



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
Navigator Elementary School	34673300111278	August 27, 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	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations	5
Analysis of Current Instructional Program.....	6
Stakeholder Involvement	9
Resource Inequities	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	16
Student Population	19
Overall Performance	20
Academic Performance	21
Academic Engagement.....	26
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1	30
Goal 2.....	35
Goal 3.....	41
Goal 4.....	47
Budget Summary	51
Budget Summary	51
Other Federal, State, and Local Funds	51
School Site Council Membership	52
English Learner Advisory Committee (ELAC).....	53
Recommendations and Assurances	54

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)

Targeted Support and Improvement

Additional Targeted Support and Improvement

Title I Targeted

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 our School Plan for Student Achievement (SPSA) is to align with the four goals of our district's Local Control and Accountability Plan (LCAP), including quality teachers, engagement, professional development, and progress monitoring as its basis. A focus for Navigator, in meeting the requirements of Every Student Success Act (ESSA), is to train teachers in new distance learning platforms, providing Social-Emotional Learning opportunities using a virtual platform, and to continue to develop as a Professional Learning Community (PLC) to foster a cycle of progress monitoring that promotes student achievement.

School Vision and Mission

The Mission of Navigator Elementary School is to inspire students to be life-long learners, to help students reach their full potential, and to teach students to make a contribution to their community and the world.

The Vision for Navigator is a Professional Learning Community where each student is recognized for their individual contribution and given the opportunity to build a strong educational and social foundation in order to succeed in school and in life.

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 thru Adult Learners. 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.

Navigator Elementary is one of 20 elementary schools in Folsom Cordova Unified School District. We are located in the city of Rancho Cordova, a culturally and socioeconomically diverse city located approximately 15 miles east of Sacramento. Built in 2006, Navigator was the first new school in Rancho Cordova in 40 years. We operate on a traditional schedule, August - May, with school hours between 8:25 - 2:37. During the first month of the 2020-2021 school year, 372 students were enrolled in grades TK-5. Current data shows the school's largest ethnic group is white, 39% which also encompasses our largest English Language Learners group who speak Slavic languages. Other ethnic subgroups include, Asian at 26%, Hispanic 23%, and African American 7%, American Indian 3%, and Native Hawaiian 2%. A distinguishing characteristic that sets Navigator apart is its large population of students with special needs. We are home to four special day classes for students with intensive autism.

At Navigator, we respect and celebrate individual differences. The staff and administration are committed to inspiring our student body to become lifelong learners. Our school serves the needs of general education and special education students in grades Transitional Kindergarten through fifth and we proudly offer programs that serve the individual academic and Social Emotional Learning (SEL) needs of our students including Special Education, Transitional English, Speech, Occupational Therapy (OT), Science Technology Engineering & Mathematics (STEM), Intervention Programs, and after-school enrichment including the newly added Boys & Girls Club. We are equipped to help our students with their SEL needs through the availability of our school psychologist (mentoring), our Marriage & Family Therapist (MFT)

our Special Friends program (1:1 and group), the Lunch Bunch social skills groups, Falcon Patrol and our use of the Steps to Respect curriculum in our classrooms. Navigator is a Positive Behavior Intervention Support (PBIS) school. We have a weekly behavior focus broken down to daily lessons. We teach Second Step curriculum in grades TK-5. All of our teachers were trained in Responsive Classroom and this year we will continue implementation of Professional Learning Communities as well as an expanded district led PBIS/anti-bullying program.

We currently have 1 Transitional Kindergarten class, 2 Kindergarten classes, 3 first grade, 2.5 second grade, 2.5 third grade, 1.5 fourth grade, 1.5 fifth grade classes, and four classes for students with intensive autism, and one Learning Center classroom. We also have a full time credentialed intervention teacher and a physical education teacher. To help address the social-emotional needs of our students we have a Primary Intervention Program (PIP) program, an MFT one day a week and a part- time school psychologist.

Our curriculum is focused on teaching students the adopted California Common Core Standards in all grades. Materials used in classrooms are state and district adopted materials. We have Chromebooks for students to use in the classroom and are currently at a 1:1 ratio. Our classrooms for students with autism use the STAR curriculum which provides academic materials designed with their needs in mind.

Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent Teacher Association (PTA) is active, providing many activities and events for Navigator students and families. Our School wires webpage keeps parents informed about schedules, events and activities happening at school. Teachers maintain their own page on our website which allows two way communication between teacher and parent and includes the ability for a parent to check grades and attendance. Frequent communication, regular conferences and parent involvement in the classroom all help to build a positive learning environment.

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).

The 2019-2020 Survey of School Effectiveness shows that our strengths lie in our curriculum and instruction and our collegiality and professionalism. The results clearly showed that the area in need of most improvement is "parent involvement." At the conclusion of the school year teachers were surveyed to get their input on school improvement. The results showed a high level of job satisfaction and a desire for greater parent participation. Our fifth grade participates in the California Healthy Kids Survey. Highlights of this survey show that 68% of students are academically motivated, 67% of students feel safe at school, 63% of students feel that they are treated with respect, and 73% of students feel that adults have high expectations for them. The key indicators that need the most improvement include meaningful student participation (29%), students well behaved (26%), and students treated fairly when break rules (30%).

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 for probationary teachers take place twice in the Fall and twice in the Spring. Tenured teacher formal evaluation is once in the Fall and once in the Spring. Teachers being evaluated are also subject to informal evaluations throughout the year. We have an electronic teacher evaluation process called Talent Ed - Perform that tracks all observations, conferences, and forms. Additionally, the principal is regularly in classrooms observing student learning and teaching. He does weekly walkthroughs of all classrooms looking for effective teaching or areas in need of coaching. If a teacher is in need of coaching the principal sets up weekly meetings to target the area of need. Specific objectives are outlined and goals are set. If coaching is not successful, a formal improvement plan may be put in place. Feedback for teachers target the six California Standards for the Teaching Profession (CSTP). Overall findings from the 2019-20 school year indicate that classroom teachers at Navigator implement practices aligned with these Professional Standards.

