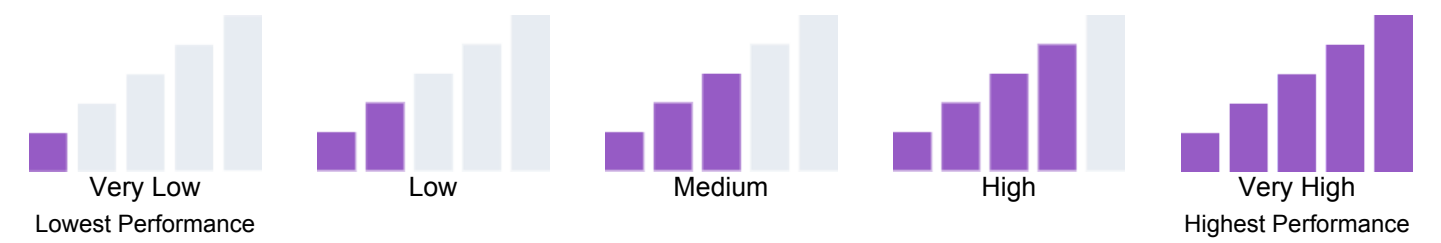
1. The students of Natoma Station are disproportionately white (45.4%) with Asian and Hispanic students representing the next two largest groups at 21% and 17.6%, respectively.
2. The percentages of EL (12.3%), homeless (2.8%), socioeconomically disadvantaged (16.8%) and students with disabilities (11.7%) have increased in the last 2 years. We need to consider these populations when planning our instructional, social emotional, and behavioral programs.
3. We need to continue to develop a more intentional focus on supporting our historically marginalized and vulnerable student populations and ensure that all staff are aware that students and families have different levels of access, as well as varying academic and social emotional needs. Need: Provide professional development on culturally responsive practices.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. A focus on English Learner progress is necessary as seen through the subgroup data in both English Learner Arts (ELA) and Math. In addition, we also need to focus on our students with special needs and their progress as seen through subgroup data in both ELA and Math.
2. Post COVID, we continue to see an increase in suspension rates. To reverse this trend, we will continue to focus on student engagement through relationship-building, Social Emotional Learning (SEL), restorative practices,

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

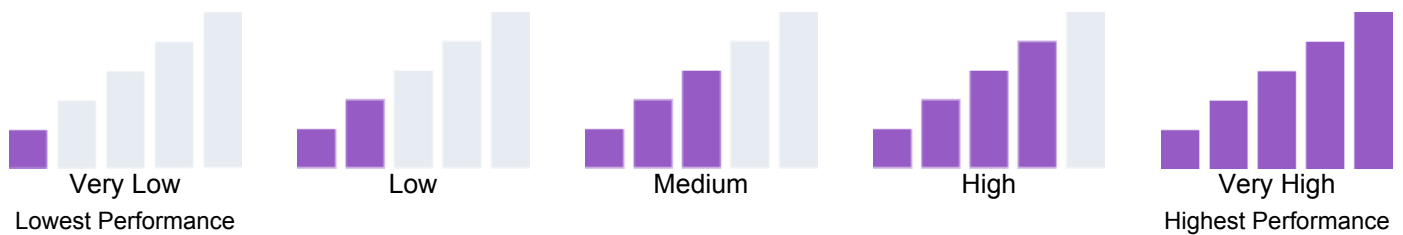
3. We need to focus on increasing our attendance rates overall to 96% (94.04% in 2022-2023) and decreasing our chronic absenteeism rates. Our efforts in engaging students and responding in a timely way when students are absent by providing multiple levels of support to students and families will continue. We will use our 20-day challenge incentives to target and support increased attendance.

School and Student Performance Data

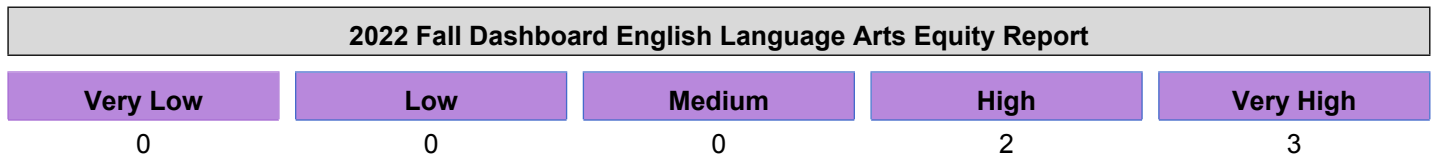
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

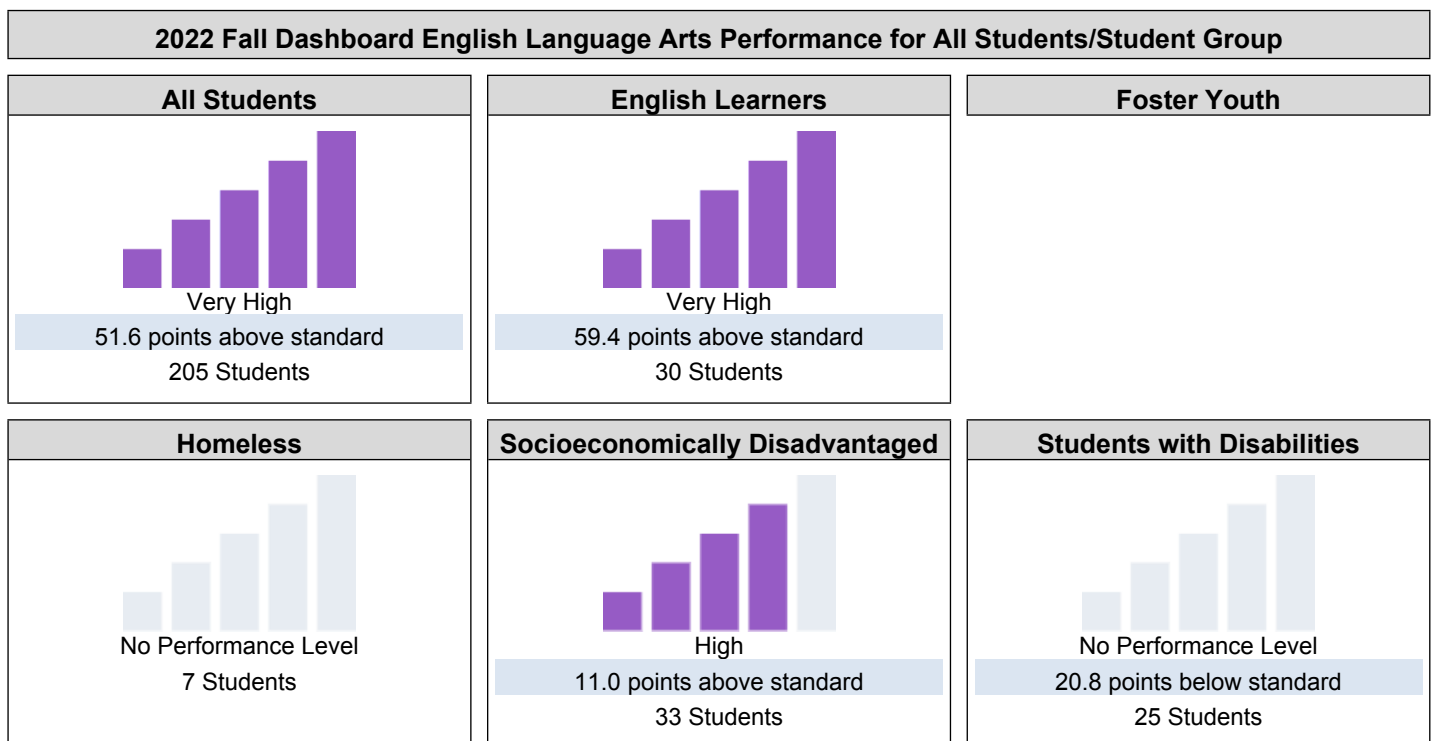
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



