

School Year: **2020-21**



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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Natoma Station Elementary School	34673306112916	August 28, 2020	October 22, 2020

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Purpose and Description..... 3
- School Vision and Mission 3
- School & Community Profile 4
- Comprehensive Needs Assessment Components 6
 - Data Analysis 6
 - Surveys 6
 - Classroom Observations 6
 - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement 10
- Resource Inequities 11
- School and Student Performance Data 12
 - Student Enrollment..... 12
 - CAASPP Results..... 14
 - ELPAC Results 18
 - Student Population 20
 - Overall Performance 21
 - Academic Performance 22
 - Academic Engagement 28
 - Conditions & Climate..... 30
- Goals, Strategies, & Proposed Expenditures..... 32
 - Goal 1 32
 - Goal 2..... 37
 - Goal 3..... 45
 - Goal 4..... 54
- Budget Summary 60
 - Budget Summary 60
 - Other Federal, State, and Local Funds 60
- School Site Council Membership 61
- English Learner Advisory Committee (ELAC)..... 62
- Recommendations and Assurances 63

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

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

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

School Vision and Mission

Natoma Station Elementary School Vision and Mission Statement

The vision of Natoma Station Elementary School is to encourage lifelong learning, to help students reach their full potential, and to teach students to make positive contributions to their community. A focus on building positive relationships amongst staff and students to promote lifelong self-efficacy through an emphasis on culture, climate, coherence 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's vision statement which states:

Guided by the highest expectations, Natoma Station and the Folsom Cordova Unified School District provide our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st Century.

By focusing on the foundational school years from grades kindergarten through fifth, Natoma Station Elementary will start students on the path so that they can eventually graduate with a core of knowledge and skills that become the building blocks for lifelong learning. They graduate with a positive attitude and the leadership, character, and academic skills necessary to excel in a global arena. Families are an integral part of the educational process. In recognition of this important role at Natoma Station Elementary School, family involvement is actively sought, encouraged, and welcomed.

Business and community partnerships greatly enhance students' learning experiences and educational opportunities. Partnerships offer students opportunities to apply their learning to real-world situations. At Natoma Station Elementary School, the administration and staff actively seek community partnerships in order to enhance and amplify students' educational experiences.

Schools serve as community hubs, places where the community gathers to celebrate and improve learning and to enjoy art, music, sports, public speaking, drama, and other school-related activities. The use of school facilities by the community at Natoma Station Elementary School is encouraged. School facilities are a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society.

School & Community Profile

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 19,500 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool through Adult. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Natoma Station Elementary School operates on a traditional schedule, and during the first month of the 2019-2020 school year, just over 500 students were enrolled in grades preschool through fifth. The school's gender distribution is roughly equal, with boys and girls. The school's largest ethnic group is White, with 49% of the school population describing themselves as White. In terms of racial subgroups, significant numbers include Asian at 26%, and Hispanic at 13%. Natoma Station Elementary School has approximately 30 students enrolled in our special education self-contained programs which provide additional support for our students with disabilities. Natoma Station has been recognized by the California State Department of Education as a California Distinguished School. In May, 2001, the U.S. Department of Education named Natoma Station Elementary School a 2000-2001 National Blue Ribbon School. While it has been many years since Natoma Station Elementary School was awarded these titles, our staff has not deviated from a vision that continues to strive for excellence in school leadership, teaching practices, student learning outcomes, and parental and community involvement.

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

Natoma Station Elementary School boasts a robust Positive Behavioral Intervention and Supports (PBIS) system including several programs that contribute to our positive school culture and climate. We teach the Second Step curriculum to all students in grades K-5 to develop their social-emotional skills and our teachers and staff use mindfulness activities to support students with self-regulation. Building and maintaining strong relationships with our student is at the forefront of all that we do and creating classroom and schoolwide agreements that incorporate our three school-wide behavior standards (Solve Problems, Make Good Decisions, and Show Respect) create a positive and safe learning environment for all of our students. Our Cheetah Champ incentive program and our Character Counts Awards Assemblies at the end of each trimester consistently recognize students who make positive choices. We develop and support student leadership through our Student Council and include their voice and input as stakeholders in decisions affecting our school community. This year, we implemented a new peer mentorship program and an alternative recess option for students. We take a restorative approach to discipline and provide additional supports and interventions, such as classroom calming corners and participation in our Special Friends program, to students who are in need of them.

Natoma Station Elementary families consistently and repeatedly express the desire to be partners in their children's education. Natoma Station Elementary School encourages a productive and responsive partnership between home and school. Our community partnerships encompass connections with local businesses, city government, and law enforcement agencies that add dimension, mentorship, and direction to our school. Our Parent Teacher Organization (PTO) is extremely active, providing many activities and events for the students and families of Natoma Station Elementary School. Our school invests time and resources to build and maintain strong connections with our families and community through School Site Council, (SSC), English Learner Advisory Committee (ELAC), parent engagement activities, Coffee and Conversation with the Principal, as well as multiple volunteer opportunities. Our Blackboard Connect messages (voice, email, and text), school marquee, informational flyers, and Schoolwires web page keep families informed about schedules, events and activities happening at school. Teachers maintain their own web pages on our website which also allows for two-way communication between teachers and families. Frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment. We value and intentionally access the technology capital in our community. Intel Corporation helps to enhance our collective vision

through volunteer incentives and technology direction. Each year, students are matched with Intel PC “pen” pals to develop student interaction with the business community.

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 needs and concerns of parents and families in the Natoma Station community. We are fortunate to have a consistent line of communication with our Parent Teacher Organization (PTO) board and our School Site Council (SSC) members. The California Healthy Kids Survey (CHKS) is administered to students, staff, and parents and the data is used to get a more comprehensive picture of school culture and climate in order to be better poised to respond to the needs of all stakeholders. Bryte Bites is an additional survey that is district-administered to staff and the data is used to enhance student learning.

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 now have an online evaluation tool, Talent Ed Perform, for the tracking of all observations. In addition to the formal classroom observations, classroom walk throughs and student observations are done on a daily basis. Administration supports effective instruction in the classroom through informal observations, and collaborations with teachers and support staff are part of the culture and climate of everyday life at Natoma Station Elementary School. Overall findings from the 2019-2020 school year indicate that classroom teachers at Natoma Station Elementary School implement practices aligned with the California Standards for the Teaching Profession.

Initial informal observations revealed a number of strong practices occurring in classrooms at Natoma Station Elementary School. Teachers are consistently using the Board-adopted curriculum in Language Arts, Math, Science, and Social Studies. In addition, we use the Mystery Science to supplement our Science program. 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 work to help all learners access the curriculum and experience academic success.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Teachers conduct iReady and curricular assessments regularly, as directed by the district's adopted curriculum, to regularly monitor student progress. Teachers use student assessment data to provide responsive first instruction and direct discussions among staff to support learning and progress, through the PLC and intervention/amplification process. Benchmark Advance and enVision Math provide teachers with online assessment tools that allow data to be disaggregated in a number of ways including by-student-by-standard. Need: More professional development around the Illuminate platform continues to be a need, specifically on how to create common assessments around individual standards and learning targets by grade level teams is needed to deepen the practice of forming specific student groups and evaluating the effectiveness of Multi-tiered Systems of Support (MTSS) interventions/amplifications.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff is highly qualified and credentialed in the areas of their teaching.

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

All of our teachers are properly credentialed, and receive ongoing professional development provided by the district and the school site to improve learner outcomes. This year we are continuing to use a Professional Learning Community (PLC) model to strengthen collective teacher efficacy, and to develop a more systematized implementation of Response to Instruction and Intervention (RtI). This focus will include the regular use of formative assessments to inform instruction and provide increased opportunities for targeted intervention and amplification to continuously improve all learner outcomes. Our Climate and Culture facilitator and our site principal will continue to provide training for the Second Step curriculum. Professional Development (PD) around essential standards and common formative assessments through the use of Illuminate and iReady Standards Mastery will be an area of focus for the 2020-2021 year. In addition, Professional Development (PD) focused on providing ongoing training to teachers and support staff to enable them to provide robust and rigorous instruction to students through the use of embedded technology tools will be a focus as we begin the year in a distance learning environment.

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

Our Professional Development (PD) 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, English Language Development, Science, and Social Studies. More 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 students. In addition, Professional Development will be provided on the use of digital platforms and technology tools to support student learning and teacher efficacy in a distance learning model during the 2020-2021 school year.

