School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Navigator Elementary School	34673300111278	September 22, 2022	October 20, 2022

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Purpose and Description

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

> Schoolwide Program
>
> Comprehensive Support and Improvement
>
> Targeted Support and Improvement
>
> Additional Targeted Support and Improvement
>
> Title I Targeted
> Additional Targeted Support and Improvement (ATSI)

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 Language Essentials for Teachers of Reading and Spelling (LETRS), provide Social-Emotional Learning (SEL) opportunities using strategies from the Responsive Classroom program, and to continue to develop as a Professional Learning Community (PLC) to foster a cycle of progress monitoring that will promote 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 positive contribution to their community.
>
> Our Vision for Navigator is to create a Professional Learning Community where each student is recognized for their positive contribution and given opportunities to build a strong educational and social foundation in order to succeed.

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 2021 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 breaking the 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 targets the six California Standards for the Teaching Profession (CSTP). Overall findings from the 2020-2021 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. Teachers 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 the classroom.

One area of focus that has been identified is the need for consistent implementation of teaching strategies targeted at English Learners (EL). Our 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, District, and local testing, such as California Assessments of Student Performance & Progress (CAASPP), English Language Proficiency Assessments for CA (ELPAC), and i-Ready. Assessments are scored, and teachers and Principals meet in quarterly Every Student by Name (ESBN) conferences 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 the 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 uses 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 a new grade-level curriculum. As we switched MTSS(Intervention) every six weeks we addressed foundational skills in ELA and Number Sense in Mathematics for students who were missing prerequisite skills to access grade level standards. We also utilized our BIAs and Intervention Teachers to support our newcomers and EL students. We reclassified 6 ELLs in 2022/23 with our focused curriculum and additional adults for 30 minutes interventions specific to the best practices of our ELLs.

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

Teachers use data from CAASPP, ELPAC, Renaissance, 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 needed.

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 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), technology, and ELD. The coaches are asked to present at staff meetings to share information and instructional techniques. Having enough time for all coaches to present their materials fully proved 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 PLC meetings. These collaborations center on 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 use the Common Core State Standards (CCSS) as the basis of their instruction. Teachers are focusing on incorporating collaborative conversations, using nonfiction text, and developing mathematical practice standards. The Navigator staff and administration are committed to helping all students meet their grade level standards regardless of language or economic disadvantage. Teachers during PLC time use the essential standards provided by the district to create re-teach and small group lessons for students who have not mastered essential standards in whole or small groups.

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, Renaissance, SIPPS, Lexia English(EL) , and Read Naturally.

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 Mike Mattows. 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 various 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 keep 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 a written evaluation of programs. We also post curriculum support links, and 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 ongoing 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. We have expanded learning in the Boys and Girls Club.

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 5 parents and five staff who meet at least 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 pay 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
Renaissance
Scholastic Magazine
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.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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 PLC Leadership team (Guiding Coalition, monthly)
Academic Leadership Team (Implementation coaches, monthly)
Site Council (reviews and approves the plan by Sept 22, 2022; monitors throughout the year)
ELAC (English Learner Advisory Committee)
Parent Survey (Fall and Spring)
Every Student by Name (ESBN) 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)
Climate Leadership Team(Panorama Data)

Resource Inequities

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

Navigator is an ATSI school focusing our the achievement gaps of our EL and Hispanic students. Additionally, our SPED students show achievement gaps:
1. Targeted integrated ELD instruction in our classrooms and targeted ELD instruction by our intervention teacher/BIAs support in small groups daily.
2. Attendance Team creating monthly Tier 1 and Tier 2 attendance goals to reduce our students(approximately 1/3 of our school) chronic absence rate.
3. Navigator will have two interns and one first year Special Education teacher who will need additional support.

School and Student Performance Data

Student Enrollment
By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.8%	0.3%	1.06%	3	1	4
African American	5.88%	6.3%	9.76%	22	22	37
Asian	12.57%	13.2%	11.61%	47	46	44
Filipino	5.35%	5.2%	6.60%	20	18	25
Hispanic/Latino	22.19%	23.6%	23.48%	83	82	89
Pacific Islander	0.53%	1.2%	0.79%	2	4	3
White	40.37%	36.8%	32.98%	151	128	125
Multiple/No Response	12.3%	13.2%	13.46%	46	46	51
			Total Enrollment	374	348	379

Student Enrollment
By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	72	68	84
Grade 1	68	60	54
Grade 2	69	57	60
Grade3	59	59	67
Grade 4	56	55	58
Grade 5	50	49	56
Total Enrollment	374	348	379

Conclusions based on this data:

1. Our enrollment is smaller than similar schools due to having four (5) Special Day Classes for students with disabilities. These classes average 11 or fewer students.

2. Navigator has a diverse population of students representing a variety of groups.

3. Current data shows our demographics to be: 9.8% African American 11.6% Asian   6.6% Filipino 23.5% Hispanic/Latino 0.08% Pacific Islander 33% White 13.5% Two or more races.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	76	64	89	20.3%	18.40%	23.5%
Fluent English Proficient (FEP)	37	26	25	9.9%	7.50%	6.6%
Reclassified Fluent English Proficient (RFEP)	10	4		16.9%	1.10%	

Conclusions based on this data:

1. Of the 84 students who took the English Language Proficiency Assessments for CA (ELPAC) 12 were classified Reclassification Fluent English Proficient (RFEP).

2. Twelve students were classified Reclassification Fluent English Proficient (RFEP) in 2021-2022 of an increase of 8 students from 2020-2021.

