

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Naranca Elementary	37-67991-6037725	May 21, 2019	July 30, 2019

Purpose and Description

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

Schoolwide Program

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

Naranca will support underserved students with targeted interventions specific to their needs. Among these will be additional counseling, support for English Learners in the area of language arts, tutorials in ELA and Math and social-emotional learning. In addition, there will be an emphasis on parent and family engagement opportunities such as Parent University and home visits.

The overall academic performance of students at Naranca is at the orange level for English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Naranca will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum Naranca will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high-quality professional development and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school-wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on March 8, 2019, was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 21, 2019, was the accumulating input meeting when the SPSA was approved. The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on March 21, 2019, was the accumulating input meeting.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of

students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. A Title I meeting: This meeting was held on September 11, 2018, and information was shared with SSC as they developed and approved the SPSA.

This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	%	0.24%	1		2
African American	8.9%	7.65%	8.89%	73	63	73
Asian	2.6%	5.22%	6.7%	21	43	55
Filipino	1.0%	1.09%	0.85%	8	9	7
Hispanic/Latino	37.5%	34.39%	32.28%	309	283	265
Pacific Islander	0.6%	0.73%	0.61%	5	6	5
White	46.0%	47.87%	47.62%	379	394	391
Multiple/No Response	2.2%	2.07%	1.83%	18	17	15
Total Enrollment				824	823	821

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	171	171	161
Grade 1	129	143	136
Grade 2	111	130	144
Grade3	112	106	138
Grade 4	139	126	111
Grade 5	162	147	131
Total Enrollment	824	823	821

Conclusions based on this data:

1. The overall enrollment at Naranca Elementary has not increased nor decreased in the past two years, numbers have remained steady.
2. We continue to see our largest enrollment in Kindergarten and the trend over the last three years is a significant dip in enrollment moving from Kindergarten to first grade.
3. Naranca also has 60 plus special day class preschool students on our campus that make up our population as well however, these students are not part of our enrollment numbers and data.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	526	518	528	63.8%	62.9%	64.3%
Fluent English Proficient (FEP)	43	43	36	5.2%	5.2%	4.4%
Reclassified Fluent English Proficient (RFEP)	41	53	17	8.1%	10.1%	3.3%

Conclusions based on this data:

1. Overall English Learner classification has slightly decreased each year for the past three years.
2. Students who are Fluent English Proficient had decreased slightly a few years ago, but has remained steady for two years.
3. The amount of students being Reclassified as Fluent English Proficient has increased by 2% from last year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	136		140	111		134	111		134	81.6		95.7
Grade 4	156		110	130		103	130		103	83.3		93.6
Grade 5	185		135	150		132	150		132	81.1		97.8
All Grades	477		385	391		369	391		369	82		95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2360.		2378.	8.11		8.96	11.71		17.16	20.72		30.60	59.46		43.28
Grade 4	2407.		2405.	8.46		9.71	16.92		13.59	20.77		20.39	53.85		56.31
Grade 5	2455.		2432.	11.33		6.82	22.67		12.88	19.33		27.27	46.67		53.03
All Grades	N/A	N/A	N/A	9.46		8.40	17.65		14.63	20.20		26.56	52.69		50.41

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	8.11		11.94	24.32		50.00	67.57		38.06	
Grade 4	10.77		7.77	43.85		43.69	45.38		48.54	
Grade 5	11.33		8.33	46.00		42.42	42.67		49.24	
All Grades	10.23		9.49	39.13		45.53	50.64		44.99	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.32		4.48	24.32		42.54	60.36		52.99
Grade 4	6.15		4.85	44.62		43.69	49.23		51.46
Grade 5	18.67		9.09	40.67		33.33	40.67		57.58
All Grades	13.55		6.23	37.34		39.57	49.10		54.20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.41		10.45	54.95		56.72	39.64		32.84
Grade 4	7.69		9.71	49.23		58.25	43.08		32.04
Grade 5	5.33		4.55	59.33		54.55	35.33		40.91
All Grades	6.14		8.13	54.73		56.37	39.13		35.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.01		10.45	41.44		46.27	49.55		43.28
Grade 4	7.69		7.77	54.62		41.75	37.69		50.49
Grade 5	22.00		12.88	39.33		37.12	38.67		50.00
All Grades	13.55		10.57	45.01		41.73	41.43		47.70