Initial walk-throughs have revealed a number of strong practices taking place in classrooms at Navigator. We use the Responsive Classroom approach to building communities in the classroom. Teachers are consistently teaching and using the Board-adopted curriculum in Language Arts, Math, Science and Social Studies. A new social/emotional curriculum, Second Step is being implemented this year. Teacher's use the school-wide 5 Be's as the basis of their classroom discipline. Although each teacher is allowed to use the incentive structure of their choosing, they are all grounded in the common behavioral expectations at 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 visuals and gestures to help all learners, including special education and English language learners, interact with the curriculum and experience success in classroom.

One area of focus that has been identified is the need for consistent implementation of teaching strategies targeted at English Learners (EL). The new language arts curriculum provides more embedded and designated supports for EL and walkthroughs will specifically note when these strategies and materials are being used. All grades are using Multi-Tiered Systems of Support (MTSS) to provide designated English Language Development (ELD) time and focused reading time for students.

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)

Navigator participates in all required State and District and local testing, such as California Assessments of Student Performance & Progress (CAASPP), California English Language Development Test (CELDT) English Language Proficiency Assessments for CA (ELPAC), and i-Ready. Assessments are scored, teachers and Principal meet in quarterly Every Child by Name (ECBN) conference and every six weeks as grade levels to plan and modify instruction based on the data. When State assessment results are returned at the beginning of each new school year, the results are analyzed by teachers and Principal to determine if materials, instructional strategies, or instructional priorities need to be continued, modified or replaced. Data analysis and planning to improve instruction is the primary goal of our Professional Learning Communities (PLC) time.. Our intervention program is using the results of initial Oral Reading Passages (ORP), Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS) assessment, i-Ready, math fact assessments and Basic Phonic Skill Test (BPST) to identify students in need of extra support.

Every year, educators face the challenge of supporting students who lack the prerequisite knowledge and skills needed for success in new grade-level curriculum. This problem will be exponentially worse this coming fall, as most students have missed significant direct instructional time, due to school closures during the COVID-19 pandemic. To close these gaps and ensure all students learn next year's essential curriculum, schools must develop a highly effective system of interventions, beginning by providing targeted supports as part of core instruction.

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

Teachers use data from CAASPP, ELPAC, i-Ready, running records and curriculum assessments to regularly monitor student progress. Teachers review the data results from the required district and state testing, as well as the results of formative assessments from their daily classroom instruction. The results qualify students for before and after school interventions, as well as help identify needs for Multiple Tiered System of Supports (MTSS) groupings. Grade levels use data to support having students "walk to learn." During this MTSS time students participate in reading groups and may travel to other grade levels as needs demands.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Navigator meet the requirements for a highly qualified staff.

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

All staff participate in on-going professional development provided by Folsom Cordova Unified School District (FCUSD) and on the site level. The district offers a variety of Professional Development (PD) in content-specific areas. This year the focus of District professional development is the new Amplify Science adoption, using i-Ready effectively and developing as a Professional Learning Community. Training is also required for Mandated Reporting and the new social/emotional curriculum, Second Step.

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

Navigator teachers are following the district focus on Professional Learning Community (PLC) implementation and are receiving training on this at the district and site level. We are also moving toward having more teachers trained in the ELD-focused Guided Language Acquisition Development (GLAD) strategies. Our teachers continue to receive training on using Illuminate to analyze student performance.

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

District lead teachers provide on-going support to teachers. This year each site selected a coach or liaison for math, English Language Arts (ELA) and technology and ELD. The coaches were asked to present at staff meetings to share information and instructional techniques. Having enough time for all coaches to fully present their materials proved a bit challenging. We are implementing Response to Interventions (RtI) meetings to monitor student progress using the Response to Intervention (RtI) model including both the academic and behavioral sides.

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

Navigator is a highly collaborative site. Formally, grade level collaborations and vertical articulation occur at our weekly staff meetings. These collaborations center around curriculum delivery, shared lesson planning, and needs analysis. Informally, teachers frequently meet to share lesson ideas, problem-solve around difficult lessons, share ideas to help specific students, and share planning and preparation for lessons. This collaboration occurs across grade levels and between special education and general education teachers. Grade levels meet monthly for RtI meetings to focus on students who are not making adequate progress. Strategies and interventions are planned as well as data tracking and follow-up meetings.

Teaching and Learning

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

All teachers are using the Common Core State Standards (CCSS) as the basis of their instruction. Teachers are focusing on incorporating collaborative conversations, the use of nonfiction text, developing the mathematical practice standards. The Navigator staff and administration is committed to helping all students meet their grade level standards regardless of language or economic disadvantage.

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

The school schedule provides students with the required number of instructional minutes per day.

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

District pacing windows allow teachers to monitor their instructional progress. Assessment windows allows teachers to monitor student progress.

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

All students have been provided with instructional materials as mandated by the Williams Act.

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 the use of supplemental curriculum including, but not limited to, i-Ready, SIPPS, and Lexia Core 5, Read Naturally and Accelerated Reader.

Opportunity and Equal Educational Access

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

Navigator utilizes a learning center model called Multiple-tiered System of Support (MTSS). This model enables students to be grouped with other students at a similar level for some of their language arts instruction. In addition to the core instruction they receive from their classroom teachers, students receive instruction based on the needs of these groups. In addition, our site offers before and after school interventions. The addition of a full time intervention teacher greatly helps our ability to meet the needs of struggling students.

Evidence-based educational practices to raise student achievement

Teachers at Navigator provide excellent first instruction by using Board-adopted materials and instructional techniques and strategies that are research based. This year we are aligning our practices to those that have been determined to have higher effect sizes based on the research of John Hattie. All teachers have the appropriate credentials and on-going training is provided through district professional development.

Parental Engagement

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

Navigator continues to find ways to increase the involvement of our parents and community. Parents are encouraged to attend a variety of special events such as Falcon Family Night and Back to School Night in the Fall, Math and Science Nights, and our Open House in the Spring. Our school website and e-alert system keeps parents informed about important school information. All Navigator families are invited to participate in the planning, implementation and evaluation of the Single Plan for Student Achievement (SPSA) plan. Additionally parents are encouraged to participate in the English Learner Advisory Committee (ELAC) and provide written evaluation of programs. We also post curriculum support links, provide log-on information for Lexia and other math and ELA support programs for use at home. We use RtI and Student Study Team (SST) meetings to help support our most struggling students. Teachers provide on-going communication with parents through progress reports, newsletters, and direct contact. Our Parent Coordinator works 10 hours a week to process school volunteers and implement opportunities for parent participation. For example, she set up an online Volunteer Spot page to facilitate parent support. The parent coordinator will work to establish Community Readers program at Navigator this year.