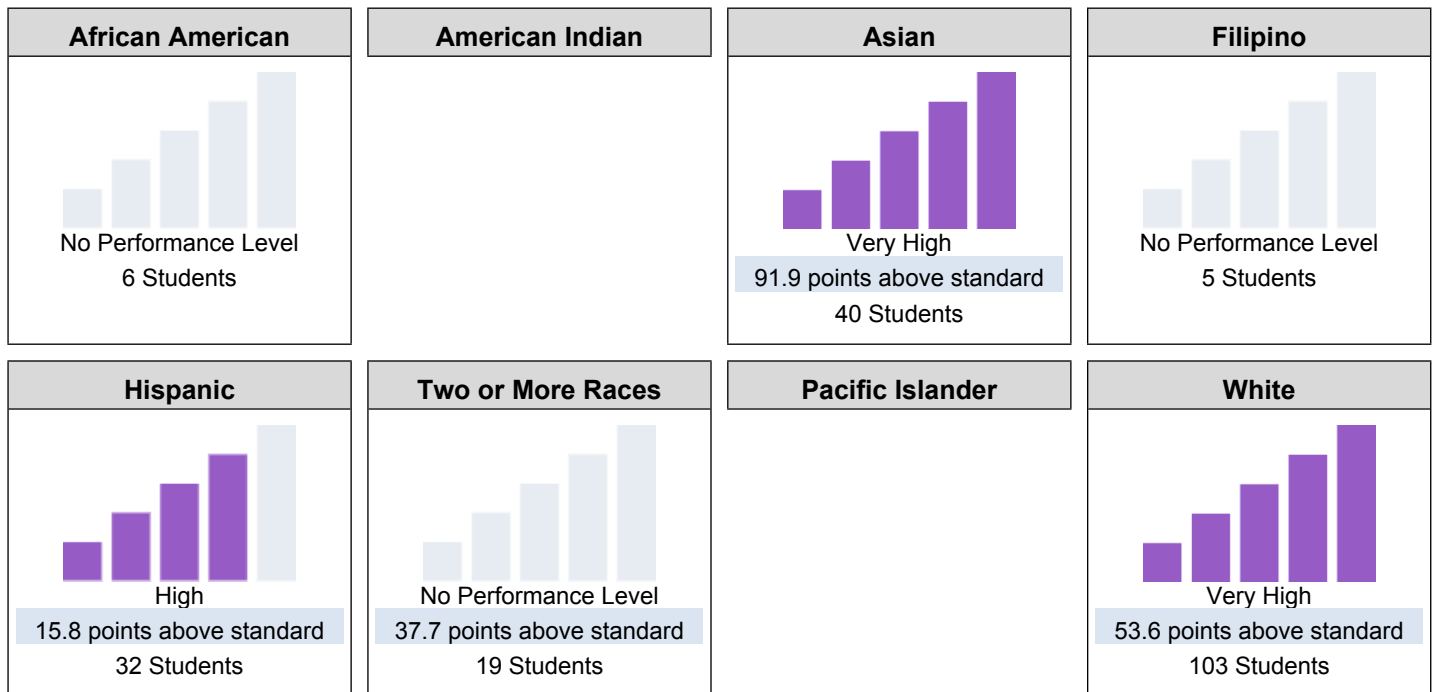
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	96.3 points above standard 22 Students	48.9 points above standard 164 Students

Conclusions based on this data:

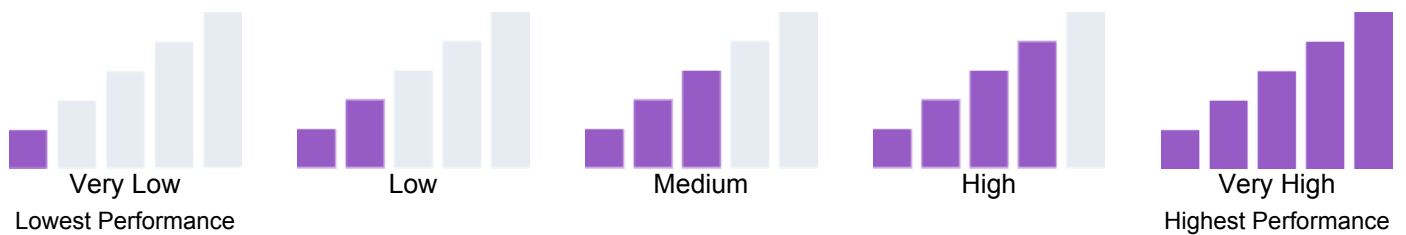
1. Our English Learners, Asian, and White subgroups performed in the "Very High" category.
2. An increased focus on best practices when it comes to high-quality first instruction, RtI, consistent collaboration between general education and special education staff, a robust implementation of PLCs, and increased opportunities for inclusion for our students with special needs will support greater instructional coherence for all students at Natoma Station Elementary School. Culturally responsive teaching and being intentional when we plan targeted support via RtI/MTSS will be implemented.
3. A focus on the subgroup of students with disabilities will be necessary for the 2023-2024 academic school year. Although a performance level for this subgroup was not reported, 2021-2022 data shows 25 students performed 20.8 points below standard. Our site will continue to focus on best practices when it comes to high-quality first instruction, RtI, and inclusion practices.

School and Student Performance Data

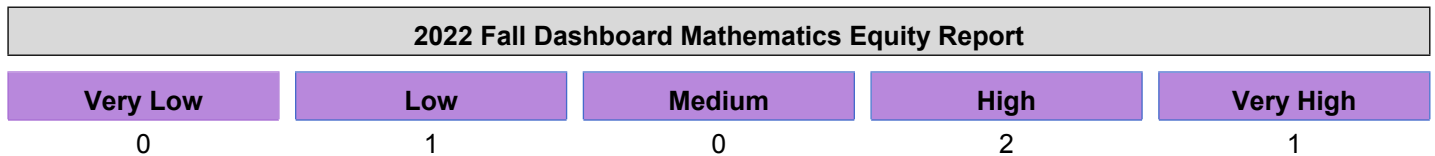
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

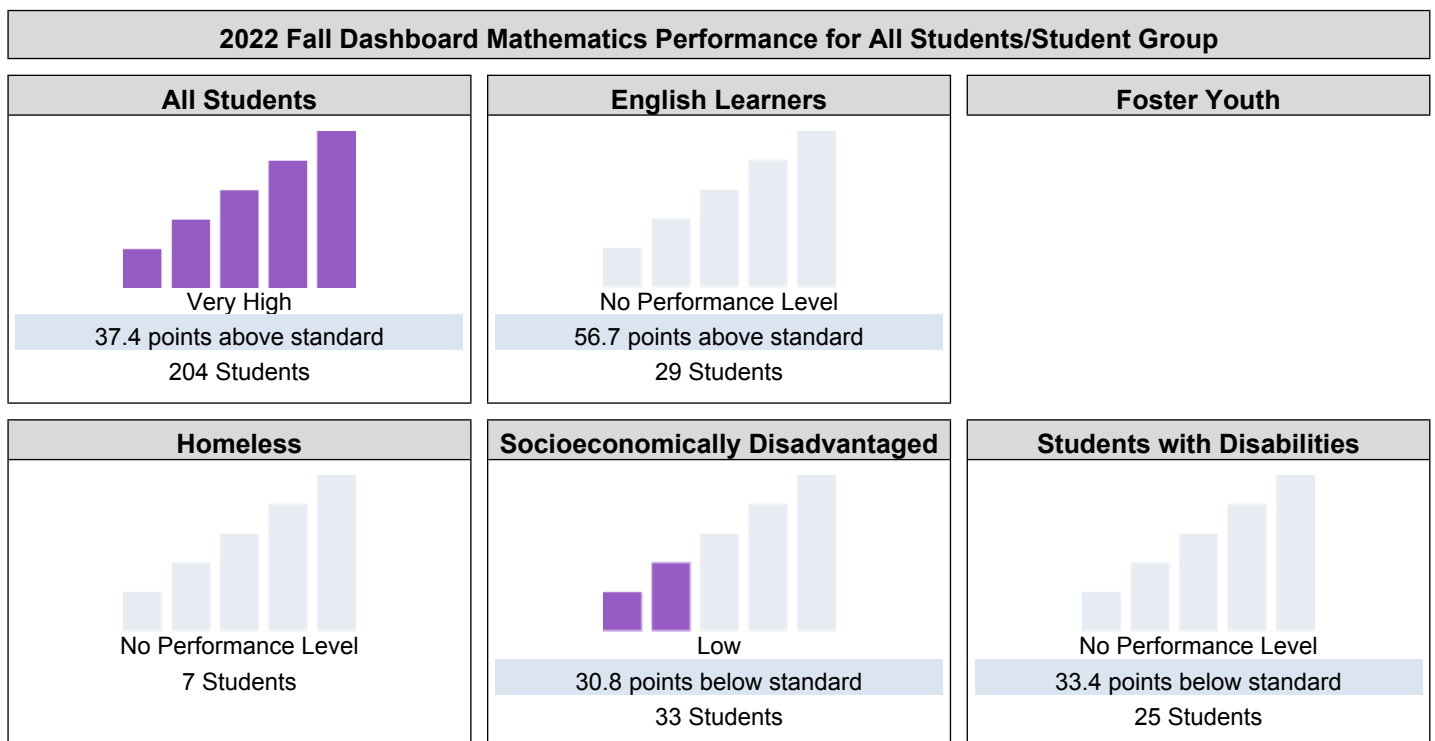
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