Conclusions based on this data:

1. In 2015-2016, 30% of Naranca's students either met or exceeded standards and in 2016-2017 27.11% of students met or exceeded standards thereby decreasing the number of students by 2.8%. This illustrates that we must continue to personalize the learning for students even more and will utilize our new ELA adoption to bolster our ELA program. 52% of students did not meet standards. Our reading intervention teachers will support struggling readers and reflect on student data and progress with our newly hired instructional coach. Students will have access to additional after-school reading intervention programs.
2. We slightly increased the number of students not meeting the reading standard by 3% from 2015-2016 to 2016-2017. Naranca will hire an instructional coach to support teachers with classroom instruction and the collection and analysis of student data.
3. 49% of students are working below standard in writing. However, we did have an increase in students writing above standard from 9% in 2014-2015 to 13.55% 2016-2017. We are in the third year of implementation of a school-wide writing program that correlates with the reading program that is being implemented K through grade 5. Our new instructional coach will be able to support teachers in the classroom to ensure effective implementation of our current writing program in conjunction with the new ELA adoption, the use of Acheive 3000 and Smarty Ants.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	136		140	131		138	131		138	96.3		98.6
Grade 4	156		110	149		108	149		108	95.5		98.2
Grade 5	185		135	181		132	181		132	97.8		97.8
All Grades	477		385	461		378	461		378	96.6		98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2368.		2378.	6.11		5.07	16.79		18.84	23.66		25.36	53.44		50.72
Grade 4	2402.		2445.	3.36		10.19	16.78		22.22	30.87		38.89	48.99		28.70
Grade 5	2442.		2432.	9.39		6.82	12.71		6.82	24.86		21.97	53.04		64.39
All Grades	N/A	N/A	N/A	6.51		7.14	15.18		15.61	26.46		28.04	51.84		49.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.98		7.97	25.95		30.43	61.07		61.59
Grade 4	11.41		19.44	24.16		32.41	64.43		48.15
Grade 5	13.26		9.85	26.52		16.67	60.22		73.48
All Grades	12.58		11.90	25.60		26.19	61.82		61.90

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.45		7.97	32.82		39.13	55.73		52.90
Grade 4	6.71		13.89	34.90		44.44	58.39		41.67
Grade 5	9.94		6.82	31.49		27.27	58.56		65.91
All Grades	9.33		9.26	32.97		36.51	57.70		54.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.40		12.32	45.80		44.20	45.80		43.48
Grade 4	7.38		15.74	40.27		50.00	52.35		34.26
Grade 5	10.50		7.58	34.25		31.06	55.25		61.36
All Grades	8.89		11.64	39.48		41.27	51.63		47.09

Conclusions based on this data:

1. The overall number of students above standard in 2016-2017 was 22% which was a decrease from 2015-2016. The number of students not meeting standard is 51.84%. The personalization of student learning in math will be reevaluated with our new instructional coach in an effort to place a stronger emphasis on the consistent use of student data to drive instruction.
2. In Problem Solving and Modeling Data Analysis, the number of students scoring above standard decreased from 14% in 2015-2016 to 9.3% in 2016-2017. We will pursue the addition of Instructional support personnel to run small group instruction during the school day and/or in after school groups.
3. The number of students in the 3rd and 5th grade not meeting standards in Concepts and Procedures, Problem Solving/Modeling/Data Analysis and Communicating Reasoning increased by 11%. We will develop Family Teacher teams which were piloted during the 17-18 school year and will continue to be utilized to show reading and math data to parents. Teachers will then teach parents targeted skills to practice with their children at home. The Family Teacher Team meetings will occur three times a year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1419.4		1430.0		1394.6		110	
Grade 1	1432.5		1435.1		1429.4		104	
Grade 2	1475.9		1470.4		1480.8		91	
Grade 3	1471.9		1459.7		1483.6		72	
Grade 4	1473.9		1463.6		1483.8		73	
Grade 5	1487.0		1481.9		1491.7		71	
All Grades							521	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.27		18.18		28.18		26.36		110	
1	22.12		21.15		23.08		33.65		104	
2	38.46		30.77		13.19		17.58		91	
3	*		36.11		19.44		38.89		72	
4	*		31.51		20.55		39.73		73	
5	*		36.62		18.31		33.80		71	
All Grades	20.35		27.83		20.92		30.90		521	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.64		20.91		15.45		30.00		110	
1	24.04		31.73		22.12		22.12		104	
2	49.45		25.27		*		19.78		91	
3	22.22		27.78		16.67		33.33		72	
4	23.29		23.29		20.55		32.88		73	
5	29.58		35.21		*		28.17		71	
All Grades	30.90		27.06		14.78		27.26		521	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	21.82		11.82		44.55		21.82		110	
1	16.35		22.12		21.15		40.38		104	
2	36.26		21.98		19.78		21.98		91	
3	*		25.00		25.00		47.22		72	
4	*		23.29		28.77		45.21		73	
5	*		23.94		25.35		42.25		71	
All Grades	16.12		20.73		28.02		35.12		521	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.36		38.18		15.45		110	
1	41.35		40.38		18.27		104	
2	61.54		27.47		*		91	
3	15.28		52.78		31.94		72	
4	19.18		53.42		27.40		73	
5	19.72		61.97		18.31		71	
All Grades	36.28		44.15		19.58		521	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.91		27.27		41.82		110	
1	22.12		50.96		26.92		104	
2	46.15		35.16		18.68		91	
3	29.17		36.11		34.72		72	
4	30.14		32.88		36.99		73	
5	49.30		21.13		29.58		71	
All Grades	33.97		34.55		31.48		521	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	14.55		64.55		20.91		110	
1	28.85		25.96		45.19		104	
2	43.96		25.27		30.77		91	
3	*		37.50		56.94		72	
4	*		39.73		57.53		73	
5	*		43.66		46.48		71	
All Grades	19.00		39.92		41.07		521	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.00		34.55		25.45		110	
1	16.35		50.00		33.65		104	
2	26.37		63.74		*		91	
3	16.67		43.06		40.28		72	
4	15.07		52.05		32.88		73	
5	16.90		49.30		33.80		71	
All Grades	23.03		48.37		28.60		521	






Conclusions based on this data:

1. Our overall language performance levels show 28% of students tested are at a level three while levels two and four are almost 10% lower. As a site we will continue to work towards moving these students up and what strategies we will use to promote this growth.
2. It is consistent in 3-5th grade that we have a high percentage of upper grade students with low performance levels varying from levels 1-3.
3. The writing domain is an area of concern as almost 50% of our English Learners are only somewhat/ moderately achieving well developed performance levels. How can we utilize Lucy Caulkins and Nat Geo to support our English Language writers.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Green</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Naranca will continue to focus on Language Arts instruction and development as this is an area of concern.
2. Naranca will continue to focus on Mathematic instruction and development as this is an area of concern.
3. We will continue to incentivize coming to school each day, educating and meeting with families about absenteeism.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 64.7 points below standard Declined -7.3 points 348 students	<p>English Learners</p>  Red 70.5 points below standard Declined -10.4 points 243 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 65.5 points below standard Declined -7.8 points 315 students	<p>Students with Disabilities</p>  Red 148.5 points below standard Declined -6.6 points 54 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 41.8 points below standard Increased 19.5 points 28 students	 No Performance Color 0 Students	 No Performance Color 60.9 points below standard 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 56.4 points below standard Increased 6.7 points 146 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Red 82.3 points below standard Declined -27.1 points 150 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.9 points below standard Increased 5 points 189 students	28.8 points above standard Maintained -0.7 points 54 students	51.3 points below standard Maintained 0.1 points 105 students

Conclusions based on this data:

1. Current English Learners increased 5 points and Reclassified English Learners have maintained their reclassified status.
2. There was an overall decline in Language Arts in all student groups.
3. The White race/ethnicity declined significantly, 27% however, Hispanic increased by 6.7%.