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)

Our school's Site Council consists of eight parents and five staff who meet three times a year to provide input to and approve the Site Plan and approve the Safety Plan for the school. 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 pays for direct support of classroom instruction. District services and funding are provided for the direct support of the classroom materials including (but not limited to)

- Bilingual Instructional Aide
- Intervention Teacher
- i-Ready
- Scholastic Magazine
- Adventure to Fitness
- Mystery Science
- Accelerated Reader
- Learning Ally
- SIPPS
- Core 5 Lexia
- Reflex Math
- Lead teachers
- Professional Development

Fiscal support (EPC)

Navigator receives an annual budget for supplies and yard supervision from base funds, Title 1, 2, 3 Funds, supplemental, and local support such as Rancho Cordova Community Enhancement funds. Navigator identifies school-wide needs and allocates funds in accordance with these identified needs. In addition to district support, site general funds, donations, PTA fundraisers, and grants support us in achieving our goals.

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

Throughout the year Navigator involves our school community, including parents, staff and students, in developing and monitoring our school plan. The following groups continue to monitor and have input into the plan throughout the year:

Site Leadership team (Guiding Coalition, monthly)

Academic Leadership Team (Implementation coaches, monthly)

Site Council (reviews and approves the plan by October 1, 2020; monitors throughout the year)

ELAC (English Learner Advisory Committee)

Parent Survey (Fall and Spring)

Every Child By Name (ECBN) meetings three times a year

Consultations with the Director of Categorical Programs (ongoing)

Title I Budget development and monitoring (ongoing)

Faculty meetings (LCAP workshop and review)

PTA (Parent Teacher Association) (Principal Reports)

Resource Inequities

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

1. Students at Navigator feel disconnected and need to be involved in more decision making about their school.
2. Attendance for our students who are experiencing homelessness continues to be a struggle.
3. Navigator will have one first-year Special Education teachers and one second year teacher who will need additional support.

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	0.55%	0.27%	0.8%	2	1	3
African American	11.02%	9.78%	5.88%	40	36	22
Asian	9.64%	11.41%	12.57%	35	42	47
Filipino	4.13%	5.98%	5.35%	15	22	20
Hispanic/Latino	20.11%	22.01%	22.19%	73	81	83
Pacific Islander	0.83%	1.09%	0.53%	3	4	2
White	42.42%	35.87%	40.37%	154	132	151
Multiple/No Response	%	%	12.3%			0
Total Enrollment				363	368	374

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	52	73	72
Grade 1	56	70	68
Grade 2	62	57	69
Grade3	52	60	59
Grade 4	68	50	56
Grade 5	73	58	50
Total Enrollment	363	368	374

Conclusions based on this data:

1. Our enrollment is smaller than similar schools due to having four (4) Special Day Classes for students with disabilities. These classes average 11 or fewer students.
2. We are transitioning to a new attendance system to track enrollment, truancy and student attendance data.
3. Current data shows our demographics to be: 9.8% African American 11.4% Asian 6% Filipino 22% Hispanic/Latino 0.8% Pacific Islander 35.9% White 13.6% Two or more races. The percentage of White students went down from the previous year. Navigator has a diverse population.

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	73	59	76	20.1%	16.0%	20.3%
Fluent English Proficient (FEP)	27	40	37	7.4%	10.9%	9.9%
Reclassified Fluent English Proficient (RFEP)	3	18	10	4.1%	24.7%	16.9%

Conclusions based on this data:

1. Of the 59 students who took the English Language Proficiency Assessments for CA (ELPAC) 10 were classified Initially Fluent English Proficient (IFEP).
2. Ten students were classified Reclassification Fluent English Proficient (RFEP) in 2019-2020. The majority of our RFEP occurred in the 4th grade.
3. Enrollment: 373 English Learner (EL): 64 (17.0 %) Fluent English Proficient (FEP): 40 (10.9 %) Reclassification Fluent English Proficient (RFEP) 18 (24.7 %)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	57	51	59	57	51	56	56	51	56	100	100	94.9
Grade 4	73	71	49	72	68	49	72	68	49	98.6	95.8	100
Grade 5	66	75	56	66	75	56	66	75	56	100	100	100
All	196	197	164	195	194	161	194	194	161	99.5	98.5	98.2

* 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	2412.	2419.	2427.	21.43	29.41	25.00	26.79	19.61	21.43	17.86	21.57	25.00	33.93	29.41	28.57
Grade 4	2470.	2462.	2476.	26.39	27.94	28.57	23.61	29.41	20.41	22.22	10.29	28.57	27.78	32.35	22.45
Grade 5	2507.	2502.	2519.	31.82	29.33	26.79	22.73	29.33	33.93	18.18	10.67	19.64	27.27	30.67	19.64
All Grades	N/A	N/A	N/A	26.80	28.87	26.71	24.23	26.80	25.47	19.59	13.40	24.22	29.38	30.93	23.60

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	23.21	23.53	32.14	32.14	50.98	39.29	44.64	25.49	28.57
Grade 4	30.56	33.82	22.45	47.22	45.59	59.18	22.22	20.59	18.37
Grade 5	28.79	32.00	30.36	42.42	42.67	46.43	28.79	25.33	23.21
All Grades	27.84	30.41	28.57	41.24	45.88	47.83	30.93	23.71	23.60

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	30.36	14.00	21.43	35.71	56.00	48.21	33.93	30.00	30.36
Grade 4	30.56	20.59	28.57	41.67	41.18	51.02	27.78	38.24	20.41
Grade 5	36.36	36.00	30.36	33.33	33.33	46.43	30.30	30.67	23.21
All Grades	32.47	24.87	26.71	37.11	41.97	48.45	30.41	33.16	24.84