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

Ongoing support for teachers is largely provided through District Curriculum Specialist Teachers, site implementation coaches and administration. The Elementary Curriculum Specialist Teachers support and guide site implementation coaches and administrators 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 greatest needs (Tier 3). Working collaboratively in Professional Learning Communities (PLCs) with a focus on prioritizing essential standards, effectively using formative assessment to guide instruction and using both synchronous and asynchronous technology tools to provide a robust and engaging learning environment is the focus of the 2020-2021 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 PLCs where they collectively analyze student data to create SMART (Specific, Measurable, Attainable, Realistic/Relevant, Time Bound) goals in order to effectively address the needs of all learners. Informally, teachers frequently meet to discuss assessment outcomes, share instructional strategies, problem-solve around challenging lessons, share ideas to help specific students, and share in the planning and preparation of lessons. Our Culture and Climate Committee collaborates and plans professional development for our staff that centers around strengthen students' social-emotional competencies. Our RtI Guiding Coalition collaborates with teachers to support the behavioral and academic needs of students who require additional academic and/or social-emotional support. This year we will continue the work on strengthening the collaboration between special education and general education teachers. In addition, we will be looking at our practices using an equity lens to ensure that our practices are culturally responsive and that grade level content is made accessible to all students.

Teaching and Learning

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

All teachers are using the Common Core State Standards as the basis of their instruction. Teachers have received instructional materials that are aligned to 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 newly adopted Next Generation Science Standards (NGSS) aligned curriculum, has been adopted and 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 for all students.

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. Language Arts and Math times are consistent and fully directed for the purpose of uninterrupted learning time. Additionally, minutes are set aside for small group instruction and intervention and amplification to allow for differentiation of learner needs. MTSS rotations provide targeted instructional support in rotating three to five week cycles. For the 2020-2021 school year, we are adhering to the guidelines and recommendations communicated from the California Department of Education.

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 achievement of the Common Core State Standards. Assessment windows allow teachers to regularly monitor student progress.

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

All students have been provided with the appropriate core instructional materials. In addition to the core materials, students have support materials as needed as well as accelerated texts when appropriate. Leveled readers have been purchased to provide multiple access points for students into the grade level curriculum.

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

Teachers have been trained in supplemental curriculum and instruction to meet the needs of all students such as Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS) Lexia Core 5, Read Naturally, Accelerated Reader, and iReady.

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

Teachers at Natoma Station Elementary School provide excellent first instruction by using Board-adopted materials and instructional techniques and strategies that are research based. This year we continue to align our practices to those that have been determined to have higher effect sizes based on the research of John Hattie, including strengthening collective teacher efficacy. To create a learning environment that supports student learning, our school has implemented and communicated clear and consistent school-wide behavior standards. The Second Step curriculum provided by the district will be used in all classrooms to build social-emotional skills and competencies.

Parental Engagement

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

Natoma Station Elementary School continues to work toward strengthening the involvement of our parents and community. This year, we will continue to provide training to parents and equip them with tools to support their children's distance learning. This year our Director of Technology will collaborate with our site technology coaches to support parent understanding of our distance learning platforms and the technology tools that we will be using to deliver virtual instruction. Parents will be trained on the components of online platforms and tools through webinars and training modules. We will offer ongoing support to parents in the use of technology. Parents are encouraged to attend Back to School Night to understand the curricular, technology and virtual and face-to-face classroom routines and expectations for the year. Open House allows us to showcase student work for parents and attendance is above 90%. Our school website is updated regularly and our home-school communication system (Blackboard Connect) keeps parents informed about important information and upcoming events. All Natoma Station Elementary School families are encouraged to participate in the planning, implementation, and evaluation of the School Plan for Student Achievement (SPSA) plan. We provide online access codes to families for our curriculum such as Envision (Math) and Benchmark Advance (ELA/ELD) in addition to supplemental programs such as iReady. Teachers and the Principal provide ongoing communication with parents through digital newsletters, direct contact, our school website, and parent-teacher conferences. Our parent coordinator works closely with our PTO leadership to provide many opportunities for our parent community to strengthen partnerships with our school.

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 and staff, along with our PTO, help to fund, organize and plan events that benefit children throughout the year. Our School Site Council meets three times a year to provide input, approve, and monitor our School Plan for Student Achievement and approve our School Safety Plan. 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)

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

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

Bilingual Instructional Aide

iReady

Accelerated Reader

Lexia Core 5

SIPPS

Professional Development

Library Clerk

Parent Coordinator

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

Fiscal support (EPC)

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

Stakeholder 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

The school utilized a variety of outreach efforts for input and feedback on the development of the SPSA. Natoma Station Elementary School involves certificated and classified staff, parents, community members, and students in these committees and conversations. Specific School Site Council (SSC) meeting discussions will be held in August 2020, and in the spring on 2021. The current SPSA was reviewed and additional feedback on student progress was received. The process and timeline for constituent involvement was outlined. Student achievement data and relevant topics, including Common Core State Standards, family engagement strategies, and suspensions were discussed at each meeting. At the August meeting attendees reviewed the school's 2020-2021 goals, and discussed how they related to FCUSD priorities. Stakeholder involvement around the revision of the prior academic school year goals occurred in August, 2020. The SPSA template was used in the revision of the goals in 2020-2021 and staff and parent involvement in the revision process was solicited. Ongoing meetings throughout the 2019-2020 school year will track and monitor the goals created for Natoma Station Elementary School in the months of October, November, January, February, March and April. Other meetings that incorporate the goals of the SPSA include:

The following is a list of committees and meeting dates where the SPSA was discussed:

Weekly Staff PLC Meetings

School Site Council and English Learner Advisory Committee Meetings August, September, May
Back to School Night August 26, 2020

Every Child By Name (ECBN) Meetings with Faculty September, February, May

PTO General Meetings September, October, November, December, January, February, March, April, May

Coffee and Conversation with the Principal held monthly

Teacher Professional Development Days in August

Culture and Climate Committee Meetings September, October, January, February, April, May, June
Green Team Docents and Crew September Meeting
PC Pals Partnership with Intel Corporation September Meeting
Open House May 13, 2021
Parent Engagement Nights September, October, February
Weekly Grade Level Response to Intervention Meetings (RtI) beginning September 21, 2020
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 a growing number of English Language students, we have a need for increased Bilingual Instructional Assistant (BIA) support. With an increase in the amount of time students with special needs are being included in the general education classroom, we would like to provide additional training for teachers and instructional assistants to ensure that curriculum is accessible to all students by making the necessary accommodations and modifications.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.45%	0.65%	0.41%	2	3	2
Asian	23.53%	26.03%	22.84%	104	120	111
Filipino	2.71%	2.6%	1.85%	12	12	9
Hispanic/Latino	13.35%	13.45%	17.28%	59	62	84
Pacific Islander	0.90%	0.65%	0.41%	4	3	2
White	53.62%	48.81%	47.12%	237	225	229
Multiple/No Response	0.23%	0.22%	9.88%	1	1	1
Total Enrollment				442	461	486

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	78	79	84
Grade 1	77	82	81
Grade 2	80	84	80
Grade3	73	78	83
Grade 4	70	68	80
Grade 5	64	70	78
Total Enrollment	442	461	486

Conclusions based on this data:

1. Based on this data, Natoma Station Elementary School has had a steady increase in enrollment with an enrollment of over 500 students projected for the current academic year. With the development of new houses near Prairie City Road, we expect our enrollment to increase steadily.
2. With our school's population becoming increasingly more ethnically diverse, it is important to include culturally responsive teaching practices as we plan for staff professional development.
3. The school wide focus on cohesion, and an emphasis on "all means all" is necessary to ensure that equal focus is paid to every student at Natoma Station Elementary School as our enrollment continues to diversify with heterogeneous learners.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	59	49	55	13.3%	10.6%	11.3%
Fluent English Proficient (FEP)	34	55	47	7.7%	11.9%	9.7%
Reclassified Fluent English Proficient (RFEP)	2	21	3	5.6%	35.6%	6.0%

Conclusions based on this data:

1. We have seen consistency in the percentage of English Learners enrolled at Natoma Station Elementary School the past three years, however, making up just over 11% of our student population last year. We continue to optimize the use of our Bilingual Instructional Assistant and to provide both integrated and designated English Language Development (ELD) support for our English Learner (EL) students.
2. This year fewer students were Reclassified Fluent English Proficient (RFEP) in comparison to last year. The reason for the decrease in reclassification is unknown at this time.
3. The most common language of our English Learners are the following Telugu (20%), Spanish (13%), Russian (9%), and Tamil (9%).