3. Enrollment: 379 - English Learner (EL): 84 (23 %) Fluent English Proficient (FEP): 13(3.4%) Reclassification Fluent English Proficient (RFEP) 12 (3.2 %)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	59	55	64	56	0	62	56	0	62	94.9	0.0	96.9
Grade 4	49	50	51	49	0	50	49	0	50	100	0.0	98.0
Grade 5	56	47	51	56	0	47	56	0	47	100	0.0	92.2
All Grades	164	152	166	161	0	159	161	0	159	98.2	0.0	95.8

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

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2427.		2430.	25.00		25.81	21.43		24.19	25.00		25.81	28.57		24.19
Grade 4	2476.		2480.	28.57		26.00	20.41		42.00	28.57		14.00	22.45		18.00
Grade 5	2519.		2479.	26.79		17.02	33.93		31.91	19.64		12.77	19.64		38.30
All Grades	N/A	N/A	N/A	26.71		23.27	25.47		32.08	24.22		18.24	23.60		26.42

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	32.14		20.97	39.29		67.74	28.57		11.29
Grade 4	22.45		22.00	59.18		60.00	18.37		18.00
Grade 5	30.36		27.66	46.43		46.81	23.21		25.53
All Grades	28.57		23.27	47.83		59.12	23.60		17.61

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

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.43		17.74	48.21		61.29	30.36		20.97
Grade 4	28.57		14.00	51.02		62.00	20.41		24.00
Grade 5	30.36		14.89	46.43		57.45	23.21		27.66
All Grades	26.71		15.72	48.45		60.38	24.84		23.90

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

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.79		8.06	64.29		79.03	8.93		12.90
Grade 4	22.45		12.00	63.27		74.00	14.29		14.00
Grade 5	21.43		12.77	58.93		70.21	19.64		17.02
All Grades	23.60		10.69	62.11		74.84	14.29		14.47

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

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.43		14.52	46.43		62.90	32.14		22.58
Grade 4	20.41		24.00	63.27		58.00	16.33		18.00
Grade 5	35.71		14.89	44.64		53.19	19.64		31.91
All Grades	26.09		17.61	50.93		58.49	22.98		23.90

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

Conclusions based on this data:

1. We had a decrease in student standards not met by 7.3%

2. We have decreased 3.49 percent in combined standards met or exceeded standard.

3. We have increased our students from standards not met to nearly met 7.33%

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	59	55	64	57	0	63	57	0	63	96.6	0.0	98.4
Grade 4	49	50	51	49	0	51	49	0	51	100	0.0	100.0
Grade 5	56	47	51	56	0	51	56	0	51	100	0.0	100.0
All Grades	164	152	166	162	0	165	162	0	165	98.8	0.0	99.4

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2421.		2432.	15.79		15.87	22.81		33.33	29.82		31.75	31.58		19.05
Grade 4	2482.		2488.	26.53		27.45	20.41		25.49	36.73		31.37	16.33		15.69
Grade 5	2499.		2450.	17.86		9.80	17.86		7.84	37.50		23.53	26.79		58.82
All Grades	N/A	N/A	N/A	19.75		17.58	20.37		23.03	34.57		29.09	25.31		30.30

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.82		17.46	31.58		60.32	38.60		22.22
Grade 4	36.73		27.45	32.65		58.82	30.61		13.73
Grade 5	17.86		13.73	42.86		29.41	39.29		56.86
All Grades	27.78		19.39	35.80		50.30	36.42		30.30

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.79		25.40	40.35		49.21	43.86		25.40
Grade 4	24.49		31.37	55.10		45.10	20.41		23.53
Grade 5	14.29		5.88	55.36		49.02	30.36		45.10
All Grades	17.90		21.21	50.00		47.88	32.10		30.91

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.05		14.29	49.12		76.19	29.82		9.52
Grade 4	22.45		27.45	51.02		60.78	26.53		11.76
Grade 5	17.86		9.80	57.14		49.02	25.00		41.18
All Grades	20.37		16.97	52.47		63.03	27.16		20.00

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

Conclusions based on this data:

1. We decreased our standards not met by 8.19%

2. We increased our exceeded standards met my 3.5%

3. We increased our students nearly met standard by 7.16%

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1346.3	*	1425.4	1345.7	*	1422.0	1347.0	*	1433.3	11	10	19
1	1473.5	1439.7	1402.7	1474.9	1441.0	1405.8	1471.7	1438.0	1399.1	19	14	11
2	*	*	1459.0	*	*	1455.5	*	*	1461.8	8	10	15
3	*	1458.1	1503.0	*	1469.7	1506.3	*	1445.9	1499.1	10	13	16
4	*	*	*	*	*	*	*	*	*	7	5	9
5	*	*	*	*	*	*	*	*	*	4	9	8
All Grades										59	61	78

Table title: ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	9.09	*	21.05	0.00	*	31.58	63.64	*	21.05	27.27	*	26.32	11	*	19
1	15.79	14.29	9.09	52.63	21.43	36.36	15.79	42.86	18.18	15.79	21.43	36.36	19	14	11
2	*	*	0.00	*	*	53.33	*	*	33.33	*	*	13.33	*	*	15
3	*	30.77	12.50	*	30.77	62.50	*	23.08	18.75	*	15.38	6.25	*	13	16
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.25	24.59	12.82	42.37	39.34	43.59	27.12	22.95	23.08	15.25	13.11	20.51	59	61	78

Table title: Overall Language — Percentage of Students at Each Performance Level for All Students

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

	Oral Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*	10.53	18.18	*	42.11	54.55	*	31.58	27.27	*	15.79	11	*	19
1	26.32	21.43	18.18	42.11	28.57	27.27	26.32	28.57	27.27	5.26	21.43	27.27	19	14	11
2	*	*	13.33	*	*	40.00	*	*	33.33	*	*	13.33	*	*	15
3	*	61.54	43.75	*	23.08	50.00	*	0.00	0.00	*	15.38	6.25	*	13	16
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.51	44.26	21.79	35.59	29.51	39.74	22.03	14.75	21.79	11.86	11.48	16.67	59	61	78

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

	Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	9.09	*	21.05	9.09	*	21.05	54.55	*	31.58	27.27	*	26.32	11	*	19
1	15.79	0.00	9.09	36.84	35.71	18.18	31.58	28.57	36.36	15.79	35.71	36.36	19	14	11
2	*	*	0.00	*	*	46.67	*	*	40.00	*	*	13.33	*	*	15
3	*	7.69	6.25	*	23.08	31.25	*	38.46	56.25	*	30.77	6.25	*	13	16
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.78	9.84	8.97	28.81	36.07	29.49	40.68	34.43	35.90	23.73	19.67	25.64	59	61	78