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	21.43	11.76	26.79	58.93	74.51	64.29	19.64	13.73	8.93
Grade 4	15.28	23.53	22.45	59.72	60.29	63.27	25.00	16.18	14.29
Grade 5	24.24	20.00	21.43	54.55	56.00	58.93	21.21	24.00	19.64
All Grades	20.10	19.07	23.60	57.73	62.37	62.11	22.16	18.56	14.29

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	12.50	25.49	21.43	53.57	43.14	46.43	33.93	31.37	32.14
Grade 4	25.00	30.88	20.41	55.56	41.18	63.27	19.44	27.94	16.33
Grade 5	34.85	32.00	35.71	34.85	36.00	44.64	30.30	32.00	19.64
All Grades	24.74	29.90	26.09	47.94	39.69	50.93	27.32	30.41	22.98

Conclusions based on this data:

1. Approximately 49% of our students met or exceeded standards in English Learner Arts (ELA).
2. Our lowest claim was in listening, but it increased by 4% from the previous year.
3. The average distance from Level 3 improved from -12 to +7, 19 points.

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	57	51	59	57	51	57	57	51	57	100	100	96.6
Grade 4	73	71	49	72	71	49	72	71	49	98.6	100	100
Grade 5	66	75	56	66	75	56	66	75	56	100	100	100
All	196	197	164	195	197	162	195	197	162	99.5	100	98.8

* 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	2429.	2417.	2421.	14.04	19.61	15.79	35.09	29.41	22.81	31.58	15.69	29.82	19.30	35.29	31.58
Grade 4	2471.	2458.	2482.	19.44	16.90	26.53	25.00	28.17	20.41	34.72	28.17	36.73	20.83	26.76	16.33
Grade 5	2488.	2473.	2499.	10.61	13.33	17.86	28.79	13.33	17.86	31.82	34.67	37.50	28.79	38.67	26.79
All Grades	N/A	N/A	N/A	14.87	16.24	19.75	29.23	22.84	20.37	32.82	27.41	34.57	23.08	33.50	25.31

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	26.79	33.33	29.82	39.29	27.45	31.58	33.93	39.22	38.60
Grade 4	27.78	22.54	36.73	30.56	40.85	32.65	41.67	36.62	30.61
Grade 5	16.67	13.33	17.86	40.91	32.00	42.86	42.42	54.67	39.29
All Grades	23.71	21.83	27.78	36.60	34.01	35.80	39.69	44.16	36.42

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	24.56	23.53	15.79	54.39	35.29	40.35	21.05	41.18	43.86
Grade 4	23.61	25.35	24.49	47.22	40.85	55.10	29.17	33.80	20.41
Grade 5	16.67	12.00	14.29	53.03	48.00	55.36	30.30	40.00	30.36
All Grades	21.54	19.80	17.90	51.28	42.13	50.00	27.18	38.07	32.10

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	28.57	31.37	21.05	42.86	27.45	49.12	28.57	41.18	29.82
Grade 4	27.78	22.54	22.45	50.00	43.66	51.02	22.22	33.80	26.53
Grade 5	13.64	14.67	17.86	57.58	48.00	57.14	28.79	37.33	25.00
All Grades	23.20	21.83	20.37	50.52	41.12	52.47	26.29	37.06	27.16

Conclusions based on this data:

1. Approximately 43% of our students met or exceeded standards in Math.
2. Our weakest claim area was Concepts and Procedures however we realized growth from the previous year, from 21% proficient to 28%.
3. The average distance from Level 3 improved from -39 to -15, an improvement of 24 points.

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	1447.6	1346.3	1441.1	1345.7	1462.5	1347.0	15	11
Grade 1	*	1473.5	*	1474.9	*	1471.7	*	19
Grade 2	1501.8	*	1526.7	*	1476.6	*	12	8
Grade 3	*	*	*	*	*	*	*	10
Grade 4	*	*	*	*	*	*	*	7
Grade 5	*	*	*	*	*	*	*	4
All Grades							59	59

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	*	9.09	*	0.00	*	63.64	*	27.27	15	11
1	*	15.79	*	52.63		15.79	*	15.79	*	19
2	*	*	*	*	*	*		*	12	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	44.07	15.25	28.81	42.37	*	27.12	*	15.25	59	59

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	*	0.00	*	18.18	*	54.55	*	27.27	15	11
1	*	26.32	*	42.11		26.32	*	5.26	*	19
2	91.67	*	*	*		*		*	12	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	57.63	30.51	23.73	35.59	*	22.03	*	11.86	59	59

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	*	0.00	*	63.64	*	36.36	15	11
1	*	57.89		36.84	*	5.26	*	19
2	*	*	*	*		*	12	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	64.41	35.59	20.34	50.85	*	13.56	59	59

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	*	0.00	*	63.64	*	36.36	15	11
1	*	5.26		89.47	*	5.26	*	19
2	91.67	*	*	*		*	12	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	59.32	28.81	22.03	55.93	18.64	15.25	59	59

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	*	0.00	*	63.64	*	36.36	15	11
1	*	42.11	*	42.11	*	15.79	*	19
2	*	*	*	*	*	*	12	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	30.51	15.25	42.37	59.32	27.12	25.42	59	59

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	*	45.45	*	27.27	*	27.27	15	11
1	*	15.79	*	68.42	*	15.79	*	19
2	*	*	*	*	*	*	12	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	27.12	15.25	52.54	66.10	20.34	18.64	59	59

Conclusions based on this data:

1. Of the 24 students who took the English Language Proficiency Assessments for CA (ELPAC), ten were classified Initially Fluent English Proficient (IFEP).
2. Ten students were classified Reclassified Fluent English Proficient (RFEP) in 2019-2020.
3. The majority of our Reclassified Fluent English Proficient (RFEP) occurred in the 4th grade.