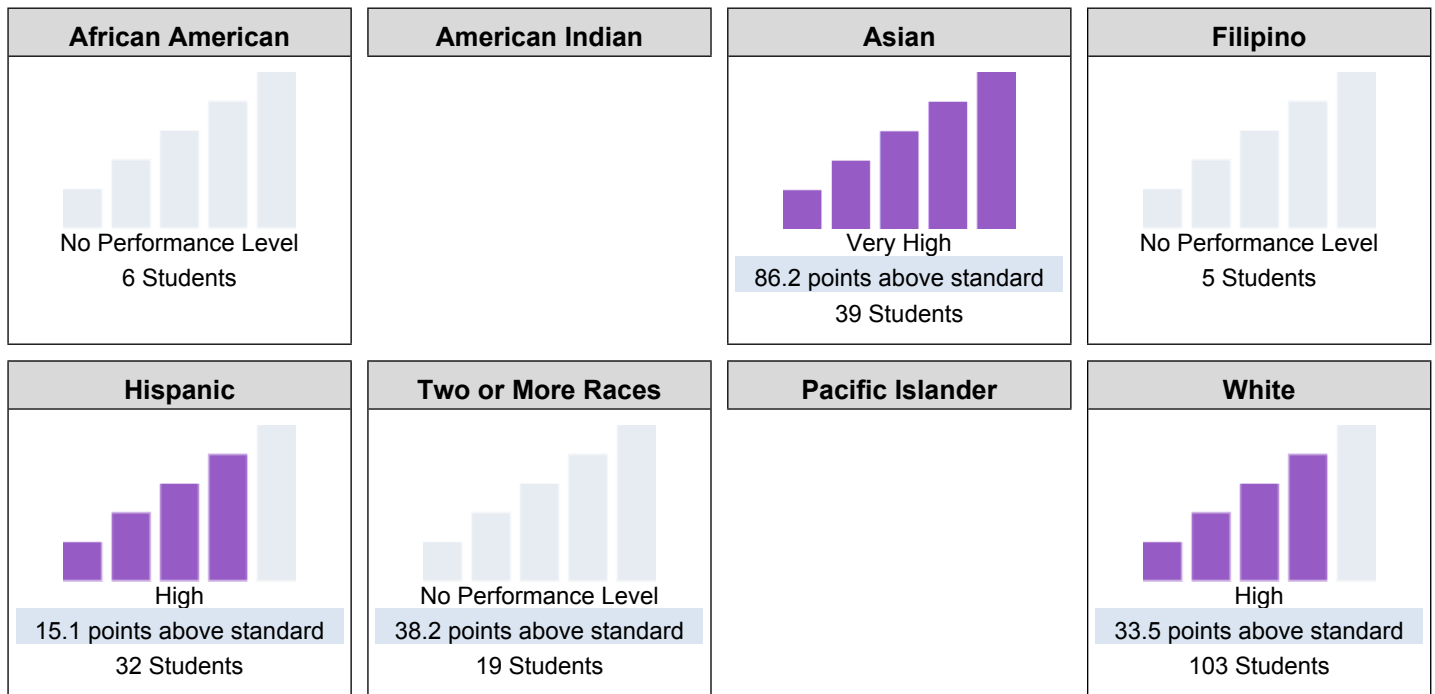
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	80.9 points above standard 21 Students	31.7 points above standard 164 Students

Conclusions based on this data:

- Based on these assessment results, we need to better support our subgroups of students with disabilities and our socioeconomically disadvantaged students. Intentional focus on supporting students both academically and social-emotionally will be necessary throughout the 2023-2024 school year. Natoma Station's Climate and Culture Leadership Team will work with the Instructional Leadership Team while focusing on these underperforming subgroups.
- Our site will continue to focus on best practices when it comes to high-quality first instruction, RtI, and inclusion. Participating in FCUSD's Inclusion Pilot Project and partnering with Changing Perspectives for the 2023-2024 school year will grow educator capacity regarding best inclusive practices. Regular collaboration between general education teachers and special education teachers and support staff will be ongoing.
- Meeting regularly in Professional Learning Teams (PLTs) during Common Planning Time and closely monitoring student performance to inform instruction will continue to support strong learning outcomes for all subgroups.

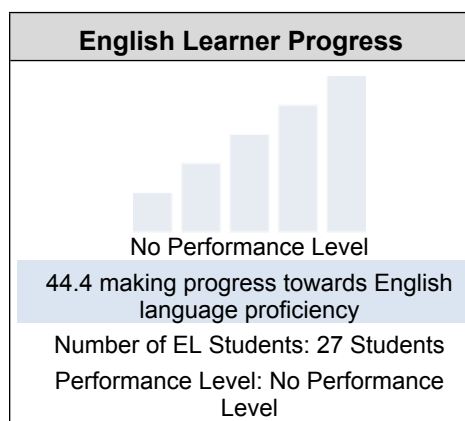
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
22.2%	33.3%	3.7%	40.7%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

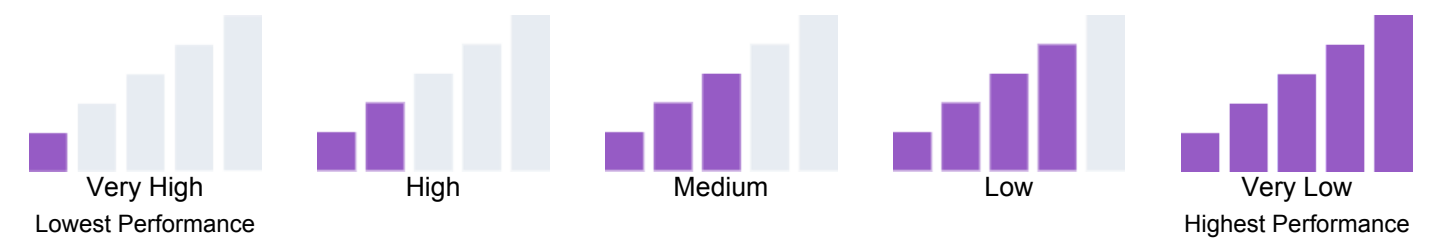
1. We are an elementary school with a preschool - 5th grade population. This is not currently a measure that is tracked on the dashboard.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



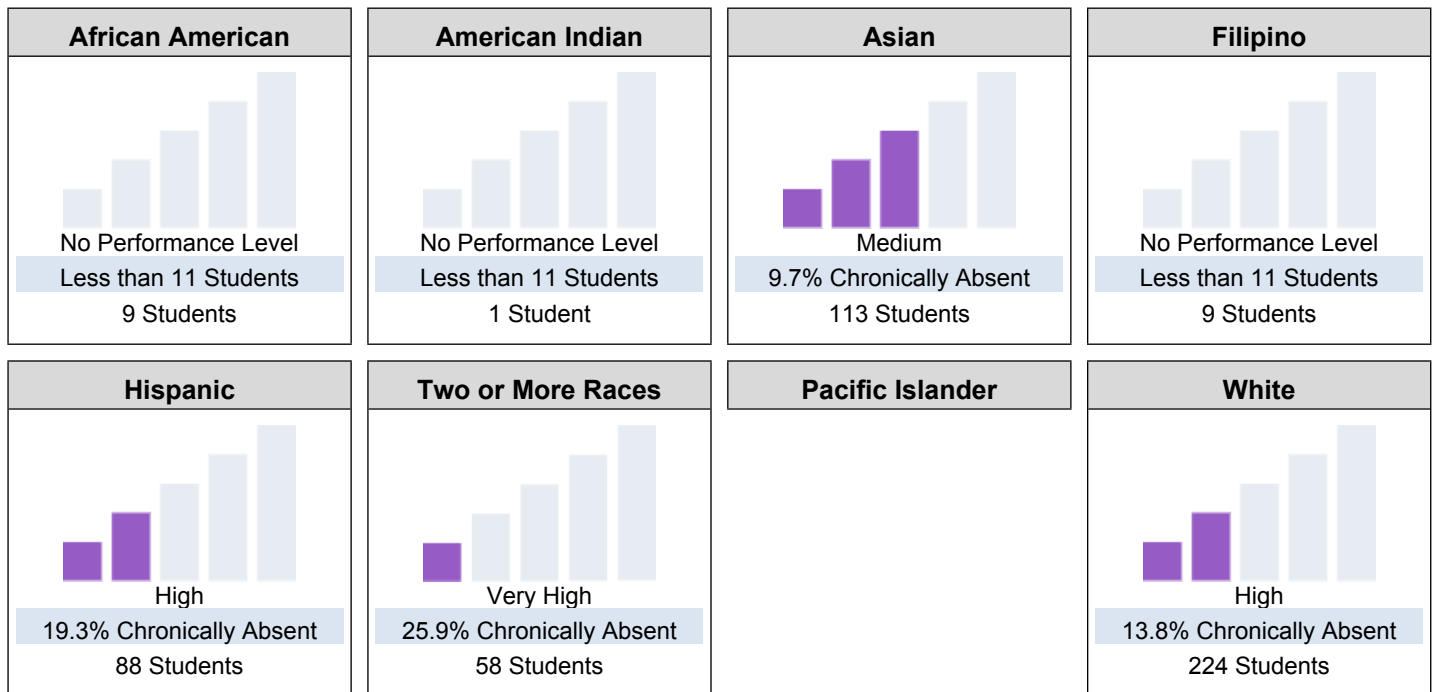
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	3	1	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students High 16.3% Chronically Absent 502 Students	English Learners High 13.2% Chronically Absent 76 Students	Foster Youth
Homeless No Performance Level 46.7% Chronically Absent 15 Students	Socioeconomically Disadvantaged Very High 35.6% Chronically Absent 90 Students	Students with Disabilities Very High 29.5% Chronically Absent 78 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



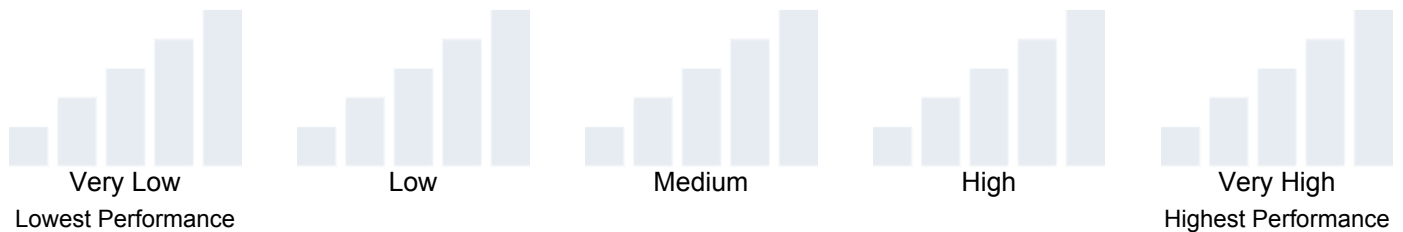
Conclusions based on this data:

1. Natoma Station's overall attendance rates improved marginally from 93.8% in 2021-2022 to 94.04% in 2022-2023. We will need to focus our efforts on building back up to a 96% 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 maintain an attendance rate of 96%, 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. We will utilize our Attendance & Engagement Team as a subcommittee of our Positive Behavioral Intervention Support (PBIS) team to coordinate systematic outreach to our families. We will use resources from the school district's attendance department and Attendance Works. Kicking off the 2023-2024 school year with incentives through our 20-Day Attendance Challenge will jump-start our efforts to increase awareness of the importance of daily attendance with our students and families.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

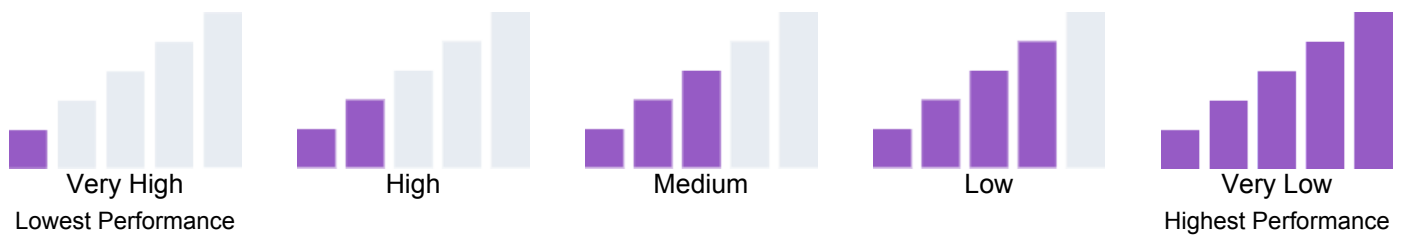
1. We are an elementary school with a preschool - 5th grade population. This is not a current measure that is tracked on our dashboard.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



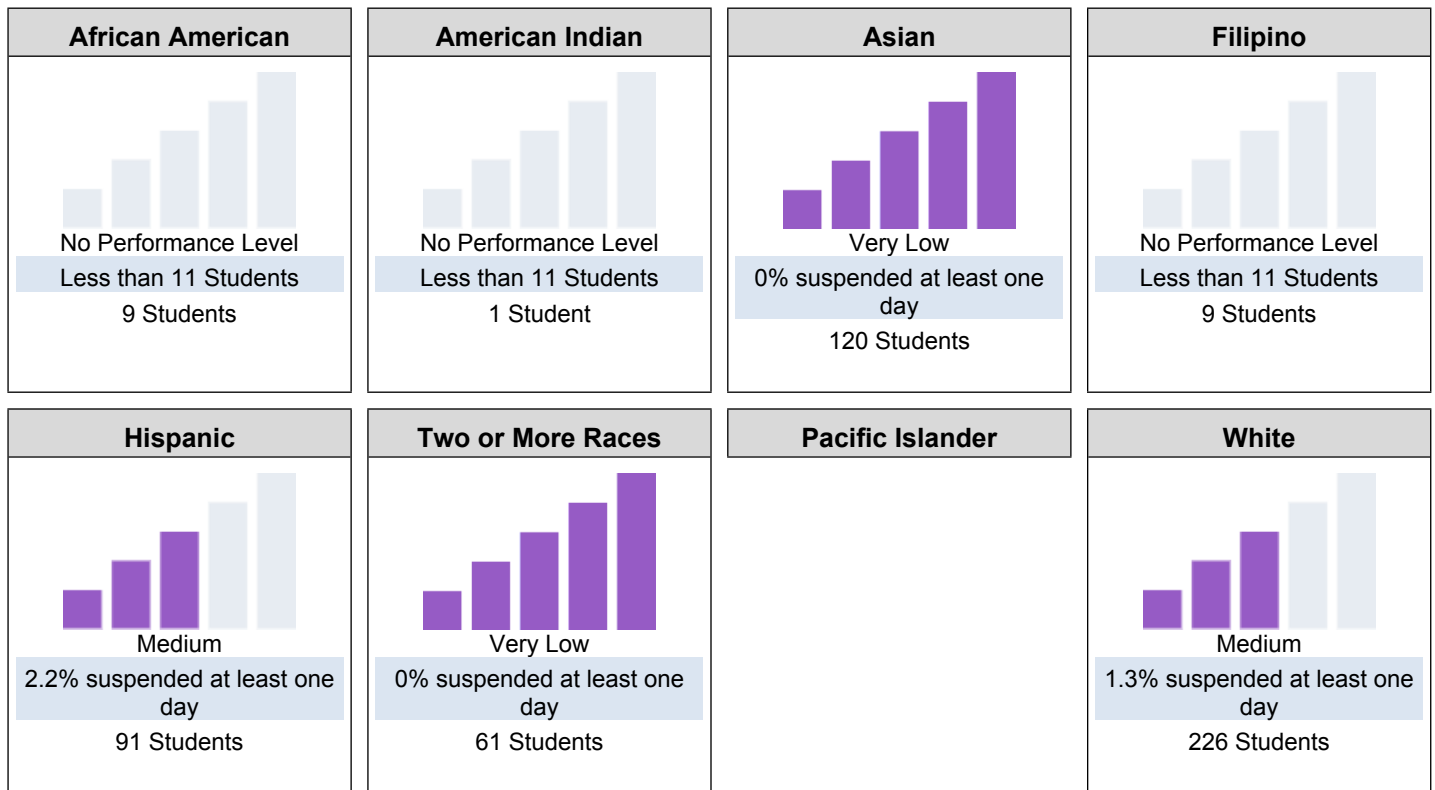
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	3	1	3

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>1% suspended at least one day</p> <p>517 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>79 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>6.7% suspended at least one day</p> <p>15 Students</p>	<p>Low</p> <p>1% suspended at least one day</p> <p>96 Students</p>	<p>Medium</p> <p>2.4% suspended at least one day</p> <p>83 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

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

Identified Need

Teacher effectiveness is highly correlated with student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audit	96%	1.1 Ensure all certificated staff has appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. All certificated staff members are fully credentialed with the exception of one teacher who holds an emergency credential and is on track for completing her credential. Monitor teacher induction - Beginning Teacher Support and Assessment (BTSA) participation by tracking successful completion of year 1 and year 2 and the number of teachers completing.
Williams Act facilities audit.	100%	1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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)

English Learner Students / Emerging Bilinguals, Kindergarten - 5th Grade.

Strategy/Activity

Program Monitor

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)

District Funded
1000-1999: Certificated Personnel Salaries
Stipend for program monitor to ensure all supports are cohesive and English Learners are supported.

District Funded
3000-3999: Employee Benefits
Teacher benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

General Education Paraeducator 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)

4734	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access grade level standards and reach grade level proficiency.
1696	LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
3256	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access grade level standards and reach grade level proficiency.
1200	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3000-3999: Employee Benefits General Education Paraeducator benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

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

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)

	District Funded 1000-1999: Certificated Personnel Salaries Collaboration and Professional Development provided during Common Planning Time.
	District Funded 3000-3999: Employee Benefits Teacher benefits

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

Supplemental Instructional Supplies

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)

LCFF - Supplemental
4000-4999: Books And Supplies
Supplemental instructional supplies for students
to best implement curriculum and instruction.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

District Funded
1000-1999: Certificated Personnel Salaries
Experienced site and district teachers provide
mentoring, instruction, and observation
opportunities to the two teachers on our site
participating in BTSA.

District Funded
3000-3999: Employee Benefits
Mentor teacher benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

500

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Provide substitute teachers to release classroom teachers to observe best instructional practices to build teacher capacity and improve learner outcomes for all students and ATSI subgroups - Students with Disabilities and Two or More Races.

110

LCFF - Supplemental
3000-3999: Employee Benefits
Benefits for certificated sub

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners / Emerging Bilinguals

Strategy/Activity

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)

3340

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Our Bilingual Instructional Assistant supports all students with language needs in both individual and group settings for a total of 15 hours / week.

1339

LCFF - Supplemental
3000-3999: Employee Benefits
BIA benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Provide teacher release time for Every Student Succeeds meetings twice a year,

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)

1000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Provide substitute teachers to release classroom teachers to look at multiple assessment measures and discuss/plan with school support team how to best support and meet the needs of all students and ATSI subgroups - Students with Disabilities and Two or More Races.

221

LCFF - Supplemental
3000-3999: Employee Benefits
Substitute teacher benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Intervention Teacher

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)

23817

Source(s)

Learning Recovery
1000-1999: Certificated Personnel Salaries
Intervention teacher will work with grade level teams to provide high quality first instruction and tier 2 and tier 3 interventions for unduplicated students and the ATSI subgroups - Students with Disabilities and Two or More Races.

9336

Learning Recovery
3000-3999: Employee Benefits
Intervention Teacher benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Participate in FCUSD's Inclusion pilot by partnering with Sam Drazin and Changing Perspectives to implement evidence-based inclusion practices centered around our site's vision and goals.

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)

District Funded
5800: Professional/Consulting Services And Operating Expenditures
Provide guidance and feedback to implement evidence-based inclusion practices centered around our site's vision and goals.