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	75	79	71	72	77	71	72	77	97.3	96	97.5
Grade 4	61	66	66	61	65	66	61	65	66	100	98.5	100
Grade 5	67	63	67	66	62	66	66	62	66	98.5	98.4	98.5
Grade 6	32			32			32			100		
All	233	204	212	230	199	209	230	199	209	98.7	97.5	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2465.	2475.	2483.	43.66	47.22	53.25	28.17	27.78	20.78	15.49	13.89	22.08	12.68	11.11	3.90
Grade 4	2520.	2520.	2530.	44.26	55.38	56.06	29.51	15.38	18.18	18.03	16.92	13.64	8.20	12.31	12.12
Grade 5	2564.	2572.	2556.	46.97	46.77	39.39	33.33	38.71	37.88	13.64	6.45	15.15	6.06	8.06	7.58
Grade 6	2567.			31.25			37.50			21.88			9.38		
All Grades	N/A	N/A	N/A	43.04	49.75	49.76	31.30	27.14	25.36	16.52	12.56	17.22	9.13	10.55	7.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.66	51.39	44.16	35.21	37.50	46.75	21.13	11.11	9.09
Grade 4	49.18	53.85	51.52	44.26	33.85	40.91	6.56	12.31	7.58
Grade 5	40.91	51.61	42.42	54.55	41.94	48.48	4.55	6.45	9.09
Grade 6	34.38			59.38			6.25		
All Grades	43.04	52.26	45.93	46.52	37.69	45.45	10.43	10.05	8.61

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.62	34.72	29.87	50.70	43.06	61.04	12.68	22.22	9.09
Grade 4	40.98	36.92	34.85	52.46	44.62	54.55	6.56	18.46	10.61
Grade 5	57.58	59.68	50.00	34.85	32.26	39.39	7.58	8.06	10.61
Grade 6	37.50			43.75			18.75		
All Grades	43.91	43.22	37.80	45.65	40.20	52.15	10.43	16.58	10.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.35	36.11	41.56	69.01	52.78	54.55	5.63	11.11	3.90
Grade 4	29.51	43.08	36.36	59.02	53.85	57.58	11.48	3.08	6.06
Grade 5	28.79	41.94	27.27	71.21	51.61	68.18	0.00	6.45	4.55
Grade 6	18.75			78.13			3.13		
All Grades	26.52	40.20	35.41	68.26	52.76	59.81	5.22	7.04	4.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.44	48.61	46.75	53.52	40.28	46.75	7.04	11.11	6.49
Grade 4	39.34	40.00	53.03	54.10	46.15	34.85	6.56	13.85	12.12
Grade 5	48.48	43.55	42.42	43.94	50.00	45.45	7.58	6.45	12.12
Grade 6	50.00			31.25			18.75		
All Grades	43.48	44.22	47.37	47.83	45.23	42.58	8.70	10.55	10.05

Conclusions based on this data:

1. Approximately 76% of students are meeting or exceeding the grade level standard in English Language Arts. The most current CAASPP data shows that students are lacking mastery consistently across the board in writing. Our focus area will be writing, specifically through supports in implementing a more systematized approach to targeted instruction in writing. Implementation of the Step Up to Writing curriculum, dedicated PLC meeting time devoted to teachers analyzing student performance data and examining best writing practices, in addition to continued Professional Development, are actions that we are taking to improve learner outcomes.
2. Data shows a drop in performance in the area of Listening for the 2018-19 academic year. We will provide Professional Development for all teachers and more opportunities for meaningful practice of this skill.
3. Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address learning gaps needs through a school-wide focus on prioritizing essential standards, implementing a Guaranteed and Viable curriculum, curriculum coherence, 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	75	79	71	74	77	71	74	77	97.3	98.7	97.5
Grade 4	61	66	66	61	65	66	61	65	66	100	98.5	100
Grade 5	67	63	67	66	62	66	66	62	66	98.5	98.4	98.5
Grade 6	32			32			32			100		
All	233	204	212	230	201	209	230	201	209	98.7	98.5	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2481.	2493.	2502.	38.03	48.65	50.65	35.21	27.03	36.36	16.90	17.57	10.39	9.86	6.76	2.60
Grade 4	2520.	2528.	2541.	37.70	38.46	48.48	31.15	35.38	33.33	26.23	20.00	13.64	4.92	6.15	4.55
Grade 5	2565.	2564.	2552.	50.00	45.16	34.85	25.76	24.19	30.30	16.67	20.97	22.73	7.58	9.68	12.12
Grade 6	2575.			28.13			37.50			25.00			9.38		
All Grades	N/A	N/A	N/A	40.00	44.28	44.98	31.74	28.86	33.49	20.43	19.40	15.31	7.83	7.46	6.22

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	61.97	63.51	67.53	23.94	27.03	28.57	14.08	9.46	3.90	
Grade 4	54.10	55.38	57.58	26.23	30.77	34.85	19.67	13.85	7.58	
Grade 5	53.03	51.61	39.39	31.82	32.26	45.45	15.15	16.13	15.15	
Grade 6	50.00			25.00			25.00			
All Grades	55.65	57.21	55.50	26.96	29.85	35.89	17.39	12.94	8.61	

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			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	49.30	52.70	53.25	43.66	33.78	45.45	7.04	13.51	1.30	
Grade 4	32.79	35.38	48.48	57.38	52.31	42.42	9.84	12.31	9.09	
Grade 5	43.94	43.55	42.42	48.48	43.55	43.94	7.58	12.90	13.64	
Grade 6	37.50			53.13			9.38			
All Grades	41.74	44.28	48.33	50.00	42.79	44.02	8.26	12.94	7.66	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.48	54.05	55.84	33.80	39.19	42.86	19.72	6.76	1.30
Grade 4	40.98	47.69	57.58	47.54	43.08	34.85	11.48	9.23	7.58
Grade 5	36.36	35.48	33.33	51.52	56.45	48.48	12.12	8.06	18.18
Grade 6	34.38			56.25			9.38		
All Grades	40.43	46.27	49.28	45.65	45.77	42.11	13.91	7.96	8.61

Conclusions based on this data:

1. We continue to show steady improvement in students meeting and exceeding grade level standards in Math. Overall in 2018-19, we saw a 5 point growth in scores of students who met and exceeded grade level standards in Math.
2. There will be continued focused support for all students to increase their proficiency in Math. Communicating Reasoning was an area of focus for our PLCs and for Professional Development through an emphasis on constructed response during the 2019-2020 school year. We will continue to share best practices such as the RACE strategy and number talks to build teacher efficacy across grade levels. Since we did not administer the CAASPP assessment in the spring of 2020, we do not have this data to assess growth, however, teachers used formative and summative assessments to monitor student progress throughout the year.
3. We will continue to examine student performance on common formative assessments of essential standards in our PLCs and use our MTSS structure to provide targeted instruction including opportunities for intervention and amplification to meet the needs of all learners.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1430.7	*	1432.6	*	1426.4	*	20	8
Grade 1	1475.1	1503.0	1462.8	1498.5	1486.7	1507.1	11	17
Grade 2	*	*	*	*	*	*	*	10
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	7
Grade 5	*	*	*	*	*	*	*	*
All Grades							49	49

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	20	*
1	*	23.53	*	52.94	*	23.53	*	0.00	11	17
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	22.45	34.69	48.98	*	20.41	*	8.16	49	49

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	20	*
1	*	47.06	*	35.29	*	17.65	*	0.00	11	17
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	55.10	36.73	24.49	42.86	*	10.20	*	10.20	49	49

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.00	*	*	*	*	*	20	*
1	*	58.82	*	41.18	*	0.00	11	17
5	*	*	*	*	*	*	*	*
All Grades	63.27	34.69	30.61	59.18	*	6.12	49	49

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	60.00	*	*	*	20	*
1	*	35.29	*	64.71	*	0.00	11	17
3	*	*	*	*	*	*	*	*
All Grades	51.02	34.69	36.73	57.14	*	8.16	49	49

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	60.00	*	*	*	20	*
1	*	17.65	*	82.35	*	0.00	11	17
All Grades	42.86	18.37	42.86	67.35	*	14.29	49	49

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.00	*	*	*	*	*	20	*
1	*	29.41	*	70.59	*	0.00	11	17
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	53.06	28.57	32.65	67.35	*	4.08	49	49

Conclusions based on this data:

1. Our enrollment of students with English as a Second Language, with a total number of 49, remains constant at Natoma Station Elementary School.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
461	12.8	10.6	0.7

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	10.6
Foster Youth	3	0.7
Homeless	2	0.4
Socioeconomically Disadvantaged	59	12.8
Students with Disabilities	32	6.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7
Asian	120	26.0
Filipino	12	2.6
Hispanic	62	13.4
Two or More Races	35	7.6
Pacific Islander	3	0.7
White	225	48.8

Conclusions based on this data:

1. The percentage of Asian students has grown significantly in the last two years, almost doubling in the percentage of the total population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. As the 2018-19 CAASPP data reflect, a high percentage of Natoma Station Elementary School students are performing at grade level in ELA (Blue), and Math (Blue).
2. We showed a vast improvement in our suspension rate in 2018-19. Our suspension rate declined significantly from a rate of 3.7% in 2017-18 to a rate of 0.4% in 2018-19. The decrease in suspensions can be explained by our school-wide focus on providing professional development for all staff in progressive and restorative discipline practices and creating a more systematic, schoolwide approach to our response to behavior with clear behavior standards, the use of common language among staff, students, and parents, more consistent use of our Second Step social emotional curriculum in all classrooms as a proactive strategy and targeted interventions for students who needed additional support.
3. Chronic absenteeism declined by 1% in 2018-2019. Our strategy of being more systematic and intentional in communicating with families of students with higher rates of absenteeism about the importance of daily attendance may have contributed to improvement in outcomes in this area.