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

	Listing Domain Percentage of Students by Domain Performance Level for All Students											

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*	15.79	63.64	*	78.95	36.36	*	5.26	11	*	19
1	57.89	28.57	27.27	36.84	64.29	54.55	5.26	7.14	18.18	19	14	11
2	*	*	6.67	*	*	86.67	*	*	6.67	*	*	15
3	*	30.77	37.50	*	53.85	50.00	*	15.38	12.50	*	13	16
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.59	31.15	23.08	50.85	62.30	62.82	13.56	6.56	14.10	59	61	78

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

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*	5.26	63.64	*	63.16	36.36	*	31.58	11	*	19
1	5.26	14.29	27.27	89.47	42.86	27.27	5.26	42.86	45.45	19	14	11
2	*	*	26.67	*	*	53.33	*	*	20.00	*	*	15
3	*	58.33	81.25	*	25.00	12.50	*	16.67	6.25	*	12	16
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.81	40.68	34.62	55.93	40.68	41.03	15.25	18.64	24.36	59	59	78

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

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*	26.32	63.64	*	52.63	36.36	*	21.05	11	*	19
1	42.11	7.14	18.18	42.11	64.29	45.45	15.79	28.57	36.36	19	14	11
2	*	*	0.00	*	*	80.00	*	*	20.00	*	*	15
3	*	15.38	0.00	*	53.85	81.25	*	30.77	18.75	*	13	16
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.25	16.39	11.54	59.32	65.57	60.26	25.42	18.03	28.21	59	61	78

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

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	45.45	*	26.32	27.27	*	42.11	27.27	*	31.58	11	*	19
1	15.79	14.29	9.09	68.42	57.14	72.73	15.79	28.57	18.18	19	14	11
2	*	*	0.00	*	*	93.33	*	*	6.67	*	*	15
3	*	7.69	12.50	*	61.54	81.25	*	30.77	6.25	*	13	16
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.25	14.75	11.54	66.10	67.21	70.51	18.64	18.03	17.95	59	61	78

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

Conclusions based on this data:

1. We have 84 students who are identified as ELL. We have a system in place for our ELLs to get designated and integrated EL instruction.

2. 12 students were reclassified as RFEP in 2020/21 school year. We have a clear system at the site to redesignate students as English Proficient.

3. The writing domain scores are lower 4th and 5th grade. We need to be strategic that students get reclassified by the end of 3rd grade as the ELPAC gets more challenging for students in 4th grade. Our kinders must be reclassified by 3rd grade.

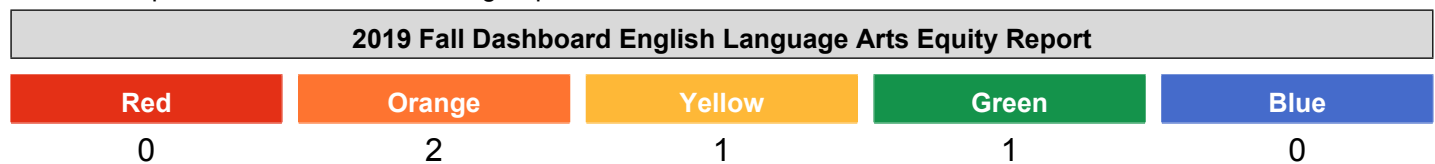# School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
348	**39.9**	**18.4**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2020-21 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	64	18.4
Foster Youth		
Homeless	21	6.0
Socioeconomically Disadvantaged	139	39.9
Students with Disabilities	58	16.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	6.3
American Indian or Alaska Native	1	0.3
Asian	46	13.2
Filipino	18	5.2
Hispanic	82	23.6
Two or More Races	46	13.2
Native Hawaiian or Pacific Islander	4	1.1
White	128	36.8

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 5 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

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We had 6 students suspended in the 2021-2022 school year. We work collaboratively to address behavior in positive and preventative ways. We make referrals to our Mental Health Specialist and School Psychologist for behavioral supports. Our intervention teachers create informal behavior plans for students who show behaviors disruptive to their learning. We currently have only 1 student suspended this year.

2. We continue to make progress in English Language Arts (ELA) according to 2019-2020 data, but we need to target foundational reading skills at early grades to improve our performance in ELA at intermediate grades. We are implementing SIPPS schoolwide to address this issue.

3. We need to target Essential Standards in mathematics and provide interventions during Multi Tiered System of Supports (MTSS).

School and Student Performance Data

Academic Performance
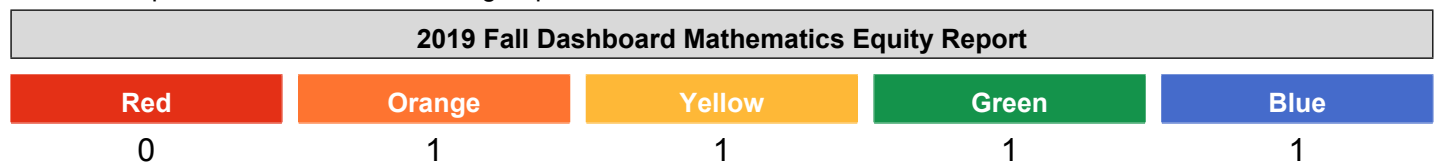## English Language Arts

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	1	0

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
34.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	13.6 points above standard	63.7 points above standard
Declined Significantly -23.8 points	1	Declined -9.7 points	Increased ++8.4 points
14		18	11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
37.9 points below standard	16.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	27.1 points above standard
Maintained -2.2 points	Increased Significantly ++21.8 points	1	Maintained ++1.6 points
38	18		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	**Reclassified English Learners**	**English Only**
62.7 points below standard	35.7 points above standard	5.3 points above standard
Increased ++12.7 points	Declined -8.5 points	Declined -6.9 points
20	20	109

Conclusions based on this data:

1. Both current and Reclassified English Learners declined in English Language Arts (ELA) proficiency on the California Assessment of Student Performance and Progress (CAASPP) assessment.