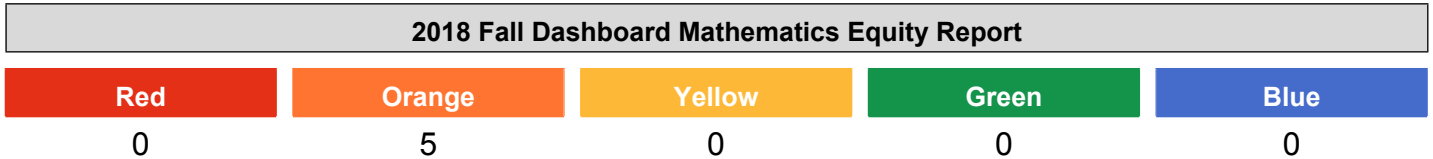
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 66.5 points below standard Declined -10.3 points 348 students	<p>English Learners</p>  Orange 65.3 points below standard Declined -15 points 243 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 66.3 points below standard Declined -9.9 points 315 students	<p>Students with Disabilities</p>  Orange 134.6 points below standard Increased 10.9 points 54 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 62.7 points below standard Increased 4.2 points 28 students	 No Performance Color 0 Students	 No Performance Color 74.9 points below standard 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 71.8 points below standard Declined -8.4 points 146 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Orange 64.8 points below standard Declined -16.7 points 150 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84 points below standard Maintained -2.7 points 189 students	0.2 points below standard Declined -13.1 points 54 students	69.2 points below standard Maintained -0.2 points 105 students

Conclusions based on this data:

1. Students with disabilities math performance increased by almost 11%, the assumption is this is due to inclusion.
2. Reclassified English Language Learners declined by 13.1% however, they maintained in Language Arts.
3. All students regardless of race/ ethnicity/ grouping etc.. fell in the orange category.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
521	20.3%	27.8%	20.9%	30.9%

Conclusions based on this data:

1. Level three shows a high percentage of students not progressing at the rate they previously were.
2. Level one is our highest, we need to review to ensure these are new comers and that we do not have students that are not progressing after their first year.
3. More than half of Naranca's overall population are English Language Learners.

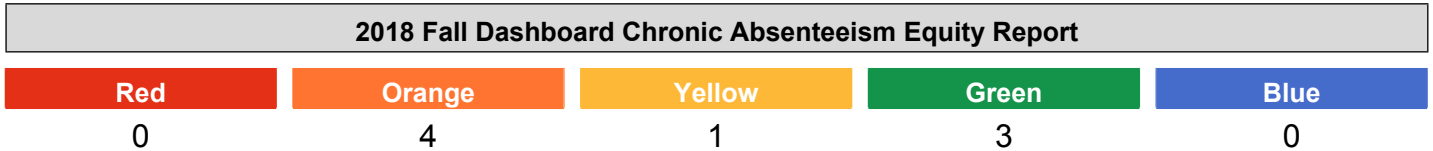
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>9.4% chronically absent</p> <p>Maintained 0.4%</p> <p>905 students</p>	<p>English Learners</p> <p>Yellow</p> <p>7.2% chronically absent</p> <p>Maintained 0.2%</p> <p>571 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>9.1% chronically absent</p> <p>Declined 0.5%</p> <p>817 students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>20.9% chronically absent</p> <p>Declined 5.4%</p> <p>115 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 7.9% chronically absent Declined 7.5% 76 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Orange 5.4% chronically absent Increased 2.6% 56 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.5% chronically absent Increased 1.1% 313 students	 Orange 6.7% chronically absent Increased 0.8% 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Green 7.7% chronically absent Declined 0.8% 413 students

Conclusions based on this data:

1. Most of the declines are minimal.
2. The largest decline was in the African American.
3. Increases in Hispanic, Asian and two or more races.

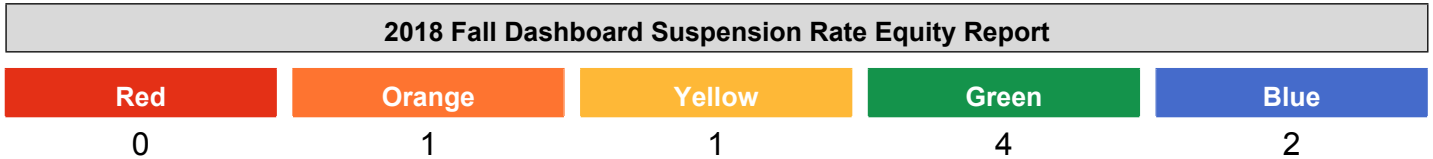
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.4% suspended at least once</p> <p>Declined -1.1%</p> <p>944 students</p>	<p>English Learners</p>  <p>Green</p> <p>1.4% suspended at least once</p> <p>Declined -0.4%</p> <p>592 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.1% suspended at least once</p> <p>Declined -1.5%</p> <p>852 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>5.1% suspended at least once</p> <p>Declined -2.8%</p> <p>117 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 1.3% suspended at least once Declined -3.7% 79 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 58 students	 No Performance Color Less than 11 Students - Data 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.1% suspended at least once Declined -0.5% 333 students	 Orange 3.2% suspended at least once Increased 3.2% 31 students	 No Performance Color Less than 11 Students - Data 8 students	 Blue 0.9% suspended at least once Declined -1.2% 425 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2% suspended at least once	2.5% suspended at least once	1.4% suspended at least once