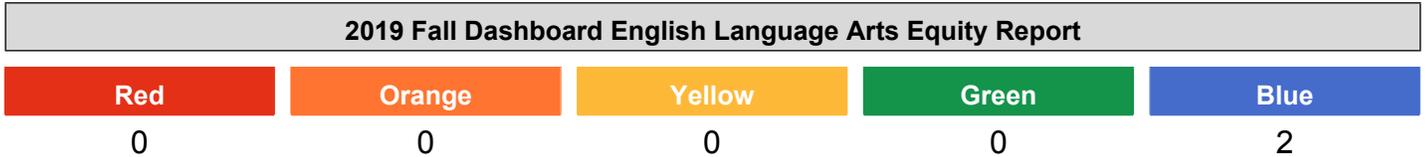
School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

- The performance of All Students on the ELA assessment is very high (status), however, there was a 1% decline in overall proficiency in the 2018-19 school year. We continue to analyze performance data to inform areas of Professional Development focus for the upcoming year. We will be focusing on writing and vocabulary development in the 2019-2020 year.
- Subgroups showed inconsistency in improvement in learning outcomes. We will focus Professional Development efforts on improving outcomes for students in the subgroups that showed the greatest decline in performance, with an emphasis on Students with Disabilities, Hispanic students, and English Language Learners. These subgroups continue to under perform our collective student body. An increased focus on inclusion and increased opportunities for collaboration between special education teachers and support staff and general education teachers, will support greater instructional coherence for students who receive services at Natoma Station Elementary School. Supports necessary to support our English Language Learners including a Professional Development focus to continue to grow teacher efficacy will continue to be areas of focus.
- A focus on the subgroup of students with disabilities will be necessary for the 2019-2020 academic school year. A 50.3 point gap with a student count of twelve students was highlighted in the state assessment results. Professional Development for teachers in the use of effective, research-based and standards aligned supplemental curriculum such as Steps to Advance, will ensure that all students are able to access grade level curriculum while providing the differentiated supports that each child needs.

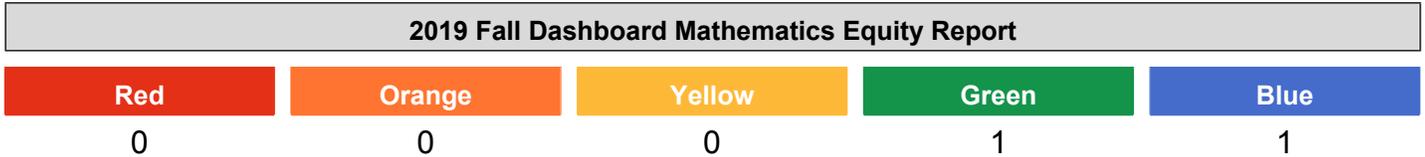
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

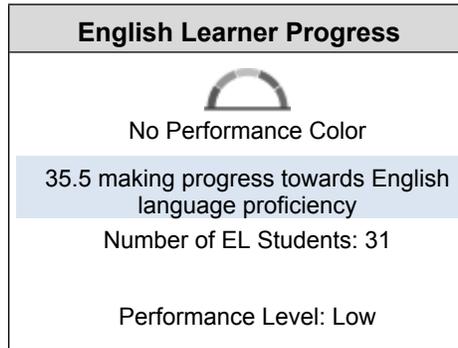
1. The performance of All Students on the Math assessment is high (status) and improved in 2017-18 by +8% (change) and by +6% in 2018-19. Students with low socioeconomic status improved significantly (+26 points), pointing to the effectiveness of our system of MTSS which allows for differentiated and targeted instructional support for all students. Meeting in PLCs more consistently (twice per month) and closely monitoring student data to inform instruction may have contributed to improved student performance in this subgroup.
2. A focus on our Hispanic students is necessary when looking at our Math assessment results. There is a gap of 49 points with a student count of 24 students. Intentional focus on supporting students will be necessary throughout the 2019-2020 school year.
3. A focus on the subgroup of students with disabilities will be necessary for the 2019-2020 academic school year. Although the student count tested in this subgroup was low at 12 students, the achievement gap is extremely large with a 90+ point gap between all students and students with disabilities. Regular collaboration between general education teachers and special education teachers and support providers will help maintain a focus on tighter instructional coherence. In addition, access to grade level content for students with disabilities and targeted differentiation and differentiation will continue to be an area of focus in the current year.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	14	2	9

Conclusions based on this data:

- English Learners continue to be an area of focus for Natoma Station Elementary School based on the above data. The principal will continue to work with our PLC site coaches to provide Professional Development opportunities for all teachers related to integrated and designated ELD instruction.
- The district will provide training to our Bilingual Instructional Assistant to continue to develop her capacity to support EL students under the direction of the classroom teacher.

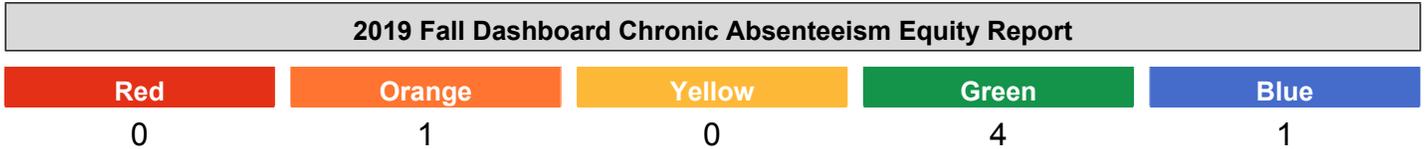
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. We will continue to work with our front office staff to monitor student engagement in an online learning platform and reach out to families who are not engaged to provide timely and effective support. We will partner with families to problem solve together and ensure that there are no barriers to accessing the learning.
2. A focus on student engagement in a distance learning environment will be systematically implemented for the 2020-2021 school year in order to ensure that all students are engaged in learning. We will partner with our Attendance and Due Process Department and our Social Emotional Learning department to provide additional targeted support for students and families who are experiencing challenges in this area.
3. The school principal, our Culture and Climate facilitator and our Culture and Climate leadership team members will provide staff Professional Development around creating the conditions to ensure that students are actively engaged in distance learning. Some of the Professional Development will involve using the Distance Learning Playbook, by Fisher, Frey and Hattie that has been purchase for all staff, as a resource to examine best practices.

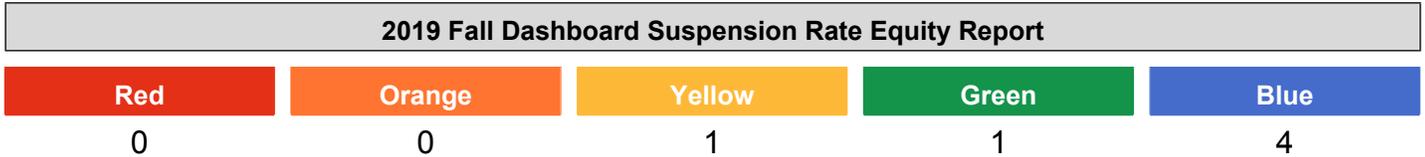
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.7	0.4

Conclusions based on this data:

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

LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which 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 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

All students have access to both grade level and instructional level curriculum

Identified Need

Teacher effectiveness is highly correlated with student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audit	100%	1.1 Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. Monitor teacher induction - Beginning Teacher Support and Assessment (BTSA) participation by tracking successful completion of year 1 and year 2 and number of teachers completing.
Williams Act facilities audit	100%	1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.
Williams Act instructional materials audit	100%	1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Preschool through 5th grade students.

Strategy/Activity

Release time and hourly stipends for teachers to attend Professional Development and improve instruction.

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)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Teacher release time for Professional Development (PD) and training on campus

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Annual Teacher Evaluations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Inventory and ordering of both core and supplemental instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

800

Source(s)

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Identified EL Students, Kindergarten - 5th Grade

Strategy/Activity

Bilingual Instructional Assistant supports for EL students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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

Annual Review

SPSA Year Reviewed: 2019-20

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 were credentialed and successfully evaluated during the school year. Teachers received meaningful feedback and when necessary, coaching to improve practice. Teachers attended numerous Professional Development workshops and implemented research-based instructional practices. The purchase and implementation of supplemental curriculum enhanced learning for all students. Teachers met twice every month in Professional Learning Communities to analyze student assessment data, prioritize instruction for essential standards, and measure student learning using common formative assessments. The Bilingual Instructional Assistant support was essential in providing individual students with targeted language needs. The two teachers participating in BTSA received monthly coaching and release days to observe highly qualified teachers.