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
373	1.62	17.0	1.9
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	59	17.0
Foster Youth	7	1.9
Homeless	41	11.1
Socioeconomically Disadvantaged	179	1.62
Students with Disabilities	63	17.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	7.3
American Indian	8	2.16
Asian	98	26.49
Filipino	0	0
Hispanic	85	22.97
Two or More Races	50	13.6
Pacific Islander	0	0
White	146	39.46





Conclusions based on this data:

1. Our homeless population mostly come through a local transitional housing program and those students will need additional support.
2. Navigator has four (4) Special Day Classes for students with disabilities that serve students needing scaffolded instruction.
3. The largest English Learner groups at Navigator speak Russian and Armenian.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We suspended ten students in 2019-2020 for a total rate of 2.6%. We work collaboratively to address behavior in positive and preventative ways.
2. We continue to make progress in English Learner Arts (ELA).
3. We need to identify Essential Standards in mathematics and provide interventions during Multi Tiered System of Supports (MTSS).

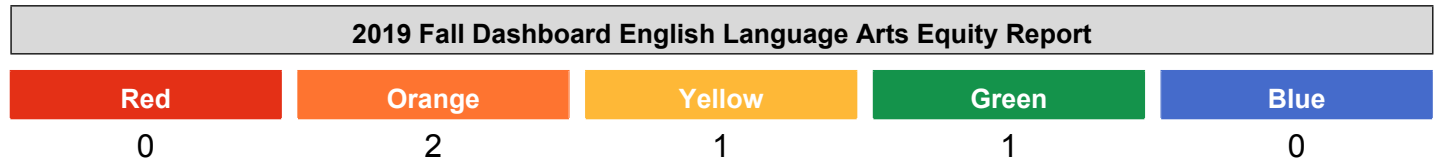
School and Student Performance Data

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					
All Students		English Learners		Foster Youth	
 Yellow 6.4 points above standard Declined -3.5 points 159		 Orange 13.5 points below standard Declined -7.2 points 40		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 69.3 points below standard Maintained -2.4 points 15		 Yellow 22 points below standard Increased ++5.1 points 80		 No Performance Color 67.8 points below standard Maintained ++0.9 points 25	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 34.5 points below standard Declined Significantly -23.8 points 14	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 13.6 points above standard Declined -9.7 points 18	Filipino  No Performance Color 63.7 points above standard Increased ++8.4 points 11
Hispanic  Orange 37.9 points below standard Maintained -2.2 points 38	Two or More Races  No Performance Color 16.6 points above standard Increased Significantly ++21.8 points 18	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 27.1 points above standard Maintained ++1.6 points 58

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 62.7 points below standard Increased ++12.7 points 20	Reclassified English Learners 35.7 points above standard Declined -8.5 points 20	English Only 5.3 points above standard Declined -6.9 points 109
---	--	---

Conclusions based on this data:

- Both current and Reclassified English Learners declined in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) assessment.
- Our socioeconomically disadvantaged students maintained their status but continue to be significantly below standard.
- Our African American students have a "low" status but increased significantly by 39 points.

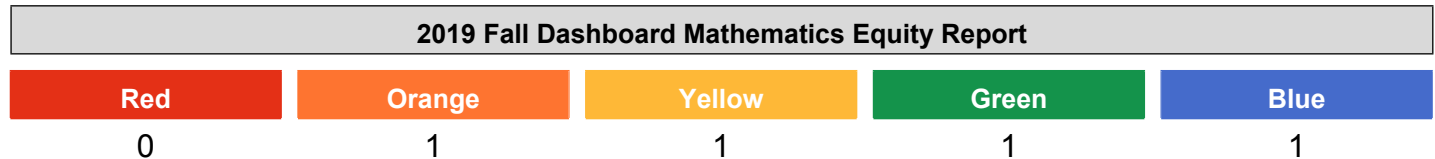
School and Student Performance Data

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					
All Students		English Learners		Foster Youth	
 Green		 Green		 No Performance Color	
13.4 points below standard		20.2 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++5.6 points		Increased ++4.5 points		2	
159		40			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 No Performance Color	
90.5 points below standard		39.3 points below standard		84.5 points below standard	
Declined -9.7 points		Increased ++6.7 points		Declined -6.7 points	
15		80		25	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 55.5 points below standard Maintained ++0.9 points 14	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 22.1 points above standard Increased Significantly ++20.3 points 18	Filipino  No Performance Color 47.6 points above standard Increased ++9.2 points 11
Hispanic  Orange 55.6 points below standard Maintained ++0.9 points 38	Two or More Races  No Performance Color 34.8 points below standard Declined -11.5 points 18	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 7 points above standard Increased Significantly ++17.3 points 58

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 46.8 points below standard Increased Significantly ++35.9 points 20	Reclassified English Learners 6.3 points above standard Declined -11.3 points 20	English Only 19.2 points below standard Maintained ++0.2 points 109
--	--	---

Conclusions based on this data:

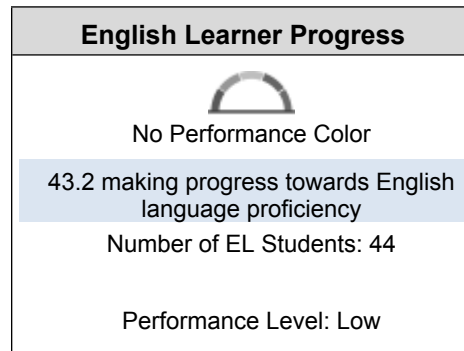
- Interventions in math are needed to target English Learners and socioeconomically disadvantaged students.
- Overall, students attending Navigator Elementary maintained their status, but are scoring below standards in math.
- We need to focus more resources on our economically disadvantaged and English Learner students so that they can close the achievement gap.

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
14	11	4	15

Conclusions based on this data:

1. Our school is in the "green" meaning we are making adequate progress.
2. The percent of English Learners who made progress towards English proficiency went up from 64.9% to 72.2%
3. Academic indicators show that English Learners at Navigator narrowed the Distance from 3 in English Language Arts from -35 pts to -6 pts. In math it was from -27 pts to -20.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
5	3	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Red 15.6 Increased Significantly +4.5 404	English Learners  Orange 13.4 Increased +5.1 67	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless  Red 44.1 Increased +13.1 59	Socioeconomically Disadvantaged  Red 26 Increased Significantly +8.8 215	Students with Disabilities  Red 31.9 Increased +10.1 91

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Red 31.6 Increased +14.3 38	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Yellow 4.4 Increased +1.9 45	Filipino  No Performance Color 0 Maintained 0 22
Hispanic  Orange 15.6 Increased +2.2 96	Two or More Races  Red 25.5 Increased +11.7 55	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Orange 12.7 Increased +3.4 142

Conclusions based on this data:

1. Navigator did continuing follow-up and support with our homeless and families of students with disabilities to try to help them come to school regularly. The most chronic truancy was greatly focused on a few families.
2. Navigator provided support and information to families to help them understand the importance of regular attendance. This included handwritten notes home to families, phone calls and meetings. We conducted Student Attendance Review Team (SART) meetings as needed.
3. Navigator is above the district average, below the county average, and equal to the state average.