Conclusions based on this data:

1. A decline in all student groups.
2. Two or more races increased by 3.2% in suspensions.
3. Asian ethnicity maintained.

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

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

All students have access to a broad range of educational programs and materials, as well as 1:1 digital technology to enhance learning across subject areas by both personalizing the learning and making the learning visible for all students.

Identified Need

Adaptive Software is required to maximize and individualize student learning. Teachers need to carefully analyze student data and implement targeted small group instruction. Naranja needs to have academic conferencing for teachers to collaborate with principal support in grade level teams departmentalized teams, or in vertical teams during release days throughout the year. Staff needs to plan Common Core Instruction in the areas of language arts and math. Teachers and principal need to attend professional development on the implementation of common core math, ELA/ELD and next generation science standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Second grade assessment/s used: KidBiz	Percent at grade level: 7%	Percentage proficient goal: 10%
3rd Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	Sub-group / (# students) / % at grade level/Lexile All students (137): 10% Eng. Learners (96): 11%	Sub-group / % at grade level/Lexile Goal All students: 13% Eng. Learners: 14%
4th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	Sub-group / (# students) / % at grade level/Lexile All students (106): 5% Eng. Learners (71): 4%	Sub-group / % at grade level/Lexile Goal All students: 8% Eng. Learners: 7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (134): 3%</p> <p>Eng. Learners (85): 2%</p>	<p>Sub-group / % at grade level/Lexile Goal</p> <p>All students: 6%</p> <p>Eng. Learners: 5%</p>
3rd Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (135): 66%/31%/2%</p> <p>Hispanic (41): 70%/26%/2%</p> <p>Asian (8): 50%/37%/12%</p> <p>African American (11): 81%/18%/0%</p> <p>White (66): 62%/36%/1%</p> <p>Eng. Learners (97): 63%/32%/3%</p> <p>SWD (11): 100%/0%/0%</p> <p>Low Income (126): 67%/31%/0%</p>	<p>% Below/Near/Above Standard Goal</p> <p>All students: 69%/34%/5%</p> <p>Hispanic: 73%/29%/5%</p> <p>Asian: 53%/40%/15%</p> <p>African American: 84%/22%/3%</p> <p>White: 65%/39%/4%</p> <p>Eng. Learners: 67%/35%/6%</p> <p>SWD: 100%/0%/0%</p> <p>Low Income: 70%/34%/3%</p>
4th Grade Assessment: IAB Numbers & Operations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (108): 48%/43%/8%</p> <p>Hispanic (43): 41%/46%/11%</p> <p>Asian (6): 50%/50%/0%</p> <p>African American (8): 50%/50%/0%</p> <p>White (47): 53%/38%/8%</p> <p>Eng. Learners (71): 47%/43%/8%</p> <p>SWD (10): 90%/10%/0%</p> <p>Low Income (100): 48%/44%/8%</p>	<p>% Below/Near/Above Standard Goal</p> <p>All students: 51%/47%/11%</p> <p>Hispanic: 44%/49%/14%</p> <p>Asian: 53%/53%/3%</p> <p>African American: 53%/53%/3%</p> <p>White: 56%/41%/11%</p> <p>Eng. Learners: 50%/46%/11%</p> <p>SWD: 93%/13%/3%</p> <p>Low Income: 51%/47%/11%</p>
5th Grade Assessment: IAB Numbers & Operations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (134): 63%/32%/3%</p>	<p>% Below/Near/Above Standard Goal</p> <p>All students: 66%/35%/6%</p> <p>Hispanic: 75%/26%/6%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic (51): 72%/23%/3% Asian (5): 20%/80%/0% African American (14): 78%/21%/0% White (61): 59%/37%/3% Eng. Learners (75): 70%/29%/0% SWD (25): 80%/20%/0% Low Income (117): 60%/35%/3%	Asian: 23%/83%/3% African American: 81%/24%/3% White: 62%/40%/6% Eng. Learners: 73%/31%/3% SWD: 83%/23%/3% Low Income: 63%/38%/6%
Reclassification Rate (County 14.9%)	Percent Reclassified: 10.1%	Reclassified Goal:13%