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

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

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

No changes are anticipated.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

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 stakeholders partnerships to improve student attendance and engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance Rates (August, 2019 - February 2020)	96.33%	96%
Suspension Rate	5 Suspensions	Fewer students will be suspended
Parent Volunteers	179 parents were cleared to volunteer last year	Maintain or increase
Student and Parent Surveys	California Healthy Kids Survey	Increase in student connectedness and parent satisfaction
Family Education Events	2 Last Year	1 Per trimester

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Closely monitor attendance rates by running monthly reports and proactively reach out to provide support to families using a variety of communication methods including phone calls home. Share research with families about the importance of attendance on student learning outcomes and offer targeted support to families who need it.

Communicate with families at Back to School Night and in weekly online newsletter about the importance of attendance and report out attendance rates by class monthly with the goal of reaching 96%.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Base
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide Social Emotional Learning (SEL) support through a variety of strategies including, but not limited to: 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 expectations and routines, implement the use of restorative practices, implement a progressive discipline approach and be transparent with students and families about the process, provide interventions including peer mentors, library helpers, and alternative recess to students who need additional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1600

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide staff, student, and parent training in the implementation of our new behavior standards and restorative discipline approach to supporting students. Display signs using common language and outline clear expectations in all school spaces (classrooms, hallways, bathrooms, multipurpose room, library, office, playground).

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)

300

Source(s)

Donations

Create signs outlining our new behavior standards and expectations for students and display throughout the school.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Assembly to promote kindness, making good decisions.

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)

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

None Specified

Cost of assembly.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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)
1000	Donations Release time for teachers to collaborate

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Students with social/emotional learning (SEL) needs will be identified to receive additional support from school site and district staff and behavior specialists. Peer mentor program will provide 1:1 mentorship for identified students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Provide funding for peer mentor folders, badges, student activities such as puzzles and games, crayons
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Work with credentialed staff from Social Emotional Learning Department. Funding for our site Climate and Culture Facilitator.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Increase family engagement and stakeholder input in decision-making.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ensure social emotional development for all students by creating a school-wide Culture and Climate Committee made up of diverse stakeholders and a site facilitator who will lead staff and family training to build understanding of best practices for all stakeholders. Our district's Social and Emotional Learning department will provide training for our principal and our Climate and Culture site facilitator.

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)

1,700

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
Coach stipend, registration for professional development conferences, release time to attend conferences.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family Engagement Nights including but not limited to Parent SEL Best Practices Training, (Behavior Standards, PBIS, and Restorative Practices), Math Night, STEAM Night, Back to School Night, Open House, and PTO community building events. Many of these events may be virtual this year due to COVID-19.

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)

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

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Private clubs and after-school activities for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Private organizations partner with the school site to offer after school enrichment opportunities for students.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

General Fund
5900: Communications
Cost to purchase Smore

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Measure level of student connectedness through the use of the California Healthy Kids Survey.

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)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Alternative Recess: One yard supervisor supports students who are having difficulty making connections with peers, provide toys, games, art supplies for students. During distance learning, yard supervisors will support small groups of students during scheduled breaks.

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)

200

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

General Fund
2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2019-20

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.

This year we continued to focus on maintaining and refining our practices to support a positive school culture and climate. We moved from a school-wide focus on 6 character traits to 3 clear behavior standards after discovering that our students didn't understand the meaning of all of the character traits and 6 was too many, especially for our younger students. We provided training for staff, students, and parents with the use of clear and consistent language, training workshops, and clear and consistent communication, including the creation and display of signage throughout the campus. The use of the School-Wide Information System (SWIS) Suite database allowed us to examine data with our school Culture and Climate Committee and with our staff to respond in a more timely and effective way to students who needed additional support and access to interventions. We reported out our monthly attendance by class on our digital newspaper platform, Cheetah Bytes, and our attendance rate improved by approximately 1%. The number of students suspended in 2019-2020 remained low overall, with a slight increase from suspending 2 students to suspending 5. Our California Healthy Kids Survey results indicated that the majority of our 5th grade students surveyed feel connected to our school. In the 2019-2020 school year, we increased the number of parents who volunteer at our school to 179 from 120 the previous year. With the start of the 2020-2021 school year in a distance learning, our activities, outreach, events, and supports for students look different. We will continue to work closely with all stakeholders to ensure that we are finding new ways to connect with students and families in meaningful ways, even at a distance.

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

Our suspension rate increased marginally. Our goal is to continue to provide a learning environment that supports student connectedness, belonging, caring, and engagement. Clear and realistic expectations and consistent routines, encouraging student voice in decision making and using the Second Step curriculum to teach empathy, self-regulation, and peaceful problem solving strategies to all students will ensure strong adult to student and student to student relationships. We will continue to provide additional targeted and research-based interventions and supports to students with an identified need.

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.

With the shift to distance learning for the 2020-2021 school year, we have had to make changes to some of the strategies/activities. In place of measuring attendance for students being in school physically, we will be monitoring their engagement in online learning activities. In addition, behavior expectations and classroom norms must be adapted to reflect the needs of learning in a distance learning environment. Student and family engagement events will be virtual or designed to allow participation that follows social distancing guidelines as outlined by our County Public Health Department.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
 3.1 Provide professional development in new adoptions and local curriculum.
 3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
 3.3 Provide access to A-G, Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP,) and Science Technology Engineering & Math (STEM) courses.

Goal 3

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

Identified Need

We want all students to achieve at high levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide Professional Development	On-going Professional Development working in professional learning communities (two staff meetings per month) to develop common formative assessments and target essential standards. Providing release time for teachers to analyze student outcomes and to plan flexible learning opportunities to help all students meet grade level standards. Training in new adoptions and established curriculum.	Students will receive instruction from well-trained teachers and have access to a Guaranteed and Viable curriculum.
EL Instructional Strategies	Guided Language Acquisition Design (GLAD) training and integrated and designated ELD instruction within the curriculum (district and site offerings)	Professional Development opportunities for integrated and designated ELD within curriculum for teachers.
Access to Grade Level Curriculum for all Students	Use of board adopted Guaranteed and Viable curriculum by all teachers. Ensure that all students are exposed to grade level	All students will have access to high-quality, grade level instruction and content.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	curriculum by creating a schedule that allows for differentiation (amplification and intervention) during a common time for all students so that all students have access to high-quality, grade level instruction.	
CAASPP Scores	2019 End of Year CAASPP Results for ELA: Overall Proficient 75% with a decrease of 1% from 2018 End of Year CAASPP 2019 End of Year CAASPP Results for Math: Overall Proficient 79% with a increase in student performance of 6% from 2018 End of Year CAASPP	Increase student performance in both ELA and Math.
iReady Scores	2019 End of Year iReady Diagnostic Results for ELA: Overall Proficient 83% with a decrease of 2% from 2018 End of Year iReady 2019 End of Year iReady Diagnostic Results for Math: Overall Proficient 83% with no change in student performance from 2018 End of Year iReady	Increase student performance in both ELA and Math.
Improved Integration of technology	On-going Professional Development by our Technology Lead Teacher and our Site Technology coach	All teachers will integrate technology into their lessons.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Curriculum specialist teachers and implementation coaches will provide ongoing Professional Development to teachers to implement the Common Core State Standards (CCSS) and use the

board adopted Guaranteed and Viable curriculum to implement and refine instructional strategies to support struggling students, develop instructional strategies to support students who have already met the proficiency standards, and develop instructional strategies for support staff. Ensure that all teachers prioritize the agreed upon essential standards in their planning of instruction and use of formative and summative assessments tools 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)

[Empty box for amount]

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Julie Blake, Stephanie Hammer, Kristina Cameron, Kelly Neil, Courtney Morales

[Empty box for amount]

Title II Part A: Improving Teacher Quality
3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

All teachers, will collaborate regularly in Professional Learning Communities (PLCs) to analyze student assessments, and plan instruction to improve all learner outcomes. Once every week, grade level teams of teachers will collaborate and once a trimester, all teachers will collaborate across grade levels from preschool to fifth grade to ensure vertical alignment and an understanding of the prioritization of essential standards across grade levels. With the support of curriculum specialist teachers, teachers will prioritize essential standards, describe learning targets and success criteria, create common formative assessments, and design effective lessons based on best practices that have a large effect size (John Hattie). Teachers will meet for Every Child by Name Meetings (3 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)

[Empty box for amount]

General Fund
1000-1999: Certificated Personnel Salaries
PLC meetings

[Empty box for amount]

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

Teacher Release time for Every Child by Name Meetings and Professional Development related to a robust implementation of PLCs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide teacher training for the adopted digital platforms (SeeSaw and Google Classroom) and best teaching practices in a distance learning or hybrid learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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

Title II Part A: Improving Teacher Quality
3000-3999: Employee Benefits
Implementation Coaches

Title II Part A: Improving Teacher Quality
4000-4999: Books And Supplies
Purchase a copy of The Distance Learning
Playbook for all teachers.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

SIPPS Training provided for all teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Offer training to all teachers, instructional assistants and Bilingual Instructional Assistants in ELD strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

600

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Benchmark Steps to Advanced curriculum and supplies, SIPPS curriculum, EnVision Intervention Toolkit (curriculum exists - purchase if additional need arises)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide the necessary technology tools to all students to access distance learning from home.