Annual Review

SPSA Year Reviewed: 2022-23

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 with the exception of one who holds an emergency credential and is on track for completing her credential. All teachers are evaluated during the school year, receive meaningful feedback, and when necessary, are coached to improve practice. Teachers are provided with the opportunity to attend numerous Professional Development workshops and implement research-based instructional practices, with a focus on evidence-based collaborative practices and social-emotional learning. Supplemental curriculum and resources are implemented to support our students, including material such as Lexia English to support our English Learners, Steps to Advance materials, and reading manipulatives to support students with disabilities. Teachers meet weekly in Professional Learning Communities to analyze student assessment data, prioritize instruction for essential standards, and measure student learning using common formative assessments. Our Beginning Teacher Support and Assessment (BTSA) program and experienced site mentor teachers support our two new teachers. With BIA support and implementation of

designated and integrated ELD, we are consistently able to reclassify a high percentage of our emerging bilinguals as proficient. Our intervention teacher and general education paraeducators work with our unduplicated pupils in small groups and individually to help them access grade level standards and reach grade level proficiency. Our participation in FCUSD's Pilot Inclusion Program allows us to partner with Sam Drazin, who will provide guidance and feedback regarding evidence-based inclusion practices that align with our school's vision and goals.

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 in meeting the goal for students to "have access to a curriculum that promotes college and career readiness" and the strategies and activities that help teachers and staff meet this expectation.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 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 2022 - May 2023)	2.1 Daily Attendance Rate (August 2022 - May 2023) Overall: 94.04%. Chronic Absenteeism: 8.9% (August 2022 - May 2023)	Maintain school-wide attendance at or above 96%. Decrease chronic absenteeism by 3%.
2.4 Suspension and expulsion	2.4 Natoma Station: 8 Suspensions in 2022-2023 (6 students)	2.4 Decrease all suspension incidents by 2%.
2.5 Volunteers and Parent Attendance	2.5 Increase parent volunteers by 5% with representation from all groups.	2.5 Parent and community volunteers will increase by 5%, with an emphasis on engaging parents of unduplicated students and special needs subgroups. Goal of 90% parent participation in family engagement events including Back to School Night, Family

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Literacy Night, and STEAM Night. Parent attendance at English Language Advisory Committee (ELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement.
2.4 Student and Parent Surveys	2.4 California Healthy Kids Survey	2.4 Increase in student connectedness and parent satisfaction by 2%.
2.4 Family Engagement Events	2.4 We hosted 9 family engagement events in 2022-2023	2.4 Continue to offer a variety of family engagement events - 9 Total - 3 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).	2.7 Maintain digital and print communications and engagement, weekly.
2.8 Community Partnerships	2.8 Partnerships with Intel Corporation and Folsom Garden Club	2.8 Increase the number of Intel volunteers supporting our PC Pals Program to 20; Maintain our partnership with the Folsom Garden Club and engage them in continuing to fund our school garden.

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 and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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 the Welcome Back Bash, Back to School Night, and in the weekly online newsletter about the importance of attendance. Target our chronically absent students and offer an incentive for reaching the goal of 96% attendance for the first 20 days 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)
10085	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Office clerk closely monitors daily attendance and reaches out to families by phone daily.
7680	LCFF - Supplemental 3000-3999: Employee Benefits Clerk benefits
	District Funded 4000-4999: Books And Supplies Attendance department is providing incentives for attaining schoolwide goal (tier 1) and additional incentives (prizes) for students needing additional support (tier 2 and 3).
113	LCFF - Supplemental 4000-4999: Books And Supplies Replenish supplies and materials in alternative recess space (Exploratory Space).
	District Funded 1000-1999: Certificated Personnel Salaries Mental health specialist supports students who need an alternate setting during recess in Exploratory Space.
	District Funded 3000-3999: Employee Benefits Mental health specialist benefits.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

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

interventions including rest and reset zones and alternative recess to students who need additional support.

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	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) Purchase prizes for Cheetah Champ rewards, Food and Prizes for Principal Prize Lunch
	District Funded 1000-1999: Certificated Personnel Salaries Mental Health Specialist will support alternative recess space when she is on our campus (2.5 days/week).
	District Funded 3000-3999: Employee Benefits Mental Health Specialist benefits

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

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)
800	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Replenish outdoor play equipment (playground balls, jump ropes, frisbees, chalk, etc.)
	District Funded 1000-1999: Certificated Personnel Salaries

	Responsive Classroom and PBIS training using site staff - Trainer of Trainers (TOT) model (Climate and Culture Facilitators)
	District Funded 3000-3999: Employee Benefits Climate and Culture Facilitator benefits
3340	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA provides interpreting services during parent engagement events. BIA also supports all students with language support to ensure access to academic and social learning.
1340	LCFF - Supplemental 3000-3999: Employee Benefits BIA Benefits
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Extra Hourly for Climate and Culture Facilitators to provide training for staff, students, and families
110	LCFF - Supplemental 3000-3999: Employee Benefits Teacher Benefits
300	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 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 Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

500

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

	Release time for teachers to collaborate with support providers.
111	LCFF - Supplemental 3000-3999: Employee Benefits Substitute teacher benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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 the interior pod shared spaces or in individual classrooms that do not have access to a shared space. Our mental health specialist will support teachers by using the "banking time" approach to allow teachers to spend additional time forging positive relationships with students needing additional social-emotional and/or behavioral 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)

	District Funded 1000-1999: Certificated Personnel Salaries Mental health specialist will support teachers by using the "banking time" approach to allow teachers to spend additional time forging positive relationships with students needing additional social-emotional and/or behavioral support.
	District Funded 3000-3999: Employee Benefits Mental health specialist benefits
500	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Materials and resources to replenish materials in existing rest and reset space to support SEL needs for all students.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

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

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)

8683

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Parent Coordinator will increase family engagement, solicit stakeholder input in decision-making, engage in reciprocal communication with families and facilitate parent/guardian volunteer recruitment and training.

3226

LCFF - Supplemental
3000-3999: Employee Benefits
Parent coordinator benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

School staff will partner with PTO to offer family engagement nights (Welcome Back Bash, Family Literacy Night, STEAM Night, Coffee with the Principal, Musical Performance, Harvest Festival, Pancake Breakfast, Family Cultural Night, etc. - approximately 9 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)

800

Source(s)

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

500

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

	5000-5999: Services And Other Operating Expenditures Partner with Sierra Journeys to host Family STEAM Night.
1000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Purchase food for Pancake Breakfast
300	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Purchase refreshments and snacks for Back to School Bash and Coffee with the Principal events
1000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Purchase rights to student musical production and costumes, copies of scripts, etc.
300	Donations 4000-4999: Books And Supplies Purchase supplies and materials, books to raffle for Family Literacy Night.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

Donations
1000-1999: Certificated Personnel Salaries
Certificated Extra Hourly so that teacher leaders for Guiding Coalition leadership team meetings related to instruction, SEL, and PBIS implementation in order to promote academic achievement, social emotional learning and positive behavior supports.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

600

Source(s)

Donations
4000-4999: Books And Supplies
Friday Folders

149

Donations
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 and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

500

Source(s)

Donations
4000-4999: Books And Supplies
Purchase site license for SWIS (Schoolwide Information System) a web-based data entry and decision-making tool for school climate and behavior supports.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

PBIS Monthly Planning and Data Analysis Meetings

Strategy/Activity

Hold monthly PBIS meetings with various staff and parent partners.

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)

700

Source(s)

Donations
2000-2999: Classified Personnel Salaries
Extra Hourly classified staff - parent coordinator, yard supervisor, instructional assistant to participate in monthly meetings.

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Book vending machine

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)

2500

Source(s)

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
4000-4999: Books And Supplies
PTO will purchase books for the vending machine.

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

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

All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Intervention Teacher

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)
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries The intervention teacher will work with grade level teams to provide high quality instruction and tier 2 and 3 interventions for all students including ATSI subgroups - Students with Disabilities and Two or More Races. The intervention teacher will attend all Rtl and Student Success Team (SST) meetings - for students with additional behavior and/or academic needs.
9336	Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Health 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)	Source(s)
4400	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant works in partnership with our staff, families and students to increase student health, wellness, and engagement.
1578	LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant benefits

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Monthly Character Traits and Competencies

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)

200

Source(s)

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
4000-4999: Books And Supplies
Our school has monthly character trait and competency focus areas. Our PTO funds a monthly book that aligns with the monthly trait.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Assemblies

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)

1400

Source(s)

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
5000-5999: Services And Other Operating Expenditures
As part of our PBIS, school culture, and student engagement initiatives, Natoma Station holds assemblies 2-3 times each year

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Inclusion

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)

4000

Source(s)

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
5000-5999: Services And Other Operating Expenditures
A Touch of Understanding hosts hands-on workshops for students in grades 3 (and for 2023-2024 grade 5) to build a shared culture of understanding and empathy between neurodiverse students and neurotypical students.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Community Outreach

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.

200

Donations
4000-4999: Books And Supplies
Forge positive and reciprocal relationships with community partners including Intel, local Veterans organization, engage with the broader community. Purchase materials and refreshments for a Veteran's Day Assembly to honor our veterans and active-duty military in our community.

Annual Review

SPSA Year Reviewed: 2022-23

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. Our school mental health specialist will provide additional support for students and staff by supervising alternative recess and offering banking time that will allow teachers to strengthen their relationship with our harder to reach students. Our Parent Coordinator, our PC Pals Coordinator, and our Veteran's Day Coordinator will help to connect our school and families with our broader community. We will continue to monitor student behavior incidents using SWIS and respond to additional needs with targeted interventions and supports.