2. Our socioeconomically disadvantaged students improved their proficiency status but continue to be significantly below standard.

3. Our African American and Asian students have a "low" status and declined their proficiency by an average of 23.8 points. These students need interventions in SIPPS, MTSS, and time with intervention teachers.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	1	1

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	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
55.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	22.1 points above standard	47.6 points above standard
Maintained ++0.9 points	1	Increased Significantly ++20.3 points	Increased ++9.2 points
14		18	11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
55.6 points below standard	34.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	7 points above standard
Maintained ++0.9 points	Declined -11.5 points	1	Increased Significantly ++17.3 points
38	18		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	**Reclassified English Learners**	**English Only**
46.8 points below standard	6.3 points above standard	19.2 points below standard
Increased Significantly ++35.9 points	Declined -11.3 points	Maintained ++0.2 points
20	20	109

Conclusions based on this data:

1. Interventions in math are needed to target our ATSI sub group Hispanic, English Learners and socioeconomically disadvantaged students.

2. Overall, students attending Navigator Elementary maintained their status, but are scoring below standards in math.

3. We need to focus more resources on our Hispanic, economically disadvantaged, and English Learner students so that they can close the achievement gap.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
43.2 making progress towards English language proficiency
Number of EL Students: 44
Performance Level: Low
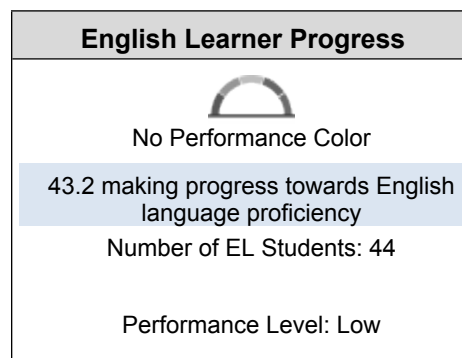
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
31.8		9.0	34.0

Conclusions based on this data:

1. Our school has an overall performance level of 'low' indicating a need for additional support for English Language Learners in supplemental programs.

2. The percent of English Learners who are making progress towards proficiency is less than half. These students need additional support in foundational reading skills.

3. 31.8 decreased one ELPI level.

School and Student Performance Data

Academic Engagement
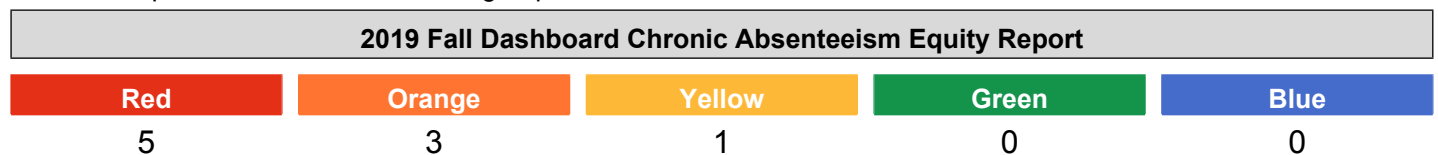## Chronic Absenteeism

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

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	English Learners	Foster Youth
Red	Orange	No Performance Color
15.6	13.4	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +4.5	Increased +5.1	
404	67	10

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Red	Red
44.1	26	31.9
Increased +13.1	Increased Significantly +8.8	Increased +10.1
59	215	91

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Yellow	No Performance Color
31.6	Less than 11 Students - Data Not Displayed for Privacy	4.4	0
Increased +14.3		Increased +1.9	Maintained 0
	2		
38		45	22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	No Performance Color	Orange
15.6	25.5	Less than 11 Students - Data Not Displayed for Privacy	12.7
Increased +2.2	Increased +11.7		Increased +3.4
		4	
96	55		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(93 last year).

3. We have a school wide initiative for attendance incentives that are discussed weekly at an assembly. The attendance team picks Tier 1 and Tier 2 interventions to improve student attendance.