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

Academic Conferencing for teachers to collaborate with principal support in grade level teams departmentalized teams, or in vertical teams during 5 release days (or more if funds become available) throughout the year. They will plan Common Core Instruction in the areas of language arts and math. Teachers and principal will attend professional development on the implementation of common core math, ELA/ELD and next generation science standards. Training will be provided around small group instruction to enhance Imagine Learning, Achieve 3000, Smarty Ants and ST Math results. Additional training will be provided regarding the implementation of a Personalized/Blended Learning Model, utilization of Visible Learning Strategies, effective and efficient use of technology in the classroom, Growth vs Fixed Mindset, Formative Assessment, Writer's and Reader's Workshop, World of Work, Sanford Harmony, Presentation Literacy and Code.org Instruction. Teachers will be able to use two of these 5 days(or more if funds become available) to test students using Fountas & Pinnell reading assessments.

A. Academic Conferencing 5 Days in Grade Level teams with the support of the principal will meet on 3 different days a year to collaborate around instruction that promotes both Common Core standards and the 21st century skills of collaboration, Blended Learning Station Rotation Models, Effective small group instruction, Growth vs. Fixed Mindset, Formative Assessment, World of Work, Sanford Harmony, Presentation Literacy and Code.org Instruction. Teachers will be able to use two of these 5 days to test students using Fountas & Pinnell reading assessments.

Monday Staff Conferences for 1 to 2 hours twice a month. Principal and Teachers will collaborate and professional development will be provided.

B. Travel and Conference fees to support professional development opportunities involving all the for mentioned professional development goals.

C. Grade Level Printing Costs for ELA and Math Instruction and incentives in all subject areas for all students.

D. Supplemental Instructional supplies needed to support Common Core Implementation, Personalized/Blended Learning, behavior support, visible learning strategies and Columbia University writing and reading curriculum, World of Work, Sanford Harmony, Presentation Literacy and Code.org Instruction.

E. If funds become available purchase technology, computers, laptops, mobile technology, printers, and other hardware and software needed to support Common Core Implementation, Blended Learning, Behavior Support, Teacher and Staff needs regarding blended/personalized learning, visible learning for the benefit of student instruction, World of Work, Sanford Harmony, Presentation Literacy and Code.org Instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,367	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Collaboration and Assessment
18,208	Title I PD 1000-1999: Certificated Personnel Salaries Collaboration
15,000	Title I PD 1000-1999: Certificated Personnel Salaries Travel and Conference
11,412	Title I 1000-1999: Certificated Personnel Salaries Collaboration and Assessment

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

Assistant Principal and E.L. / Title I Facilitator - Student Behavior Support, ELD Small Group Support, ELAC site lead, analysis of ELPAC data and development of an implementation plans.

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)
74,103	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated salary & Benefits: .5 Assistant Principal
119,647	Title I 1000-1999: Certificated Personnel Salaries Certificated salary & Benefits: E.L./Title I Facilitator

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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

Naranca is a Blended/Personalized learning school. Every student has a Chromebook in grades K-5 and students in grades 1-5 take devices home in an effort to extend student learning. Adaptive Software is required to maximize and individualize student learning. Teachers will carefully analyze student data and implement targeted small group instruction.

B. Evidence-Based adaptive software for the Chromebooks will support every E.L. student in all grade levels and adaptive software that will support every student in all grades K-5. Students will receive the program 2 times a week for 30 minutes daily. Websites and software to support teachers and students utilizing Blended/Personalized learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures

Contracts: Site or Grade Level License:
Software

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All STudnets

Strategy/Activity

Naranca teachers will support students that are not performing to grade level proficiency in after school hour-long classes, All classes will be approximately 30 weeks long from 1 day to 3 days a week. There will be 4 classes each class will be 3 days a week and will support struggling readers. There will be 1 class focusing on presentation literacy with a focus on reading and writing 1 day a week. There will be 1 broadcasting class a week that will focus on ELA/ELD standards and presentation literacy. 1 day a week in an after school classroom setting a teacher will be developing leadership skills with a group of students through the study of problem-solving and conflict resolution to promote a safe school environment so that students feel comfortable participating in their learning. 1 class a week that will utilize reading, writing and math skills as they relate to gardening. Running club to focus on leadership skills and physical fitness.