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 a broad course of study.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3.1 Professional Development	3.1 Minimum of two days offered (Natoma Station also incorporates on-going PD in weekly staff meetings, minimum days, and Professional Development days). We will continue with our focus on a robust implementation of PLCs, LETRS training, in addition to training in inclusive and culturally responsive practices. This year we will provide PD on research-based informational writing practices and use collective teacher scoring of student work to build capacity for all teachers.	3.1 Provide the equivalent of two days of Professional Development to implement state standards including math, ELA, ELD and science.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3.3 English Learner Instructional Strategies	3.3 Provide integrated and designated English Language Development (ELD) professional development (district and site offerings).	3.3 Train all teachers and administrators in research based English Learners (EL) strategies and English Language Development (ELD).
3.2 Access to Grade Level Curriculum for all Students	3.2 Use of board adopted Guaranteed and Viable curriculum by all teachers. Ensure that all students are exposed to the grade-level curriculum by creating a schedule that allows for differentiation (amplification and intervention) during a common time for all students to enable all students to have access to high-quality, grade-level instruction.	3.2 All students will have access to high-quality, grade level instruction and content.
3.2 California Assessment of Student Performance and Progress (CAASPP) Scores	3.2 2021-2022 CAASPP Results for English Language Arts (ELA): 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.	3.2 Increase student performance in both ELA and Math by 2%.
3.2 Renaissance	3.2 2022-2023 End of Year Renaissance Diagnostic Results for Reading (Grades 2-5): 68.3% Proficient. 69.5% (State Benchmark) Schoolwide Overall Growth in Grade-Level Proficiency. 2022-2023 End of Year Renaissance Diagnostic Results for Early Literacy (K & 1): 65.5% Proficient (District Benchmark). 60% Schoolwide Overall Growth in Grade-Level Proficiency. 2022-2023 End of Year Renaissance Diagnostic Results for Math: 62.5% Proficient (State Benchmark).	3.2 Increase student growth and performance in Reading (by 2%), Early Literacy (by 3%) and Math by (2%).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	69.1% Schoolwide Overall Growth in Grade-Level Proficiency.	
3.1 Culturally responsive and inclusive pedagogy.	As a site participating in FCUSD's Inclusion Pilot, we have access to PD focused on evidence-based inclusive practices provided by Changing Perspectives. We will continue to have ongoing PD facilitated by our district and site-based Climate and Culture facilitators on culturally responsive practices.	3.1 All teachers will implement culturally responsive and inclusive evidence-based instructional practices.

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 and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

	District Funded 1000-1999: Certificated Personnel Salaries Jana Maulhardt, Shawn Kivley, Kari Bjork, Lauren Neilsen, Cara DeMarse, Kelly Neil
	District Funded 3000-3999: Employee Benefits Teacher benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

All teachers will collaborate regularly in Professional Learning Communities (PLCs) to analyze student assessments, and plan instruction to improve all learner outcomes. Three times every month, grade level teams of teachers will collaborate, and once a trimester, all teachers will collaborate across grade levels from kindergarten to fifth grade to ensure vertical alignment and an understanding of the prioritization of essential standards across grade levels. With the support of district curriculum specialist teachers 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)
	District Funded 1000-1999: Certificated Personnel Salaries Professional Learning Communities (PLC) meetings
	District Funded 3000-3999: Employee Benefits Teacher benefits
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Release time for Every Student by Name Meetings and Professional Development related to a robust implementation of PLCs.
110	LCFF - Supplemental 3000-3999: Employee Benefits Substitute teacher benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)
	District Funded 1000-1999: Certificated Personnel Salaries Lead Teachers, Equity Leaders, Climate and Culture Facilitators
	District Funded 3000-3999: Employee Benefits Lead Teachers, Equity Leaders, Climate and Culture Facilitators
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Changing Perspectives consulting services to provide training around evidence-based inclusive practices.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)
	District Funded 5000-5999: Services And Other Operating Expenditures Professional development on LETRS, SIPPS, and science of reading

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

District Funded
1000-1999: Certificated Personnel Salaries
Lead teachers provide training for all teachers in using our guaranteed and viable curriculum.

District Funded
3000-3999: Employee Benefits
Lead teacher benefits

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 and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

District Funded
1000-1999: Certificated Personnel Salaries
Lead teachers provide training for all teachers in using our guaranteed and viable curriculum.

District Funded
3000-3999: Employee Benefits
Lead teacher benefits

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 and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

3341

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Bilingual Instructional Assistant

1340

LCFF - Supplemental
3000-3999: Employee Benefits
Bilingual Instructional Assistant benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

General Education Paraeducator

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)

4733

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Our General Education Paraeducator helps support all students access to grade level standards to reach grade level proficiency.

1697

LCFF - Supplemental
3000-3999: Employee Benefits
General Education Paraeducator benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

Source(s)

District Funded
5800: Professional/Consulting Services And Operating Expenditures
Changing Perspectives consulting services to provide training around evidence-based inclusive practices.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Intervention Teacher

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)

23817

Learning Recovery
1000-1999: Certificated Personnel Salaries
Intervention teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for all students, including ATSI subgroups - Students with Disabilities and Two or More Races.

9336

Learning Recovery
3000-3999: Employee Benefits
Intervention Teacher benefits

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

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)

District Funded
1000-1999: Certificated Personnel Salaries
Lead teachers provide training for all teachers in using our guaranteed and viable curriculum.

District Funded
3000-3999: Employee Benefits
Lead teacher benefits

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Zearn Math Digital 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)

2,500

Source(s)

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
4000-4999: Books And Supplies
Purchase site license for Zearn Math digital learning program.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Supplemental 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)

600

Source(s)

Donations
4000-4999: Books And Supplies
Purchase reusable vertical chart paper to allow for student collaboration while solving math problems (Thinking Classrooms instructional strategy).

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Field Trip Scholarships

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)

Donations
5000-5999: Services And Other Operating Expenditures
Field trip scholarships for students who are economically disadvantaged.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Field Trip Transportation

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)

1600

Source(s)

Donations
5000-5999: Services And Other Operating Expenditures
Funding for buses for field trips

Annual Review

SPSA Year Reviewed: 2022-23

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 will work 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 Common Planning Time three times per month for teacher collaboration to analyze student outcomes and to plan flexible learning opportunities to help all students access high-quality first instruction and make progress toward mastering or exceeding

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 assessments to make instructional decisions and monitor student progress. Professional learning in LETRS will equip teachers to understand the science and brain research of how students learn to read. This training will empower educators as they drill down to determine where students are getting stuck in learning to read. 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. Participating in FCUSD's Inclusion Pilot Program and partnering with Changing Perspectives to provide professional development to all staff members will build our capacity and understanding of implementing evidence-based inclusion practices. We will integrate SEL, technology, and art providing Professional Development around evidence-based practices. The 5th grade outdoor education trip, the integration of arts education into the curriculum through the Great Artists program, and access to our alternative recess Exploratory Space will offer opportunities for high-quality enrichment, engagement, and differentiation.

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 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.

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

Data Tracking and Assessment

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
4.1 California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA)	4.1 District ELA Overall Proficient: 59% Natoma Station Elementary School ELA Overall Proficient: 68%	4.1 Increase performance by 2%
4.2 CAASPP Math	4.2 District Math Overall Proficient: 49% Natoma Station Elementary School Math Overall Proficient: 70%	4.2 Increase performance by 2%
4.4 CAASPP Performance ELA and Math for Students with Disabilities	Overall Proficient: 28%; Math Overall Proficient: 22%	4.4 Performance on CAASPP for Students with Disabilities will increase by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4.3 English Language Proficiency Assessments for CA (ELPAC)	4.3 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	4.3 Improve performance on the ELPAC for students performing at Levels 3 and 4 overall by 2%; Increase reclassification rate by 2%
4.1 & 4.5 Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) Diagnostic Placement	4.1 & 4.5 Monitored by teacher	4.1 & 4.5 Students are expected to master phoneme awareness, phonics, sight words, and spelling through multi-syllabic words by the end of second grade. Monitored collaboratively as Professional Learning Teams (PLTs).
4.3 Focus on Informational Writing with collective teacher scoring for 3 learning cycles.	4.3 Administer on-demand writing prompts by grade level and collectively score pre and post student writing across grade levels. Measure growth across 3 15 Day Challenge cycles.	4.3 Improve student performance in informational writing by one level using a standards-based informational writing rubric across all grade levels.
4.1 & 4.2 Curriculum embedded assessments for ELA (Benchmark Advance) and Math (EnVision)	4.1 & 4.2 Monitored by teacher	4.1 & 4.2 Monitored collaboratively as Professional Learning Teams (PLTs). Students are expected to achieve mastery of essential standards in ELA and Math.
4.1 Renaissance Early Literacy Diagnostic	4.1 & 4.5 Early Literacy Diagnostic (May 2023): 65.5% Proficient (District Benchmark); 60% Student Growth Percentile	4.1 Increase performance by 2%
4.1 Renaissance Reading Diagnostic	4.1 Reading Diagnostic (May 2023): 68.3% Proficient (State Benchmark); 69.5% Student Growth Percentile	4.1 Increase performance by 2%
4.2 Renaissance Math Diagnostic	4.2 Math (May 2023): 62.5% Proficient (State Benchmark); 69.1%; 69.5% Student Growth Percentile	4.2 Increase performance 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 Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

All teachers will collaborate three times each month in PLTs to analyze student assessments, and plan instruction to improve all learner outcomes. Weekly, teachers will collaborate with their grade level teams to monitor student progress and make instructional decisions to meet the needs of all students. With the support of curriculum specialist teachers, they will prioritize essential standards, define learning targets and success criteria, create common formative assessments, and design effective lessons based on best practices that have a large effect size (John Hattie).