School and Student Performance Data

Conditions & Climate
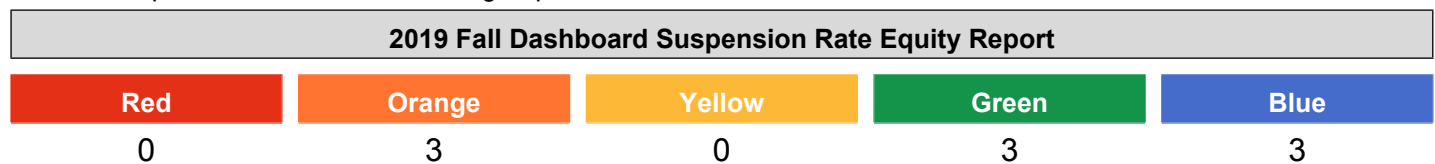## Suspension Rate

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.
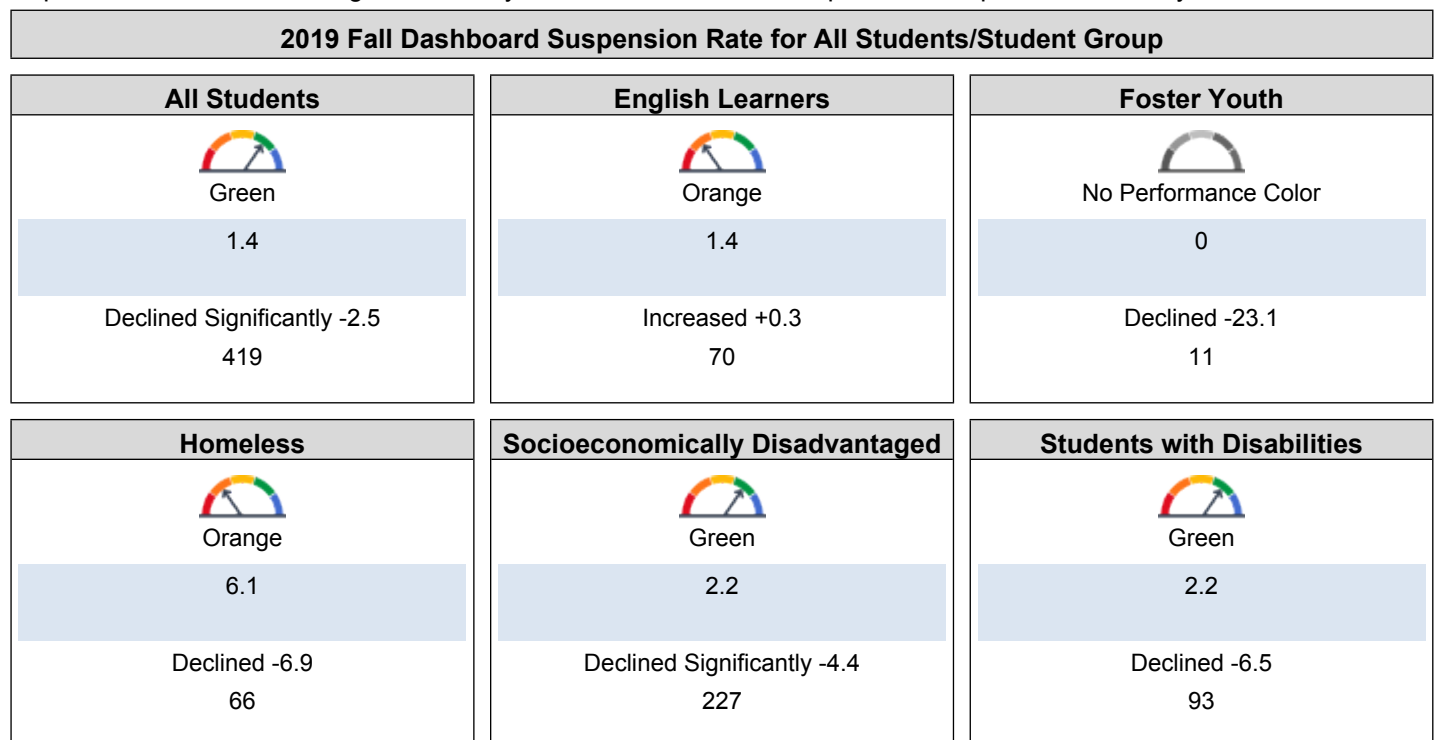
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	3	3

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
1.4	1.4	0
Declined Significantly -2.5	Increased +0.3	Declined -23.1
419	70	11
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Green	Green
6.1	2.2	2.2
Declined -6.9	Declined Significantly -4.4	Declined -6.5
66	227	93

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Blue	No Performance Color
7.7	Less than 11 Students - Data 2	0	0
Declined -3.4		Maintained 0	Maintained 0
39		46	22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Blue
3	0	Less than 11 Students - Data 4	0
Declined -1	Declined -5.3		Declined -2.3
101	56		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 decrease in suspension rate due to an implementation of more restorative practices when responding to behavior issues.

2. We provide a variety of Social Emotional Supports such as the Special Friends and Marriage & Family Therapist support 2.5 days 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.

Goal Subject

All students will receive instruction from a highly-qualified teacher and have access to standards-aligned curriculum which promotes college and career readiness

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly-qualified teachers and have access to curriculum which promotes college and career readiness (State Priority 1)
- Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
- Maintain schools in good repair
- Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students
- Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
- Maintain schools in good repair
- Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Goal 1

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
Goal 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.
Goal 1: Beginning Teacher Induction Program (BTSA)	New teachers will participate in BTSA	Principal will meet with BTSA provider and new teacher to ensure that the focus of support aligns with school goals
Goal 1: Access to curriculum	End of year/beginning of year inventory	All needed materials will be ordered and delivered to classrooms.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 1: 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
Goal 1: 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 and Online Reading Platform Learning Ally(audiobooks for students with IEPs) (LCAP Goal 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)
3404	Title I
4000-4999: Books And Supplies
Supplemental independent reading text for narrative and informational reading.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified in not meeting grade level in ELA or Mathematics

Strategy/Activity

Students will receive after school tutoring by credentialed teachers.

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

Amount(s)	Source(s)
4000	Title I

	1000-1999: Certificated Personnel Salaries Students identified in ESBN will receive extra support based on essential standards students are not on grade level.
1000	Title I 3000-3999: Employee Benefits

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

To address our ATSI goal of EL/Hispanic subgroup, we will use intervention teachers and bilingual Aides to work with EL, Long Term English Learner (LTEL) and RFEP students (LCAP Goal 1 and 4) extra hours.

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

Amount(s)	Source(s)
1,000	Title I 2000-2999: Classified Personnel Salaries Bilingual instructional assistants provide support for our EL's in acquiring English language skills.
250	Title I 3000-3999: Employee Benefits

Strategy/Activity 4

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

All Students

Strategy/Activity

Purchase digital license of Mystery Science to support NGSS standards.(LCAP Goal 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)
1249	Title I

	5000-5999: Services And Other Operating Expenditures Supplemental Reading for Informational Text

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 Goal 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 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 Goal 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 Goal 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 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 and 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)
21,645	Title I 4000-4999: Books And Supplies Supplemental Instructional Supplies to support Common Core Standards.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 1: All teachers were evaluated on a regular basis and provided with meaningful feedback and when necessary coaching to improve practice.
Goal 1: The principal met with the BTSA provider and new teachers.
Goal 1: We maintained our school through monthly facility checks, frequent walk-throughs, and collaboration between the administrator and head custodian to ensure that all areas of the campus were well maintained.
Goal 1: All teachers received adopted curriculum materials. Materials to support our English learners were used in all classrooms.
Goal 1: 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.

No changes for this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Students at Navigator will learn in a safe, healthy, and positive learning environment.