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
4000-4999: Books And Supplies
Chromebooks, Hotspots

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Full Inclusion Students; Children with Special Needs

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

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

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide time for site level Professional Development focused on the Common Core State Standards in all subject areas, with a special emphasis on essential standards in Reading and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Implementation coaches (primary and intermediate) provide Professional Development in all areas with a focus on Reading and Math.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide ongoing Professional Development with a focus on integrating the use of technology in all subject areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Technology implementation coaches provide site level Professional Development at least one time each month.

Annual Review

SPSA Year Reviewed: 2019-20

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 including curriculum specialist teachers will work closely with the principal and site PLC implementation coaches 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 providing release time for collaboration to analyze student outcomes and to plan flexible learning opportunities to help all students access high quality first instruction and meet grade level essential standards. Our focus will be on improving outcomes for our English Learners and our students with disabilities. We continued to build teacher efficacy around prioritizing essential standards, defining learning targets and success criteria, and using formative and summative assessment to make instructional decisions and monitoring student progress. We will continue to build staff capacity in our integration of technology in instructional practices by providing Professional Development around best practices.

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

Our PLC's will continue to focus on prioritizing essential standards, learning targets and success criteria in ELA and Math and provide systematized and targeted opportunities for amplification and intervention to all students to improve overall performance and eliminate achievement gaps.

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

The shift to distance learning in the 2020-2021 school year will require that we continue to focus instruction on the essential standards, use formative assessment to guide instructional decisions and ensure that all students have access to quality first instruction and opportunities for amplification and intervention. In addition, we will provide Professional Development to build staff capacity in the integration of effective use of technology in instructional practices. We will provide Professional Development to all staff to build our understanding of equity, including examining cultural biases to ensure inclusive and culturally responsive practices 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.

LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 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 yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

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
CAASPP ELA	District ELA Overall Proficient: 62% Natoma Station Elementary School ELA Overall Proficient: 75%	Increase performance by 2% for 2019-2020
CAASPP Math	District Math Overall Proficient: 53% Natoma Station Elementary School ELA Overall Proficient: 79%	Increase performance by 2% for 2019-2020
iReady Reading Diagnostic	Reading: 83% of students performed on or above grade level	Increase performance by 2% for 2019-2020
iReady Math Diagnostic	Math: 83% of students performed on or above grade level	Increase performance by 2% for 2019-2020
ELPAC	48% of students performed at Level 3 - Moderately Developed and 24% performed at Level 4 - Well Developed	Improve performance on the ELPAC for students performing and Levels 3 and 4 overall by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	overall on the ELPAC; 48% of English Learners were Reclassified English Language Proficient	5%; Increase reclassification rate by 5%
SIPPS Diagnostic Placement	Monitored by teacher	Students are expected to master phoneme awareness, phonics, sight words and spelling through multi syllabic words by the end of second grade
Curriculum embedded assessments for ELA (Benchmark Advance) and Math (EnVision)	Monitored by teacher	Monitored collaboratively as PLCs
CAASPP Performance ELA and Math for Students with Disabilities	ELA Overall Proficient: 22%; Math Overall Proficient: 22%	Performance on CAASPP for Students with Disabilities will increase by 2%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Teachers will meet for Every Child by Name meetings (3 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)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Release time for teachers.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Response to Intervention (Rtl) - Grade level teams of classroom teachers meet once every six weeks to discuss students who are experiencing challenge with classroom engagement, mastering grade level academic skills, and/or developing social emotional competencies. Multiple performance student measures are examined and the team of educators comes up with ideas of strategies and interventions to put in place 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 an Student Support Team (SST) Meeting which includes parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Teachers will work in Professional Learning Communities and use common formative assessments to focus on essential ELA and Math standards to provide amplification or intervention targeted at

each student's level of need in order to optimize academic progress. Student progress is monitored in four to six week cycles.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

600

General Fund
5800: Professional/Consulting Services And Operating Expenditures
Principal and designee attended Solution Tree Virtual Summer Institute to address learning gaps due to sudden shift to distance learning in the spring of 2020.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with Special Needs

Strategy/Activity

Ensure ongoing collaboration between special education and general education staff in order to better serve the needs of our students with an Individual Education Plan (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)

Special Education
1000-1999: Certificated Personnel Salaries
Professional Development

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 ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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

Annual Review

SPSA Year Reviewed: 2019-20

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, shared learning around effective implementation of high-quality instructional practices will be structured and systematized using Professional Learning Communities that meet weekly and scheduling Every Child by Name and Rtl meetings to monitor ongoing student performance and progress.

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

Due to school closures, several assessments, including the CAASPP and the ELPAC were not administered in the spring of 2020, thus making it difficult to measure differences between the intended and actual implementation of the goal.

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

Due to the shift to distance learning, we will provide staff Professional Development to staff for effective practices to monitor student performance in a distance learning environment. Ongoing support will be provided by our district curriculum specialist teachers, the site principal, the site PLC implementation coaches and the site Academics and Instruction leadership team to examine and implement best practices in monitoring student academic progress to ensure optimum learning for all students.

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	\$11,049.00

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 (\$)
------------------	-----------------

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	\$2,900.00
General Fund	\$749.00
LCFF - Supplemental	\$3,900.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$3,500.00

Subtotal of state or local funds included for this school: \$11,049.00

Total of federal, state, and/or local funds for this school: \$11,049.00

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
Judy Fletcher	Classroom Teacher
Cathy Dean	Classroom Teacher
Courtney Morales	Classroom Teacher
Maryann Hewitt	Other School Staff
Brett Kelley	Parent or Community Member
Chris Wilczewski	Parent or Community Member
Scott Tilson	Parent or Community Member
Peter Stuckert	Parent or Community Member
Mijail Garvich Claux	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 ELACMembers	Role
Vickie Boudouris	Principal
Maryann Hewitt	Other School Staff
Mijail Garvich Claux	Parent or Community Member

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

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on August 28, 2020.

Attested:



Principal, Vickie Boudouris on 08/28/2020



SSC Chairperson, Brett Kelley on 08/28/2020

Natoma Station Elementary School Site Council and ELAC Meeting
Agenda

Friday, August 28, 2020

4:00 - 5:00

Microsoft Teams Virtual Meeting Link

Please see NSE website for link

www.fcusd.org/nse

1. Call to order
2. Review minutes from 8/21/2020
3. Approval of the minutes

New Business:

4. Review comments and questions included in the shared Google document regarding the School Plan for Student Achievement and:
 - Seek input from all members.
 - Reaffirm or revise school goals.
 - Revise improvement strategies and expenditures.
 - Approved single plan for student achievement (SPSA) and recommend it to the governing board.
5. Approve School Safety Plan
6. Approve school safety plan
7. Learning Continuity and Attendance Plan Overview - Elena Cabrera
8. Adjournment

Natoma Station Elementary School Site Council and ELAC Meeting
Agenda

Friday, August 21, 2020

4:00 - 5:00

Microsoft Teams Virtual Meeting Link

Please see NSE website for link

www.fcusd.org/nse

1. Call to order, welcome and introductions
2. Review minutes from 9/11/ 2019
3. Approval of the minutes

New Business:

4. Duties and Responsibilities of a School Site Council

The California Education Code requires the school site councils to:

- Measure effectiveness of improvement strategies at the school.
- Seek input from school advisory committees.
- Reaffirm or revise school goals.
- Revise improvement strategies and expenditures.
- Recommend the approved single plan for student achievement (SPSA) to the governing board.
- Monitor implementation of the SPSA

5. The budget: General Fund Budget and Categorical Budget EL/LI

6. Parents wanting to serve (4 open positions). Description provided of duties of site council leaders.

a) Selection and replacement of SSC representatives.

b) Returning officers:

- Chairperson - Scott Tilson

c) Election of officers:

- Parliamentarian
- Secretary/Recorder
- Vice - Chairperson
- ELAC Representative

7. Review of SSC Bylaws

8. SPSA (Single Plan for Student Achievement)

- Discussion of comments and questions on our shared Google document.