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)

District Funded
1000-1999: Certificated Personnel Salaries
Implementation of PLCs to ensure high levels of learning for all students, including planning and monitoring targeted supports and interventions for students who need them.

District Funded
3000-3999: Employee Benefits
Teacher benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Teachers will meet for Every Student by Name (ESNB) meeting (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)

1200

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

	<p>Four release days twice each year for Every Student by Name meetings. This practice allows teachers to talk about every student by name with members of our instructional leadership and support team (administrator, intervention teacher, special education teacher, school psychologist, and mental health specialist). We analyze each student's needs for support and put them into place. These discussions ensure curricular coherence across the grade levels to support the use of common formative and summative assessments and pull out and push in special education services. These discussions help develop collective teacher efficacy around high-quality first instruction, essential standards, common formative assessments, success criteria, and plans for intervention/enrichment. They also ensure that all students' social emotional and behavioral needs are acknowledged and addressed.</p>
265	<p>LCFF - Supplemental 3000-3999: Employee Benefits Benefits for substitutes who provide release days.</p>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Response to Intervention (RtI) - Two monthly meetings are planned to discuss students who are experiencing challenges with classroom engagement, mastering grade-level academic skills, and developing social-emotional competencies, and/or behavior needs. Multiple performance student measures are examined, and a team of educators recommends actionable strategies and interventions to improve learner outcomes. The team meets in six-week cycles where student progress is monitored at the completion of a cycle of intervention. Students who do not show improvement after two 6-week cycles are moved forward to a Student Support Team (SST) Meeting which includes parents.

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)

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Source(s)

<p>District Funded 1000-1999: Certificated Personnel Salaries</p>

	Teachers who serve on our instructional leadership team and our climate and culture leadership team attend these twice monthly meetings before or after school as part of their leadership responsibilities.
	District Funded 3000-3999: Employee Benefits Teacher benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Common Planning Time and PLC Facilitators

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)
	<p>District Funded</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Teachers will work in Professional Learning Teams and use common formative assessments to focus on essential English Language Arts (ELA) and Math standards to provide amplification or intervention targeted at each student's level of need in order to optimize academic progress. Ongoing monitoring of students' progress of standards mastery based on common formative assessments.</p>
	<p>District Funded</p> <p>3000-3999: Employee Benefits</p> <p>Teacher benefits</p>

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students and Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities, Two or More Races.

Strategy/Activity

Intervention Teacher

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)
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for all students, including ATSI subgroups - Students with Disabilities and Two or More Races.
9337	Learning Recovery 3000-3999: Employee Benefits Teacher benefits

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 during Common Planning Time 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)
	District Funded 1000-1999: Certificated Personnel Salaries Teacher salaries
	District Funded 3000-3999: Employee Benefits Teacher benefits

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)

District Funded
1000-1999: Certificated Personnel Salaries
Lead teachers provide Professional Development in ELD strategies.

District Funded
3000-3999: Employee Benefits
Lead teacher benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners and Emerging Bilinguals

Strategy/Activity

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)

Source(s)

3341

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Bilingual Instructional Assistant to support student needs in the classroom.

1340

LCFF - Supplemental
3000-3999: Employee Benefits
BIA benefits

Annual Review

SPSA Year Reviewed: 2022-23

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 the effective implementation of high-quality instructional practices will be structured and systematized using Professional Learning Communities that meet three times every month. Every Student by Name and RtI meetings will monitor student performance and progress. Ongoing professional learning around PLCs and quality first instruction will equip our team, PLC Facilitators, and Intervention Teacher, 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	\$232,591.00

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

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

State or Local Programs	Allocation (\$)
Donations	\$6,449.00
LCFF - Supplemental	\$72,973.00
Learning Recovery	\$132,613.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$20,556.00

Subtotal of state or local funds included for this school: \$232,591.00

Total of federal, state, and/or local funds for this school: \$232,591.00

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	72,973	0.00
Learning Recovery	132,613	0.00

Expenditures by Funding Source

Funding Source	Amount
Donations	6,449.00
LCFF - Supplemental	72,973.00
Learning Recovery	132,613.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	20,556.00

Expenditures by Budget Reference

Budget Reference	Amount
	600.00
1000-1999: Certificated Personnel Salaries	100,468.00
2000-2999: Classified Personnel Salaries	49,953.00
3000-3999: Employee Benefits	60,708.00
4000-4999: Books And Supplies	13,213.00
5000-5999: Services And Other Operating Expenditures	7,500.00
5900: Communications	149.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Donations	1,000.00

2000-2999: Classified Personnel Salaries	Donations	700.00
4000-4999: Books And Supplies	Donations	3,000.00
5000-5999: Services And Other Operating Expenditures	Donations	1,600.00
5900: Communications	Donations	149.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,200.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	45,997.00
3000-3999: Employee Benefits	LCFF - Supplemental	22,163.00
4000-4999: Books And Supplies	LCFF - Supplemental	613.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	95,268.00
3000-3999: Employee Benefits	Learning Recovery	37,345.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	600.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,256.00
3000-3999: Employee Benefits	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,200.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	9,600.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,049.00
Goal 2	92,168.00
Goal 3	50,074.00
Goal 4	39,300.00

School Site Council Membership

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

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

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

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

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
Juli Thompson	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 August 30, 2023.

Attested:



Principal, Vickie Boudouris on 8/30/2023



SSC Chairperson, Jonah Stullman on 8/30/2023

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.

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.

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.

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.

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

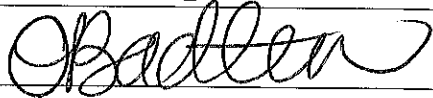

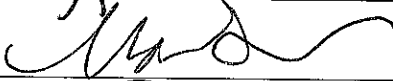
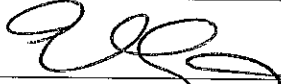
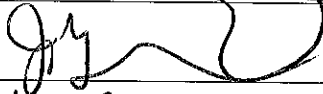
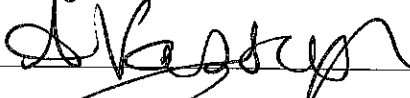

Site Council & ELAC 2023/24

8/30/23 4:00pm

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

- 1) Welcome
- 2) Read and approve Minutes from 8/22/2022 Meeting
- 3) 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.
- 4) Approve School Plan for Student Achievement (SPSA) and recommend it to the governing board.
- 5) Next meeting date is 9/12/23 to review site safety plan
- 6) Adjourn meeting

**Natoma Station Elementary
Site Council Meeting
Tuesday, August 22, 2023**

Printed Name	Signature
Olivia Badten	
Aisha Prince	
Mary Swick	
Elia Ekasy	
Juli Thompson	
Amanda Vassigh	
Jarah Fullum	

**Natoma Station Elementary
Site Council Meeting
Wednesday, August 30, 2023**

Printed Name	Signature
Juli Thompson	Juli Thompson
Mary SWICK	Mary Swick
Courtney Hrostak	CHrostak
Aisha Prince	A Prince
ERICA Elgoussi	Elgoussi
Sam Trent	Sam Trent
Joseph Stullman	Joseph Stullman
Amanda Vassigh	A Vassigh

Natoma Station Site Council and ELAC Meeting Minutes - 8/22/23

Call to order – 4:05pm

Approval of minutes –Vickie Boudouris, Jonah Stullman motions to approve, Juli Thompson second , All in favor

Members Present: Vickie Boudouris, Juli Thompson, Erica Elqousy, Jonah Stullman, Amanda Vassigh, Mary Swick, Olivia Badten, Aisha Prince

Mary Swick was nominated by Erica as recorder, Amanda second, All in favor

Vickie shared SPSA Planning Requirements Presentation.

School must partner with stakeholders to develop a school level plan to monitor student progress on the four goal areas. Data is reviewed and summarized for all students and by student groups. There is a comprehensive needs assessment that describes the progress that we are making and from this, we can determine priorities for this upcoming year.

Jonah – suggests more family surveys going out to students and parents to get more feedback.

Vickie agrees and will work with the PBIS team to create an additional parent survey using Google Forms.

Historical data indicates that students who are in the subgroups of More than One Race and Special Education are underperforming.

Vickie shared LCAP goals.

This year, we are monitoring parent engagement in school events including Back to School Night, Family Literacy Night, STEAM Night and Open House.

Juli – Question – Back to School Night parents who had two students in the K-2 who couldn't participate, can we take that into consideration for the parent engagement?

Vickie – Results will be a reasonable measurement of engagement.

Vickie shared State determined long term goals.

High status -English, Mathematics, English learner progress

Low status – chronic absenteeism and suspensions

Vickie reviewed duties and responsibilities of the school site council.

Budget – Supplemental funds, school effectiveness grant – Our school received just over \$18,000 in Supplemental Funds.

We used some of this budget (\$13,000) to hire Mrs. Campos as an instructional assistant to support small group instruction for grades K-5. The additional \$5,000 will be used primarily for professional development and training.

In addition to the supplemental funds, we receive donations from Intel and PTO to help support the budget.