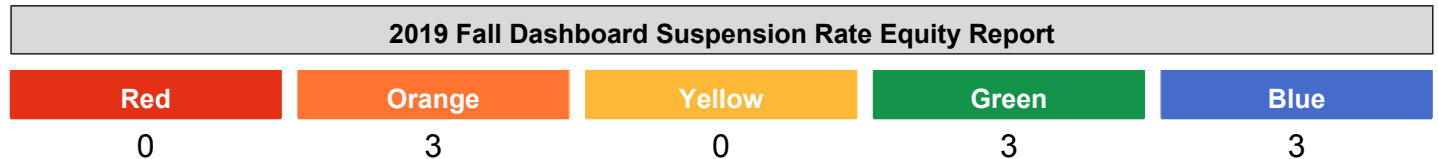
School and Student Performance Data

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		
All Students  Green 1.4 Declined Significantly -2.5 419	English Learners  Orange 1.4 Increased +0.3 70	Foster Youth  No Performance Color 0 Declined -23.1 11
Homeless  Orange 6.1 Declined -6.9 66	Socioeconomically Disadvantaged  Green 2.2 Declined Significantly -4.4 227	Students with Disabilities  Green 2.2 Declined -6.5 93

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 7.7 Declined -3.4 39	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  Blue 0 Maintained 0 46	Filipino  No Performance Color 0 Maintained 0 22
Hispanic  Green 3 Declined -1 101	Two or More Races  Blue 0 Declined -5.3 56	Pacific Islander  No Performance Color Less than 11 Students - Data 4	White  Blue 0 Declined -2.3 149

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4	1.4

Conclusions based on this data:

1. A review of our records show a suspension rate of 2.6%, not 4%.
2. We provide a variety of Social Emotional Supports such as the Special Friends and Marriage & Family Therapist support once per week. These programs need to be used to target subgroups more effectively.
3. We are providing more support for our socioeconomically disadvantaged students to assist them with social emotional learning and behavior.

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

Through frequent review, professional development, evaluations, and collaborative work as a Professional Learning Community (PLC) Navigator will ensure that all highly-qualified teachers are given the support and tools needed to fully implement adopted curriculum in a well-maintained facility.

Identified Need

Ensure student access to state approved curriculum and a safe learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 Evaluations	Talent Ed evaluation system	All teachers will be evaluated on a regular basis and provided with meaningful feedback and when necessary, coaching to improve practice.
1.1 BTSA	New teachers will participate in Beginning Teacher Induction Program (BTSA)	Principal will meet with BTSA provider and new teacher to ensure that the focus of support aligns with school goals
1.3 Access to curriculum	End of year/beginning of year inventory	All needed materials will be ordered and delivered to classrooms.
1.3 Provide supplemental curriculum and online programs to meet diverse needs of students	Core curriculum in every classroom	Supplemental materials will provide additional support for student achievement
1.2 Well-maintained facility	Monthly facility checks and daily meetings with Head Custodian	Our campus will be a safe, functional, and aesthetically pleasing learning environment.

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

Provide rich and varied nonfiction and fiction reading materials including Scholastic magazine (LCAP 1.3)

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)

13211

Source(s)

Title I
4000-4999: Books And Supplies
Supplemental books/supplies/equipment /technology including but not limited to workbooks, guided reading books, leveled library books, Chromebooks or other mobile devices and accessories, document cameras, magazines.

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

BTSA support for new teachers (LCAP 1.1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I
4000-4999: Books And Supplies
Scholastic News

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language learners.

Strategy/Activity

Use Bilingual Aides to work with EL, Long Term English Learner (LTEL) and RFEP students (LCAP 1.3, 4.3)

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 assistants provide support for our EL's in acquiring English language skills.

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

Perform monthly facility inspections and report findings to district office (1.2)

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 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Regularly meet with head custodian; review work orders and plant maintenance (LCAP 1.2)

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 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Annually, complete regular evaluations of probationary and tenured teacher using TalentEd (LCAP 1.1)

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 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hold campus beautification event annually (LCAP 1.2)

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 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide supplementary materials and/or equipment to enrich core curriculum. These materials and equipment may include, but shall not be limited to: black line masters, video and audio tapes, computer programs, document cameras, SMART Boards, laminating film, phonic books, big books, trade books, and supplies for student portfolios, leveled books, teacher library books, labels and SRA/Schoolhouse kits (reading/mathematics). Ensure teachers are trained to use all supplementary materials. (LCAP Goal 1.3, 3.1, 3.3)

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)

650

Title I

	5000-5999: Services And Other Operating Expenditures Board Maker
3550	Title I 5000-5999: Services And Other Operating Expenditures Reflex Math
1600	Title I 5000-5999: Services And Other Operating Expenditures Learning Ally

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.

- 1.1 All teachers were evaluated on a regular basis and provided with meaningful feedback and when necessary coaching to improve practice.
- 1.1 Principal met with BTSA provider and new teachers.
- 1.2 We maintained our school through monthly facility checks, frequent walk-throughs, collaboration between the administrator and head custodian ensured that all areas of the campus were well maintained.
- 1.3 All teachers received adopted curriculum materials. Materials to support our English learners were used in all classrooms.
- 1.3 Students received supplemental materials and online access to programs such as Mystery Science, Adventure to Fitness, Accelerated Reader, and i-Ready

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 major differences between the intended and actual implementation of this 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.

We will not have an academic coach next year because our entitlement does not afford us one. This falls under Goal 1.

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

2.1 Increase student attendance rate to 96%

2.4 Provide behavioral supports and alternatives to suspension (unless required by law).

2.4 Implement a robust Positive Behavior Intervention & Support program.

2.4 Fully investigate all allegations of bullying in a timely manner; teach social skills; provide opportunities for social support (counseling).