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5, and 6).
- Increase student attendance rates and reduce chronic absences for all students.
- Increase the high school graduation rate and decrease the dropout rate.
- Reduce student suspensions, expulsion rates, and bullying incidents.
- Increase opportunities for family engagement and parent input and the utilization of volunteers.
- Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
- Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

Reduce Chronic Absenteeism by 50%(105 identified in SY 2021/2022 to 53 in 2022/2023)
Provide behavioral support and alternatives to suspension (unless required by law).
Implement a robust Positive Behavior Intervention & Support program.
Fully investigate all allegations of bullying in a timely manner; teach social skills; provide opportunities for social support (counseling).
Provide support for positive play at recess.
Provide innovative ways to bring families to campus; facilitate family input into Navigator (surveys); provide effective communication with the school community
Bring Community Readers to Navigator.
Effectively communicate with the school community.

Identified Need

Navigator students struggle with chronic absenteeism. 61 students have less than 86% attendance. 44 students have between an 86-90% attendance. Based on Panorama data 105 students have been identified as chronically absent in the SY 2021/22.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	1%	6 students were suspended in 2021/22. Our goal is to have zero students suspended.
SMART goals for Positive Behavioral Intervention and Supports (PBIS)	Three SMART goals will be written	Goals will be met

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 Goal 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 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 Goal 2) will have schoolwide Tier 1 attendance incentives. Create list of Tier 2 students and incentivize good attendance.

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)
2000	Title I 4000-4999: Books And Supplies We will purchase attendance incentives for students who have above a 95% attendance monthly rate. We will target students to keep them above 90% also.

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 Goal 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)
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)

Students Identified as Chronically Absent

Strategy/Activity

Parent outreach and volunteer coordinator (LCAP Goal 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)
500	Title I 2000-2999: Classified Personnel Salaries Parent Coordinator - 2.5 Increase family engagement and parent input and the utilization of volunteers.
125	Title I 3000-3999: Employee Benefits

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

All Students

Strategy/Activity

Maintain robust PBIS program including a PBIS/Climate committee and district coach (LCAP Goal 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

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, and teach debugging steps (LCAP Goal 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 7
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 Goal 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

Family Nights including but not limited to Math & Science nights, game nights, Back to School Night, Open House, PTA events (LCAP Goal 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 9

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 Panorama data to refer students with poor attendance, behavior, and academics to an RTI meeting.

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)
	None Specified

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 Wednesday folders, monthly newsletters, "robo-calls", marquee and social media to support communication with families (LCAP Goal 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 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Assemblies (LCAP Goal 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)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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, and increased our parent outreach.

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. Our attendance team did 93 SART meetings in the spring to discuss chronic absenteeism and the effects it has on academic performance.

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. We will add schoolwide Tier 1 and Tier 2 attendance incentives monthly. We will have a weekly short assembly to discuss and incentivize good attendance goals.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Teachers at Navigator will provide students with high quality classroom instruction.

LEA/LCAP Goal

Goal 3
- Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)
- Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
- Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
- Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

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 Renaissance diagnostics and CAASPP results.

Identified Need

Teachers need additional time to collaborate, develop Common Formative Assessments (CFA), and identify students for intervention. This will be done in our Thursday weekly PLC meetings. Grade level teams will create SMART goals and CFAs to monitor program and make timely academic interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Of 84 ELLs in 2021/22 12 were reclassified	We want to increase our reclassification number goal to 15 this year.
Professional Development	On-going professional development on culture and climate and PLC. Collaboration meetings are 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

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 Goal 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 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 Goal 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 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

To address our ATSI goal of EL/Hispanic subgroup, Instructional Assistants (BIA) and intervention teachers to support student needs in the classroom and support parent engagement, translations, and parent conferences. (LCAP Goal 3) Additional hours for BIAs to work with our ELL to supplement for our newcomers.

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

To address our ATSI goal of EL subgroup, high quality direct instruction in English Language
Development curriculum (LCAP Goal 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)

English Language Learners

Strategy/Activity

To address our ATSI goal of EL subgroup training to all teachers in EL strategies and ELD, ie.
GLAD strategies (LCAP Goal 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)

All Students

Strategy/Activity

Provide access to online resources to supplement a broad course of study such as, but not limited
to Reflex Math Boardmaker , ESGI, Starfall, Renaissance (LCAP Goal 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)
5026	Title I 5800: Professional/Consulting Services And Operating Expenditures Supplemental online curriculum and assessments to support students online CAASPP testing

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

To address our ATSI goal of EL/Hispanic subgroup, teachers will use release time for professional development and PLC collaboration (LCAP Goal 3), ECBN, RTI, Student Study Team Meetings, and Academic Conferences

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

Amount(s)	Source(s)
4000	Title I 1000-1999: Certificated Personnel Salaries Subs for release time
1,000	Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

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(Pure Edge and Second Step).

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.

Goal Subject

Formative and summative assessment will be use to ensure all students at Navigator will make yearly progress toward grade level mastery of reading, mathematics, writing, social science and science.

LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4, and 8)
- Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).
- Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
- Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.
- Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.
- Improve Kindergarten readiness as measured by curriculum embedded assessment.
- Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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	56 current 4th and 5th graders standards met/exceeded.	Increase this proficiency rate to 65 students standards met/exceeded.

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 Goal 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 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 Goal 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 3
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 Goal 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 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use Renaissance to target student's instructional level and need for remediation or extension (LCAP Goal 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 5
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 Goal 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 6
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 Goal 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)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall, students made significant progress as measured on Renaissance scores. Our preliminary CAASPP scores show less growth. We had a successful intervention program during the school day and used to specifically target our students in our working toward meeting standards category. 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.