NSE will also receive funds from the Educator Effectiveness Grant that FCUSD received last year. Some of these funds will be used to support all staff to attend Common Planning Time.

Elected Positions:

- Chairperson: Jonah Stullman
- Vice Chairperson: Amanda Vassigh
- ELAC Representative: Juli Thompson

Secretary Recorder Voted – Mary Swick

School Site Bylaws and Duties of School Site Council in your orange folder. Please review.

Amanda is our district representative on the District Advisory Committee. She attends meetings throughout the school year to learn about FCUSD's goals and priorities and she reports back to our school site council.

Vickie will share future site council dates with everyone via email.

Vickie shared NSE progress report 2022-2023.

- Math Goal – Growth from fall to spring 3rd-5th progress through star testing. Diagnostics administered in fall and spring.
- Math Fall to Spring increase in scores 6.7 %.
- Glows – 3rd grade had the largest increase in growth in math. Rate of growth was 14.75% across 4 classes.
- Grows – Variability in student performance by grade span and class.

Vickie reviewed student growth by grade.

- Reading goal: Star Assessment given at all grade levels to ensure accuracy.
- School wide goal in reading in grade 2nd - 5th was 7.76%.
- Data 2-5th grade – started 54% in fall and increased to 61.8% in spring.
- Glows – 3rd grade showed strong strengths
- Grows – Variability among grade levels and classes.

Vickie discussed student connectedness result in the California Healthy Kids Survey. 5th grade students were asked the following question: "Do adults care about you"

** 80% of students responded: "Yes most of the time or yes all of the time."

Jonah – Asked if we are doing something to hire more male staff?

Vickie – We have two males on staff, we are hoping to hire more. The applicant pool is small, but we are actively looking for diverse applicants.

Student connectedness.

Do you feel close to people at/to school?

**75% answered: "Yes most of the time or yes all of the time."

How to improve overall academic performance for all students?

Evidence Based First Instruction.

Working in PLTs to Strengthen Instructional Practices

Regularly Monitor Student Progress. Being Systematic to respond to Tier 1, Tier 2 and Tier 3 Student needs

Vickie Reviewed PLT Teams , PBIS (Positive Behavior Intervention and Supports).

Student Connectedness:

20 day Attendance Challenge - August 8 - Sep 5, 2023

We are actively communicating with families daily if students do not attend school.

Parent Involvement:

Cheetah Bytes, Partnership with PTO, Coffee and Conversation with Mrs Bourdouris.

Next Steps: Building habits, Focus on Highly Effective First Instruction, Monitor Student Progress and Differentiate to Meet needs, Student Connectedness
PLC Teams, Engaging Families.

Jonah – PLC Teams - Do teachers meet with teachers from other schools?

Vickie - Our PLC teacher leaders meet with teacher leaders from other sites once a month and they share highly effective practices with our teacher teams.

Vickie will share google doc - School Plan for Student Achievement (SPSA) Template

Meeting Adjourned at 5:05pm

Natoma Station Site Council and ELAC Meeting Minutes - 8/30/23

Call to order – 4:01pm

Approval of minutes – Juli motion to approve, Jonah second to approve minutes, all in favor

Members Present: Courtney Hvstoval , Vickie Boudouris, Juli Thompson, Erica Elqousy, Jonah Stullman, Amanda Vassigh, Mary Swick, Aisha Prince, Sam Trent

Vickie reviewed Parent Engagement - Shared spreadsheet on Back to school night participation.
Overall Participation Rate - 78%

Goal 1 - People, Buildings and Books -

- Credential audit - 96% (one staff member working on credential)

- Williams Act - All students have all materials needed and our property is safe and functional

Supplemental funds - \$18,000 funds (some of these funds to support hiring an instructional assistant to support small group instruction in foundational reading skills, math, and writing instruction)

Requested additional funds from PTO to support additional help with small group targeted instruction

We are almost fully staffed, in all positions. We still have a vacant paraeducator position and a yard supervisor position. Vickie mentions a decline in injuries this year due to more yard supervisors and closer supervision.

Amanda - Conflict Resolution - Asked 4th graders about bullying. What do we have specifically to prevent bullying / harassment?

Vickie - Our Mental Health Specialist, Rhea Ann Dandeneau visits classrooms to teach students about bullying - what is considered bullying behavior and how it differs from students being “mean”. She also talks about what students can do if they feel like they are being bullied or if they witness someone else being bullied. Essentially, she educates students on what bullying looks like and how they can respond to it. This is not a one-and-done. These conversations are revisited during the year by teachers, our mental health specialist, and the principal.

Jonah - Any opportunities in the plan to roll out a larger resource for bullying (assembly to educate)

Vickie - This year, we are planning an assembly that focuses on bullying.

Juli - There are many ways that we support students to make good choices. We have the monthly character traits, Cheetah Champs, and other school programs to help spread positive behavior

Amanda - Mostly happening at recess, as a parent, it's hard to know what to say.

Vickie - Parents are encouraged to advocate for their children by reaching out to teachers, or the principal to address issues so we can solve these issues together, early on,

Vickie - I will reach out to our Mental Health Specialist to schedule classroom visits to discuss bullying with students.

Sam - Asked if School is using WeTip ?

Vickie - Yes, we have the WeTip anonymous reporting system that families and students can use to report bullying.

Jonah - Is Paw Patrol coming back?

Vickie - Yes, 4th and 5th students are trained to help students follow rules and solve conflicts during recess. Program will start in September. Mr Ambrose is in charge of this program this year.

Vickie revisited the presentation -

Discussion BTSA and school site level support for new teachers.

- Bilingual instructional assistant here to support students with a score of a 1 or 2 on the ELPAC.

- Lexia English here to support new English Learners

- Training in designated and integrated ELD for teachers to support English Learners

Every Student by Name Meetings-

Vickie and the intervention teacher (Kelly Neil) meet with each individual teacher to see where students need the most support in each class.

Goal 2 - Family and Student Engagement

- PBIS
- Attendance is a priority this year (attendance challenge (swag and trophies given to winning class), daily calls to students who are absent)
- Lower chronic absenteeism
- Parent/Student Surveys
- Increase parent engagement and volunteers - target parents in diverse groups to volunteer
- Our approach to discipline is instructional, preventative, and restorative, but when student safety is jeopardized, students are suspended
- School and Teachers are communicating with families at least weekly - and sometimes daily (as needed)
- We are hoping to improve on two way communication, we want to administer more surveys to get feedback from parents.
-

Jonah - Are you getting support from SARB for attendance and truancy?

Vickie - Yes, we start with partnering with parents and supporting them to improve attendance, but if the problem persists, we use the SARB process.. Vickie prefers to work directly with families to see how we can help before going to the SARB process.

Vickie - Student Voice - How to develop that this year ?

Staff are working together to see how inclusive we are and in what areas we can grow. We are working with an outside consultant to evaluate and strengthen our inclusive practices.

Strategy 2

****Alternative recess** - Exploratory room , inside space with lots of fun options. We launched this today with our 1st and 2nd graders. Vickie invited a few students and they were each able to invite a friend. Helpful for students that may feel overwhelmed during recess time.

Amanda - Do students sign up for alternative recess?

Vickie - We are targeting students who need it for now, but eventually we want to open it up to those who want to sign up for that space.

Goal 3 - Professional learning to support high quality instruction

- Offer to staff for professional development
- Site goals this year is to work on informational writing as a site. Focus on expanding our writing program this year. Measuring outcomes to see how to improve.
 - Our district offers reading (LETRS) training - research based, strong learning outcomes. NSE had a high participation rate in LETRS training the last two years..

Two days for staff to attend professional development at the start of the year. We have additional professional development opportunities throughout the year.

Goal 4 - Data tracking and assessment - Reviewed presentation

-Renaissance and Star testing - Staff is getting trained on how to use programs to improve using data to respond to instruction.

Motion to approve School Plan for Student Achievement (SPSA) - Amanda Vassigh , Erica Elquosy second, all in favor.

Next meeting is for the safety team, but the site council is welcome to attend.

September 12th 4:00 - 5:00

October meeting to vote on safety plan, can approve in person or virtually. All are encouraged to attend.

Move to adjourn - Erica motions, Juli seconds

Meeting adjourned - 4:50pm

Natoma Station Elementary School Site Council and ELAC Meeting Agenda
Tuesday August 22, 2023
4:00 pm- 5:00 pm

Join us Virtually or Meet In-Person
Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Meeting ID: 262 184 486 014

Passcode: HHKpJD

(Conference Room - Natoma Station Admin Building)

1. Call to order, welcome, and introductions
 2. Approval of Meeting Minutes [SSC Minutes 9/6/2022](#)
 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; Supplemental Fund; School Effectiveness Grant
 6. Elected Positions:
 - Chairperson: Jonah Stullman
 - Vice Chairperson: Amanda Vassigh
 - ELAC Representative: Juli Thompson
- Open Positions. Description provided of duties of site council leaders. .
- Secretary/Recorder
7. Review of SSC Bylaws

8. Evidence of student performance 2022-2023: [NSE Progress Report 2022-2023](#)

9. SPSA (Single Plan for Student Achievement)

- Document will be shared electronically with a shared Google Document for questions and comments

Agenda for Meeting on 9/30/22 (Need to meet a quorum of 5)

1. Elect open site council position - Secretary/Recorder.

2. Review and approve SPSA

3. Date to review School Safety Plan - Tuesday 9/12/2023 4:00 - 5:00

2. Adjournment