2.4 Provide support for positive play at recess.

2.5 Provide innovative ways to bring families to campus; facilitate family input into Navigator (surveys); provide effective communication with school community

2.6 Bring Community Readers to Navigator.

2.7 Effectively communicate with school community.

Identified Need

Navigator continues to fall short of its goal for attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	4%	Fewer students will be suspended
SMART goals for Positive Behavioral Intervention and Supports (PBIS)	Three SMART goals will be written	Goals will be met
Increase participation in Community Readers	No students have community reader partners	A minimum of 6 students will have partners

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)

Students with multiple absences in a two week period.

Strategy/Activity

Closely monitor student attendance and intervene before and after attendance letters are produced. (LCAP 2.1)

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide rewards for good attendance (LCAP 2.1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Donations

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Social Emotional Learning (SEL) needs will be identified for the Special Friends program.

Strategy/Activity

Special Friends/PIP (LCAP 2.4)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,000

Title I

5700-5799: Transfers Of Direct Costs
PIP support provider/Special Friends

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

Parent outreach and volunteer coordinator (LCAP 2.5)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Parent Coordinator - 2.5 Increase family
engagement and parent input and the utilization
of volunteers.

LCFF - Supplemental
3000-3999: Employee Benefits
Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students struggling with reading

Strategy/Activity

Increase two-way community partnerships that support student learning by having Community Readers (LCAP 2.6)

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 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain robust PBIS program including a PBIS committee and district coach (LCAP 2.4)

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 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide SEL support through a variety of strategies including, but not limited to: Teaching Second Step, Falcon Friends, Responsive Classrooms (morning meetings), homework flexibility, Lunch Bunch, recess support, Falcon Patrol; teach debugging steps (LCAP 2.4)

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 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Investigate absences; increase outreach to parents and families about attendance; provide awards for attendance; increase positive communication with families; Family Day at recess; always welcome students (even if tardy) LCAP 2.1

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 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 Nights including but not limited to Math & Science nights, game nights, Back to School Night, Open House, PTA events (LCAP 2.5)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Provide clubs and after-school activities for students (LCAP 2.1, 2.4, 2.5, 2.6)

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 11

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 Wednesday folders, monthly newsletters, "robo-calls", marquee and social media to support communication with families (LCAP 2.5, 2.7)

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 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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)

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.

Navigator does a tremendous job of finding alternatives to suspension, building a positive school culture for students and staff, and to addressing the root causes of attendance problems. We accomplished all of our PBIS SMART goals, completed school engagement surveys of families, increased our parent outreach and started the Community Reader program.

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 attendance rate did not meet our goal. The problem was highly concentrated with a few families that had chronic truancy. We attempted to correct that through parent meetings, Tap & Chat outreach, schedule changes, Individual Education Plan (IEP) meetings and working with our Homeless services department.

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.

We will continue to address this goal in a similar manner.

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

Navigator will provide staff with opportunities for professional learning to optimize classroom instruction and practices. We will function as a Professional Learning Community by providing release time for collaboration to analyze student outcomes and to plan flexible learning opportunities to help all students meet grade level standards. Professional development will focus on strategies and techniques that have proven effective at raising the skills of our English Language Learners (ELL's) and our students not achieving proficiency according to i-Ready diagnostics and CAASPP results. We will continue to expand the opportunities in STEM education through the use of verified curriculum, Mystery Science and use of our STEM lab.

Identified Need

The distance learning platform will require professional development for all of our teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	The percent of English Learners who made progress towards English proficiency went up from 64.9% to 72.2%	Increase percent of EL who make progress toward English proficiency to 75%
Professional Development	On-going professional development on culture and climate and PLC. Collaboration meetings provided to develop common formative assessments and shared instructional practices. Training in new adoptions and established curriculum.	Students will receive instruction from well-trained teachers and have access to a guaranteed and viable curriculum
Access to STEM	STEM lab; Mystery Science, newly adopted Amplify curriculum, experiential learning.	All students will have access to hands-on STEM lessons.
Smart Balanced Assessment Consortium (SBAC)	53% proficient ELA; 38% proficient in math	Increase ELA by 10%; increase math by 20%

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

Professional development in new curriculum adoptions (LCAP 3.1)

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will attend conferences/seminars to learn or strengthen instructional and classroom practices (LCAP 3.1)

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 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Bilingual Instructional Assistants (BIA) to support student needs in the classroom and support parent engagement, translations, and parent conferences. (LCAP 3.3)

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 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

High quality direct instruction in English Language Development curriculum (LCAP 3.3).

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 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide rich background knowledge opportunities through Visual and Performing Arts through field trips, clubs, Art in Action (LCAP 3.3)

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
5000-5999: Services And Other Operating Expenditures
Online access to Art in Action lessons

General Fund
5700-5799: Transfers Of Direct Costs
Field Trips

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 in EL strategies and ELD, ie. GLAD strategies (LCAP 3.2)

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
5000-5999: Services And Other Operating
Expenditures

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

Provide access to online resources to supplement a broad course of study such as, but not limited to, Mystery Science, Starfall, iReady (LCAP 3.3)

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 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Release time for professional development and PLC collaboration (LCAP 3.1)

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)

2500

Title I
1000-1999: Certificated Personnel Salaries
Subs for release time

1250

Title I
3000-3999: Employee Benefits

	Benefits for release time
2500	Title I 2000-2999: Classified Personnel Salaries Release time for observations

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

Increase student involvement in afterschool STEM activities to provide access to a broad course of study and promote authentic language development; STEM nights; Science fair (LCAP 3.2, 3.3)

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 10

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 STEM lab to provide hands-on learning opportunities for students(LCAP 3.3)

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)

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.

Navigator provided staff with opportunities for professional learning to optimize classroom instruction and practices. We worked on functioning 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 meet grade level standards. Professional development focused on strategies to help create safe and productive learning environments in our classrooms and our school. We continued to expand the opportunities in STEM education through the use of newly adopted Amplify science curriculum, Mystery Science, and the use of our STEM lab.