No Changes

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	$48,199.00

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	$48,199.00

Subtotal of additional federal funds included for this school: $48,199.00

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: $48,199.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	48199	0.00
LCFF - Supplemental	154,947	154,947.00

Expenditures by Funding Source

Funding Source	Amount
Title I	48,199.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,000.00
2000-2999: Classified Personnel Salaries	1,500.00
3000-3999: Employee Benefits	2,375.00
4000-4999: Books And Supplies	27,049.00
5000-5999: Services And Other Operating Expenditures	1,249.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,026.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	8,000.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
3000-3999: Employee Benefits	Title I	2,375.00
4000-4999: Books And Supplies	Title I	27,049.00

5000-5999: Services And Other Operating Expenditures	Title I	1,249.00
5700-5799: Transfers Of Direct Costs	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,026.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,548.00
Goal 2	5,625.00
Goal 3	10,026.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
James Tucker	Principal
Amritpal Kaur	Other School Staff
Cheryl Gueverra	Classroom Teacher
Shannon Logie	Classroom Teacher
Rebecca Valdes	Classroom Teacher
Mark Tollefson	Parent or Community Member
Christopher Hess	Parent or Community Member
Paula Glant	Parent or Community Member
Douglas Benton	Parent or Community Member
Laura Fickle	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
James Tucker	Principal
Sarah Hudack	Classroom Teacher
Nona Ayrapetyan	Parent or Community Member

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

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.
1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
   a. The school's needs assessment.
   b. The school's annual language census.
c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

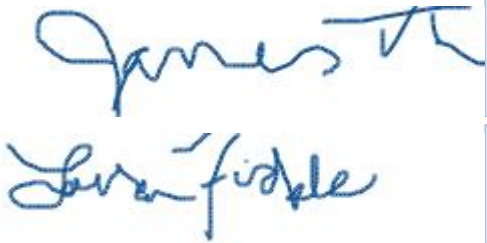| Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 22, 2022.

Attested:

(signature: James Tucker)	Principal, James Tucker on September 22, 2022
(signature: Laura Fickle)	SSC Chairperson, Laura Fickle on September 22, 2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

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

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

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

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

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

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

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

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

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

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

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

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

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

    1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

        i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

        iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

        iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

        v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Name: Navigator

School Site Council SSC Minutes

Meeting Date: 9/22/22	Meeting Location:
	Time: Sept. 22, 2022 03:40 PM US/Pacific
Starting Time: 3:40pm	Ending Time: 5pm

Participants: Elected SSC Council Members. All staff, parents and members of the public invited.

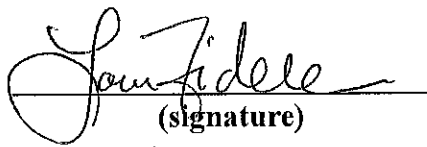| Item/Time Limit	Actions Requested	Person Responsible	Comments/Parent Advice
1. Call to Order (min.)			
2. Roll Call (min.)			Present: James Tucker, Shannon Logie, Rebecca Valdez, Cheryl Guevera, Amritpal Kaur, Mark Tollefson, Laura Fickle, Paula Glant, Doug Benton. Absent: Christopher Hess
3. Additions/Changes to Agenda (min.)			
4. Reading and Approval of Minutes (min.)			
5. Reports of Officers/Committees (min.)			
6. Public Comment (min.)			

AGENDA MUST BE POSTED 72 HOURS PRIOR TO THE MEETING DATE

*Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.

7. Unfinished Business (min.)	Discuss ELs in our SPSA		
8. New Business (5 min.)	Elect 2022/23 Officers- Chairperson, Vice-Chairperson Secretary, etc.	Approval of officers Chair - Doug 1st, Rebecca 2nd Co-chair All in Favor Co-Chair Cheryl First: Shannon Logie Second Paula All in Favor Secretary Paula First: Cheryl Second: Doug All in Favor Parliamentarian -Shannon~~Parliamentarian-Shannon~~ First-Paula Second-Mark All in Favor	Nominations Paula - Secretary Laura - Chair Cheryl - Co-Chair Shannon - Parliamentarian
9. New Business (min.)	Approve 2022/23 School Plan	Approval of plan First: Doug Second: Paula All in favor	James explained SPS Goals: **Goal 1 is around PLCs and there are 8 strategies** -Parent Q (MT) - Does this group get updates on the strategies? -James A - Yes, there will be updates at monthly meetings -Strategy 8 has $21,645 budget due to COVID allocation. Using this one-time funding to "stock up." James will ask for a breakdown for these funds. **Goal 2 is reducing chronic absenteeism and has 11 strategies**

AGENDA MUST BE POSTED 72 HOURS PRIOR TO THE MEETING DATE

			-Parent Q (MT) - will there be parent surveys, similar to what they do for the kids? -James A - let's discuss at future meeting **Goal 3 is PLC time with ELLs and has 7 strategies** **Goal 4 is regarding ensuring students are making progress and it's being measured and has 6 strategies**
10. New Business (min.)			**Next meeting discuss after school art and parent survey** **Discuss results of Renaissance schoolwide data at January meeting**
11. Open Forum (min.)			
12. Adjournment (min.)		**Approval to adjourn** **First: Shannon** **Second: Doug** **All in favor**	

Prepared: Laura Fickle

(signature)

Date: 9/22/22

Attach sign-in sheet

AGENDA MUST BE POSTED 72 HOURS PRIOR TO THE MEETING DATE

School Name: Navigator

School Site Council ELAC Agenda

Meeting Date: 9/22/22	Meeting Location: Time: Sept. 22, 2022 04:00 PM US/Pacific
Starting Time: 4 pm	Ending Time: 5pm

Participants: Elected SSC Council Members. All staff, parents and members of the public invited.

Item/Time Limit	Actions Requested	Person Responsible	Comments/Parent Advice
1. Call to Order (min.)			
2. Roll Call (min.)			
3. Additions/Changes to Agenda (min.)			
4. Reading and Approval of Minutes (min.)			
5. Reports of Officers/Committees (min.)			
6. Public Comment (min.)			

*Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.