Agenda for Meeting on 8/27/20:

1. Approve SPSA
2. Review School Safety Plan
3. Approve school safety plan
4. Adjournment

School Site Council and ELAC Meeting Notes

9/11/19

Meeting called to order at 3:35pm

Members present: Vickie Boudouris, Hanna Johnson, Laura Gutierrez, Maryann Hewitt, Peter Stuckert, Holly Lamb, Scott Tilson, Alina Gurtovoy, Brett Kelley

Holly Lamb motioned to approve the minutes, Hanna Johnson seconded. Motion passed.

Mrs. Boudouris spoke to the data we will be looking at today- attendance data, suspension data, the CAASPP score comparison across schools in our district, 2017/2018 CAASPP ELA and 2018/2019 to compare. There are also iReady scores to see growth and compare with like schools. This year's iReady diagnostic data for the whole school, and the CA Healthy Kids Survey for our school. Last year only 41/68 students participated. We want closer to 100% participation so we have a clear picture. Parent participation could be much higher, and we will be hoping for that as well. We will be doing more outreach to ask parents and students participate.

Mrs. Boudouris invited the SSC to fill out the template with glows, grows, trends, and what we think next steps should be.

Partners reviewed data

Mrs. Boudouris asked for "ah ha" thoughts, input, and comments.

Alina Gurtovoy commented that it will be interesting to see our data without an intervention teacher this year. Mrs. Boudouris commented that we understand the constraints the district operates within. Mrs. Boudouris noted that we have to cut from the budget over the next 3 years, and invited us to attend board meetings (in particular the budget sessions) since the district wants input from all stakeholders. She commented that schools with low SES have kept intervention teachers because state and federal money has been earmarked for low income students and English learners. We do still have our BIA (bilingual instructional assistant) to work with English Learners.

If you want to learn more about PBIS, come to the meeting on Sept. 18th. Mrs. Boudouris commented that we have many parent engagement opportunities (pirate dance, workshops, events). Our district areas of focus are on social-emotional learning, PLCs, and Amplify science. Mrs. Boudouris noted that Amplify was a very expensive purchase (\$1 million). She noted that we are doing work on inclusion, and finding opportunities for our students to meaningfully participate in general education classrooms. She asked for questions and comments.

Meeting adjourned at 4:47. Next meeting in late April or early May!

School Site Council and ELAC Meeting Notes - Friday, August 21, 2020

Meeting called to order at 4:05.

Members present: Vickie Boudouris, Maryann Hewitt, Judy Fletcher, Courtney Morales, Scott Tilson, Peter Stuckert, Brett Kelley, Mijail Garvich Claux, Chris Wilczewski.

Members introduced themselves.

Minutes from 9/11/2019 site council meeting were read by members. Brett Kelley motioned to approve. Mijail Garvich seconded. All were in favor. Motion carried.

Vickie Boudouris asked if everyone received the Google Slides informational presentation about School Site Council. All members confirmed that they received it. Vickie Boudouris explained the duties and responsibilities of a School Site Council. Mijail Garvich asked, "How much can we do? Can we make recommendations in terms of the goals?" Vickie Boudouris responded that all team members' input will be taken into account and the goals will be revised and/or reaffirmed before a recommendation to approve the Single Plan for Student Achievement is put forth. Vickie also explained that the site goals align with district goals.

The open Site Council positions were presented. Scott Tilson indicated that he is the Vice Chairperson, not the Chairperson as indicated on the agenda. The correction was noted.

Peter Stuckert nominated Brett to serve as Chairperson. Maryann seconded the motion. All were in favor. The motion passed. Scott Tilson nominated Peter Stuckert to serve as Parliamentarian. Brett Kelley seconded the motion. All were in favor. The motion passed. Brett Kelley nominated Maryann Hewitt to serve as Recorder. Judy Fletcher seconded the motion. All were in favor. The motion passed. Maryann Hewitt nominated Mijail Garvich to serve as ELAC representative. Brett Kelley seconded the motion. All were in favor. The motion passed.

We reviewed the School Site Council bylaws, including posting the agenda at least 72 hours in advance and adhering to Roberts Rules of Order. We will meet at least three times this year and possibly more. This year in particular, we may want to meet more frequently, to address the unique challenges associated with COVID-19.

Vickie Boudouris addressed the comments and questions on the shared Google document written by members regarding the School Plan for Student Achievement. Vickie offered to meet with a smaller group or individually with members if they want to gain a better understanding of the California Dashboard. Chris Wilczewski asked about whether we can renew our Blue Ribbon status and what that would entail. Vickie Boudouris explained that we can reapply for National Blue Ribbon status after 5 years and for California Distinguished School status every two years. Vickie explained that there are a lot of criteria that a school has to meet but that she would like to reapply for one or the other in the near future. She believes that NSE has the right staff in place to commit to working together to achieve this.

Chris asked if there are plans to support parents with distance learning, especially in the upper grades. Vickie explained that the teachers are collaborating closely and communicating with parents frequently. Feedback from parents thus far has been positive. Instruction is more organized and there is greater interaction between the teachers and students compared to last spring. Chris asked specifically about Common Core math and parents frustration with this approach to teaching math. Courtney Morales shared that she understands the frustration, especially since parents were not taught in this way. She supports parents and students by posting 3-4 links to help explain the methodology of each lesson. She often uses the resources available on Khan Academy in addition to the videos that are available in EnVision, our math curriculum. She said that parents appreciate the

videos. Judy Fletcher shared that it is much easier for the students who have been taught Common Core math since kindergarten, however, some may struggle. Judy plans to offer virtual office hours for her parents and students to be able to offer more individualized support.

Chris Wilczewski asked how students' different needs will be met with distance learning. Vickie explained that intervention and amplification will look different. She and Cathy Dean attended a virtual academy put on by Solution Tree this past summer to address potential learning loss last spring and how to continue to provide targeted support to all students. Teachers will look at student assessment data with their grade level colleagues and come up with different approaches for meeting the needs of all students.

Mijail Garvich asked about what strategies have been put in place to support Foster Youth, Homeless, students with Special Needs, and English Learners. Vickie explained that teachers and all staff are ensuring that there are no barriers to access to high quality first instruction for all students. To ensure that everyone has access to technology all students were provided with a Chromebook and students who did not have access to the internet were supplied with a Hotspot. Judy Fletcher talked about how teachers will begin to offer targeted small group instruction and support in the afternoon during asynchronous time. Vickie explained that teachers are trained to support the language needs of English Learners. Students and families have access to a bilingual instructional assistant to provide needed support. The level of support each student receives is very intentional and it is based on their needs. Judy explained how she works closely with our bilingual instructional assistant so that she can optimize the support she offers to our students and families.

Mijail asked how parents could support the school since they cannot volunteer in the classroom. Vickie explained that there are certain safety measures that have to be adhered to due to COVID 19. Maryann Hewitt shared that this question came up during the last Parent Coordinator meeting, however, it was not addressed.

Scott Tilson pointed out that distance learning will enable schools to leverage technology and solve problems in new and interesting ways. Scott sees this as an opportunity to learn. Vickie agreed with Scott and reiterated that there have been many many silver linings since last spring including more creative approaches to solving problems, tighter collaboration between teachers, and kids have really shown us how resilient they can be. Courtney shared that she has witnessed students problem solve, show patience and flexibility, help each other, and think outside the box. They have also learned what it means to be a better digital citizen. Vickie shared that she feels very hopeful for this year.

Vickie thanked the site council and asked the members to continue to add questions and comments to the shared Google drive which will be reviewed at our next meeting, on Friday, August 28th.

The meeting was adjourned at 5:24 PM.

Site Council and ELAC Meeting Notes - Friday, August 28, 2020

Meeting called to order at 4:02.

Members present: Vickie Boudouris, Maryann Hewitt, Judy Fletcher, Courtney Morales, Cathy Dean, Peter Stuckert, Brett Kelley, Mijail Garvich, Chris Wilczewski

Minutes from 8/21/20 Site Council meeting were read by members. Chris Wilczewski asked that paragraph 7, line 5 be changed from the word, **frustration** to **confusion**. Brett Kelley asked that paragraph 5, that the last line read, **Distance Learning, not COVID-19**. Mijail Garvich motioned to approve. Peter Stuckert seconded. All were in favor. Motion carried.

Vickie Boudouris thanked everyone for reading and commenting on the shared Google document regarding the School Plan for Student Achievement. Vickie asked if there were any follow up questions to the document. Brett Kelley asked why performance in Math in the 2018-2019 year improved significantly for 3rd and 4th grades but declined for 5th grade. "What was the disconnect in 5th grade scores?" Vickie Boudouris stated that historically, this group did not perform well from year to year. She also explained that there was a change in teacher in early October, which may have also contributed to performance outcomes.