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 meet to identify math essential standards and learning targets.

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.

None

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

Through the use of assessment, all students including those in the subgroups Low Income, English Learner, Foster Youth, and Students with Disabilities, will achieve yearly progress toward proficiency or better in Reading/Language Arts and Math.

Identified Need

Some of our subgroups, including socioeconomically disadvantaged and African American, score lower on CAASPP than other groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC		Increase school performance by 12%

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

Use of document cameras; listening centers, and headphones, to support instruction. (LCAP 4.1,4.2, 4.3, 4.4, 4.5)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund

4000-4999: Books And Supplies
Purchase document cameras for classrooms

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Bilingual Instructional Assistants (BIA) to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. (LCAP 4.3)

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide supplemental computer software to promote reading and academic vocabulary; Starfall and ESGI (LCAP 4.1, 4.2, 4.3, 4.4)

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
5000-5999: Services And Other Operating Expenditures
Starfall

639

Title I
5000-5999: Services And Other Operating Expenditures
ESGI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Socioeconomic Disadvantaged Students

Strategy/Activity

Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities; field trips and assemblies (LCAP 4.1, 4.2, 4.3, 4.4)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Donations

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use i-Ready to target student's instructional level and need for remediation or extension (LCAP 4.1, 4.2, 4.3)

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 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

Use Bilingual Instructional Assistants to work with EL, LTEL and RFEP students (LCAP 1.3, 4.3)

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 assistants provide support for our EL's in acquiring English language skills.

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, Special Education Students

Strategy/Activity

Provide professional development to teachers on the Handwriting without Tears program to target foundational writing skills in ELA (LCAP 4.1).

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)

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.

Overall, students made significant progress as measured on i-Ready scores. Our preliminary CAASPP scores show less growth. We had a successful intervention program during the school day and used our academic support coach to specifically target our youngest learners. Our bilingual aides were used to support the academic achievement and language acquisition of our English learners.

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

We did not have after-school interventions but we added the Boys & Girls Clubs program which provided academic support and enrichment.

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.

We will not have an academic coach this coming year due to a shortfall in Title I funding.

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	\$29,400.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$29,400.00

Subtotal of additional federal funds included for this school: \$29,400.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$29,400.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Larry Mahoney	Principal
Liz Ely	Other School Staff
Colin Mahoney	Classroom Teacher
Gabriele Merz-Johnson	Classroom Teacher
Jill Hoisington-Rozek	Classroom Teacher
Gina Trzaska	Classroom Teacher
Tasia Mead	Parent or Community Member
Jenny McCall	Parent or Community Member
Phil Challinor	Parent or Community Member
Tegan Knifton	Parent or Community Member
Christina Aldrich	Parent or Community Member
Hasmik Manukyan	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
Larry Mahoney	Principal
Liz Ely	Other School Staff
Colin Mahoney	Classroom Teacher
Gabriel Merz-Johnson	Classroom Teacher
Jill Hoisington-Rozek	Classroom Teacher
Gina Trzaska	Classroom Teacher
Tasia Mead	Parent or Community Member
Jenny McCall	Parent or Community Member
Phil Challinor	Parent or Community Member
Tegan Mauldin	Parent or Community Member
Christina Aldrich	Parent or Community Member
Hasmik Manukyan	

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 27, 2020.

Attested:



Principal, Larry Mahoney on August 27, 2020



SSC Chairperson, Tegan Knifton on August 27, 2020



Navigator Elementary School

10679 Bear Hollow Drive
Rancho Cordova, CA 95670

NOTICE OF SCHOOL SITE COUNCIL and ELAC MEETING

Open to the Public

Date: August 27, 2020

Time: 3:00pm-4:00pm

Place: Virtual on Microsoft Teams

Published Agenda

Welcome and establish a quorum

Review/pass out the By-Laws

Review and approval of February 26, 2019 minutes

LCAP overview

Overview and input into School Site Plan

Elect officers for the year (chairperson, vice-chairperson,
secretary, etc.)

Public comment

8/27/2020 School Site Council - Meeting Minutes

3:02pm call to order

Intros by Principal Mahoney

Attendees:

- Larry Mahoney
- Gina Trzaska
- Colin Mahoney
- Tegan Knifton
- Ms. Aldrich
- Ms. Alina Yemchuk
- Ms. Merz-Johnson
- Ms. Fickle
- Jill Rozek
- Tasia Mead

Some members are not able to attend this meeting.

REVIEW OF BYLAWS:

Sharing document on screen with group, general bylaws format.

Purpose of SSC is to review expenditures and planning for finances. Membership must be balanced 50-50 with staff and teachers.

Updates to bylaws for 2020-2021:

- Indicate Secretary position is a vote-able position rather than automatically the Parent Coordinator
- Flexibility needed with virtual meetings this year due to pandemic
- Flexibility with needed adjustments to meeting dates due to pandemic

Motion to approve:

- First – Tegan
- Second – Jill

Motion is approved, Bylaws are changed with the above updates.

MEETING MINUTES:

The February Meeting Minutes were shared previously.

A later meeting did not occur due to the pandemic outbreak in late spring, so this was the last SSC meeting for 2019-2020.

Motion to approve:

- First – Gina
- Second – Ms. Merz-Johnson

Motion is approved, Meeting Minutes are accepted.

Review District LCAP:

Shared links to access on District website. We're in Year 2 of a 3 year plan.

The main goals on the District LCAP plan are incorporated into Navigator's specific Goals, a 72 page document. How we spend Title 1 funds are detailed in the Plan in four (4) Goal areas.

New for 2020-2021:

- Goal 1 – New math program headed up by Mr. Coleman called Reflex Math
- Goal 2 – Special Friends program PIP most of the funding
- Goal 3 – No new costs
- Goal 4 – New program called ESGI, an assessment tool for primary and special education classes

Motion to approve:

- First – Tasia
- Second – Gina

Motion approved, New Costs are accepted.

CHAIRPERSON NEEDS ELECTION:

Need to elect a Chairperson for 2020-2021:

- Tegan Knifton self-nominated
- Second by Ms. Fickle

Motion approved, Tegan Knifton is the SSC Chairperson.

3:26pm meeting adjourned.