7. Unfinished Business (min.)	Review/pass out the By-Laws/Roles of School Site Council		

AGENDA MUST BE POSTED 72 HOURS PRIOR TO THE MEETING DATE

8. New Business (5 min.)	**Elect 2022/23 Officers- Chairperson, Vice-Chairperson Secretary, etc.**		
9. New Business (min.)	**Approve 2022/23 School Plan**		
10. New Business (min.)			
11. Open Forum (min.)			
12. Adjournment (min.)			

Prepared By: James Tucker

_____
          (signature)

Date: 9/22/22

Attach sign-in sheet

AGENDA MUST BE POSTED 72 HOURS PRIOR TO THE MEETING DATE

School Name: Navigator

School Site Council ELAC Agenda

Meeting Date: 9/22/22	Meeting Location: Time: Sept. 22, 2022 03:40 PM US/Pacific
Starting Time: 3:40pm	Ending Time: 5pm

Participants: Elected SSC Council Members. All staff, parents and members of the public invited.

Item/Time Limit	Actions Requested	Person Responsible	Comments/Parent Advice
1. Call to Order (min.)			
2. Roll Call (min.)			
3. Additions/Changes to Agenda (min.)			
4. Reading and Approval of Minutes (min.)			
5. Reports of Officers/Committees (min.)			
6. Public Comment (min.)			

*Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.

7. Unfinished Business (min.)	Discuss ELs in our SPSA		
8. New Business (5 min.)	Elect 2022/23 Officers-		

AGENDA MUST BE POSTED 72 HOURS PRIOR TO THE MEETING DATE

|	Chairperson, Vice-Chairperson Secretary, etc.		
9. New Business (min.)	Approve 2022/23 School Plan		
10. New Business (min.)			
11. Open Forum (min.)			
12. Adjournment (min.)			

Prepared By: James Tucker

_____
(signature)

Date: 9/22/22

Attach sign-in sheet

School Name: Navigator

School Site Council ELAC Agenda

Meeting Date: 9/22/22	Meeting Location: Time: Sept. 22, 2022 04:00 PM US/Pacific
Starting Time: 4:40pm	Ending Time: 5pm

Participants: Elected SSC Council Members. All staff, parents and members of the public invited.

Item/Time Limit	Actions Requested	Person Responsible	Comments/Parent Advice
1. Call to Order (min.)			
2. Roll Call (min.)			**Absent:** Nona Ayrapetyan **Present:** James Tucker, Sarah Hudack
3. Additions/Changes to Agenda (min.)			
4. Reading and Approval of Minutes (min.)			
5. Reports of Officers/Committees (min.)			
6. Public Comment (min.)			

*Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.

7. Unfinished Business (min.)	Review/pass out the By-Laws/Roles of ELAC		No Meeting since there were no parents present. Rescheduling in Oct.

AGENDA MUST BE POSTED 72 HOURS PRIOR TO THE MEETING DATE

8. New Business (5 min.)	Elect 2022/23 Officers- Chairperson, Vice-Chairperson Secretary, etc.		
9. New Business (min.)	Discuss RFEP 2021/		
10. New Business (min.)	Approve 2022/23 School Plan		
11. Open Forum (min.)			
12. Adjournment (min.)			

Prepared By: James Tucker

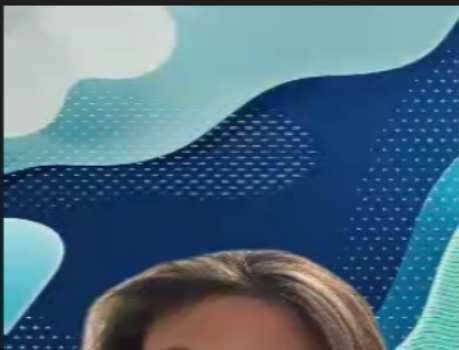_____
(signature)

Date: 9/22/22

Attach sign-in sheet

AGENDA MUST BE POSTED 72 HOURS PRIOR TO THE MEETING DATE
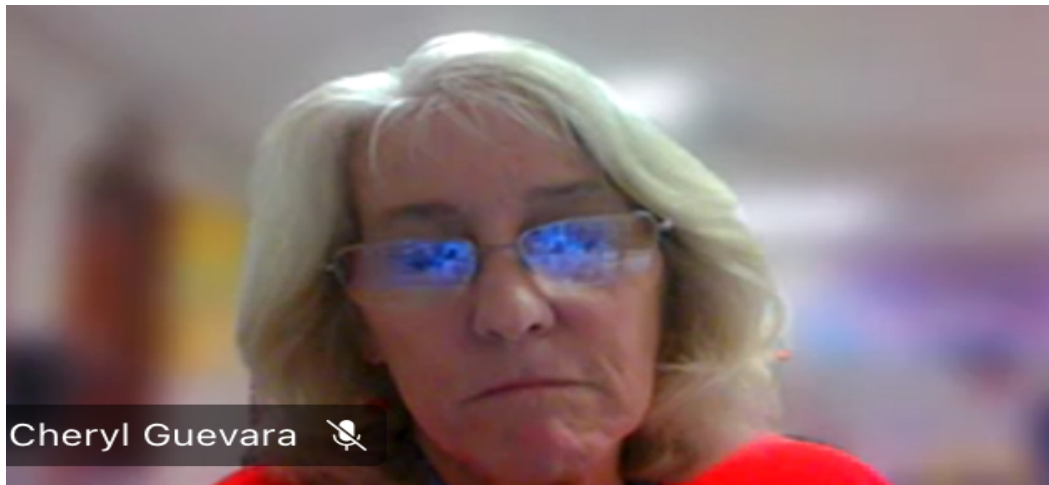
RV Rebecca Valdes, Staff
(Teacher)

CG Cheryl Guevara   4:09 PM
Cheryl Guevara, staff

LF Laura Fickle   4:09 PM
Laura Fickle, parent

SL Shannon Logie   4:09 PM
Shannon Logie-staff

PG Paula Glandt   4:09 PM
Paula Glandt, parent

4:13 PM
James Tucker, Principal

AK Amritpal Kaur   4:13 PM
Amritpal Kaur Staff and
parents