Chris Wilczewski asked about the repeated mention about supporting English Learners in the Action portion of the Site Goals. He asked about why Low Income and Foster groups did not receive the same attention. Vickie Boudouris explained that the performance of English Learners is measured on the CAASPP (as a subgroup) and the ELPAC. Chris asked what is the school doing to help Low Income/Foster families with absenteeism rates to make that group more successful. Vickie stated that there are strategies and interventions, including reaching out to families and providing additional supports to ensure that all students are attending school during a traditional model and now that we are in a distance learning model, ensuring daily engagement and participation by using a variety of outreach including phone calls, email, and home visits, as needed. Last year, overall our attendance rate improved by almost one full percentage point.

Chris Wilczewski mentioned we talk about incentives and practices for students at standard and nearly standard grade level. What incentives are given for those students as top performers? Vickie Boudouris explained that every child is encouraged to make progress. Courtney Morales mentioned the enrichment curriculum. There are enrichment packets for Math, English, Lexia for vocabulary knowledge. Cathy Dean addressed that 12 students asked for enrichment packets. These are May Do's, not Must Do's for the students. There is no time in class to practice what the student is learning in the enrichment packets. The teachers and parents need to know the student, to see what they are interested in and what excites them to succeed. Every student is different.

Brett Kelley stated this is just a snapshot of what's going on right now. CAASPP doesn't show right away. He commended the teachers in the classroom for an outstanding job. He noticed that trend lines have gone from standard to above.

Vickie Bourdouris addressed that all students get what they need. The school dedicates time during the day when there is not new content presented. During this time students "Walk to Learn". They are provided with the learning support they need to reach grade level mastery to move beyond. Formative assessments are used daily to determine mastery of essential standards. Cathy Dean mentioned that there is an entry point and an exit point, or low floor and high ceiling for each student. Teachers are consistently adjusting their instruction to meet the needs of all the learners. Courtney Morales addressed how grade level teams analyze iReady Diagnostic assessment scores to determine whether students have gaps in their learning and then the team decides how each student will be supported.

Vickie asked if there were any additional questions or comments regarding the site plan. None of the members had additional questions or comments. Courtney Morales motioned to approve the site plan. Mijail Garvich seconded the motion. All voted in favor. The motion carried.

Vickie Boudouris reviewed the School Safety Plan and specifically the safety measures that are currently in place to address specific safety needs related to COVID-19. Mijail Garvich asked how our District is handling safety during Covid-19. Vickie shared the Written Work Site Safety Plan that is in place and explained that our school district is in alignment with the county/public health and state guidelines. Maryann Hewitt voted to approve the School Safety Plan. Chris Wilczewski seconded the motion. Eight members were in favor of approving the School Safety Plan. Cathy Dean abstained wanting to read the plan in full, prior to granting approval. The motion carried 8-1.

Elena Cabrera, Director of Categorical Programs presented a Powerpoint presentation on the Learning Continuity and Attendance Overview Plan. Angela Griffith, Director of Communications and her assistant, Katie Tichansky recorded our meeting as the first test group listening to the presentation about the Learning Continuity and Attendance Overview Plan.

Brett Kelley motioned to adjourn the meeting. Cathy Dean seconded the motion. All voted in favor. The motion carried. The meeting was adjourned at 5:22 PM.

Natoma Station Elementary School - Site Council

Virtual Meeting Notes for 8/21/2020 Meeting

Please read through the Natoma Station Elementary School Site Plan and add your questions, comments, and share your input. Please reference the section and the page number (if possible) so we can easily refer to it when we meet as a team on Friday, August 21, 2020. If you do not have any questions or comments, **please type “No Comment” in the text box next to your name.**

You should have received an invitation to our Microsoft Teams meeting on Friday, August 21 at 4:00 PM. I look forward to discussing our site plan with all of you.

Thank you!

[Join Microsoft Teams Meeting](#)

Name	Questions & Comments - or simply write “No Comment”
1. Brett Kelley I approve the SPSA 8/28/2020	CAASPP testing data on pg 17/18 - % students below standard (math) increases from grade 3 - 5 for year 18-19 (sub categories) Overall achievement in grades 3-5 increased - 4.6% increase in students who met standards and 0.7 increase in students who exceeded the standards. Nearly met standard decreased by 4% and did not meet decreased by 1.2%.
2. Scott Tilson	No comment.
3. Peter Stuckert	No comment.
4. Chris Wilczewski I approve the SPSA	Pg 8 - Is there still a need for more training around Illuminate? Short answer - Yes. This is the data system that we are currently using as a district. We have data templates that we create and use at the site level, however, Illuminate offers opportunities for teachers to create targeted formative assessments that allow for item analysis. This would allow teacher to drill down to the learning targets embedded in the essential standards and allow

for more specificity of instruction.

Pg 9 - Equity lense should be lens - Corrected

Pg 21 vs 23 - Foster and homeless don't match - One page 21 the number of homeless students reflects our school enrollment numbers. On page 23, this only reflects homeless students who participated in the CAASPP ELA assessment (students in grades 3-5 only).

Pg 24 - Why aren't socioeconomic disadvantaged listed? - Not sure what question is asking

Pg 45 - Clubs/after school is blank? - The school does not fund after school clubs. PTO used to partially fund after school clubs but with the new employment laws, it became difficult to run clubs through our PTO. We could revisit this option with our current PTO. Currently, outside organizations partner with our school to provide after school activities and clubs and parents fund student fees. This year, with COVID - 19 we are not offering clubs thus far, but we hope to offer them once again, when the guidelines loosen up.

Pg 47/48 - Increase in suspensions? - From 2 students suspended in 2018-19 to 5 students suspended in 2019-2020 School year. This data is not reflected in the 2018-19 CA Dashboard but it is the most current information.

Pg 64 - Are these source of funds correct? I updated all funding sources to reflect a start in distance learning for 2020-2021.

General - English learners are ~11% of the population, and are heavily supported. Poor/Foster ~14% and are seldom addressed. Why? EL/LI Supplemental Funds are used to support all students. English Learner progress is measured using the ELPAC and EL students also show up as a subgroup in our CAASPP performance data. Because we have two separate assessments measuring progress of English Learners, this subgroup appears more frequently in the SPSA.

General - Focus seems to be on bringing "not meeting to meeting", What about bringing "meeting to above meeting"? Our school wide focus is to support all students to ensure continuous improvement of all students. If students are not performing at grade level, we want to ensure that we are doing everything we can to ensure that we are narrowing the achievement gap, especially in the younger grades. If we don't address an achievement gap early on in a child's schooling, the gap will grow over time making it difficult for a student to access grade level curriculum. This leads to decreased opportunities for these students in terms of college and career readiness.

5. Mikhail Garvich	No comment
6. Maryann Hewitt	<p>Sec: Stakeholder Involvement, page 11 - BTSN date is incorrect, should be changed to August 26, 2020. Corrected</p> <p>Sec: School Site Council Membership, page 65 - will need to change ELAC rep from Alina Gurtovoy to Mijail Garvich (once elected at August 21, 2020 meeting) Corrected to legal name: Mijail Garvich Claux</p> <p>Sec: English Learner Advisory Committee, page 66 - will need to change from Alina Gurtovoy to Mijail Garvich (once elected at August 21, 2020 meeting) Corrected</p> <p>Page 43: Strategy/Activity 7 - Remove the Great Artist Program Corrected</p>
7. Judy Fletcher	Judith Fletcher: I vote to approve the plan. 8/28/2020 3:40PM
8. Cathy Dean	<p>P. 4 NSE Vision Statement, 2nd paragraph: provides needs to be provide Corrected</p> <p>P. 8 Last Section, 3rd line: should read “student mastery” Corrected</p> <p>P. 9 2nd Section, 6th line “strengthen” s/b “strengthening” and second to last line “lense” s/b “lens” Corrected</p> <p>P. 14, is 35.6 % of RFEP for 18-19 correct? Strange blip. Data was inputted directly from DTS. This does seem odd. Not certain why such a big discrepancy between year prior and following year.</p> <p>P. 15 1st Table, heading “# Students with _____” ?? and 2nd Table heading “% Standard”, s/b “Exceeds Standard” or Met and Exceeded? Same for Math table on page 17 “Students with Scores” and “Exceeds Standards” are correct in the actual document. When it converted to a PDF, some of those words don’t appear. Don’t understand why.</p> <p>P. 47 In 1st Section, 3rd to last line, “in a distance learning” s/b either “in distance learning” or “in a distance learning environment.”</p>
9. Courtney Morales	No comment.

10. Vickie Boudouris

Responded to all comments in blue.