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)

5,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional hourly

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

Academic based educational excursions for all grade levels to include Junior Achievement Day for all students and costs for the 5th grade to visit J.A. Biz Town.

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)

4,433

Source(s)

Supplemental Concentration Funding

5000-5999: Services And Other Operating
Expenditures
Educational excursions

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

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Naranca Elementary School promotes a positive school climate through close collaboration between teachers, students, and parents. Students will engage in character education activities aimed at eliminating incidents of bullying, the use of control substances, and increasing self-awareness through our Naranca Success program and the implementation of restorative practices.

Identified Need

We have several subgroups in which chronic absenteeism falls within the orange area. We need to increase student engagement and work to encourage attendance. Naranca must support students daily building their confidence with praise, small group instruction and supportive feedback in and out of the classroom utilizing PBIS and restorative practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 95.56%	Maintain current level and or increase by 1%
SI&A Report: Chronic Absenteeism Rate, State 9% CA Dashboard	2017-2018: 8.17% 2017-2018: All students: Maintained -0.4% Overall 9.4% Yellow English Learners: Yellow Low Income: Green SWD: Orange Hispanic: Orange White: Green Two or More Races: Orange African American: Green Asian: Orange	Decrease by 1%
Dashboard: Suspension Rate 2016-2017: All students: 2.5% Orange English Learners: Orange	2017-2018: All students: Declined -1.1% Overall 1.4% Green English Learners: Green	Maintain current level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Low Income: Orange SWD: Red Hispanic: Orange White: Yellow African American: Orange	Low Income: Green SWD: Yellow Hispanic: Green White: Blue Two or More Races: Orange African American: Green Asian: Blue	
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.11 Hope 4.22 Entrepreneurial 3.26 Career/Financial Literacy 3.13	Maintain or increase current levels by at least 1%
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.65	Increase by 1%

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 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All staff support and monitor all students that struggle academically, behaviorally and socially. The Principal, Assistant Principal/Title I Facilitator and school counselor will support students daily building their confidence with praise, small group instruction and supportive feedback in and out of the classroom utilizing Sanford Harmony curriculum and restorative practices.

A. Counselor monitors counseling groups provided by San Diego Youth and Community Services and New Alternatives for struggling students. She provides targeted supports in small group and whole class lessons.

B. Printing costs to copy positive incentive tickets, principal handshakes, student contracts, and student referrals

C. Materials and supplies that support character and morale

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)
43,019	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Salary & Benefits: .5 Counselor
1,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Supplemental materials printed at Print Shop

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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

Additional lunch aide support for supervision during all grade levels to provide positive praise, support and conflict resolution strategies to students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified Hourly: Noon Duty

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

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

At Naranca, all students will master skills, gain knowledge, and develop personal attributes to be competitive in a global society.

Identified Need

Based on the California Dashboard and CAASPP Naranca's overall scores are in the red group for English Language Arts and orange in mathematics. Naranca needs to work with students not meeting grade level proficiency in targeted small group settings with a focus on reading and comprehension. The reclassification rate is below the state average. Naranca needs to integrate guided language and acquisition strategies for all English learners in all curricular areas as well as teach 30 minutes of designated ELD every day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten assessment/s used: Smarty Ants	Percent at grade level: data by individual student only, unable to determine.	Percentage proficient goal: 5% of individual growth
First grade assessment/s used: Smarty Ants	Percent at grade level: data by individual student only, unable to determine.	Percentage proficient goal: 5% of individual growth
Second grade assessment/s used: Smarty Ants	Percent at grade level: data by individual student only, unable to determine.	Percentage proficient goal: 5% of individual growth
Second grade assessment/s used: KidBiz	Percent at grade level: 7%	Percentage proficient goal: 12%
3rd Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	Sub-group / (# students) / % at grade level/Lexile All students (137): 10% Eng. Learners (96): 11%	Sub-group / % at grade level/Lexile Goal All students: 15% Eng. Learners: 16%
4th Grade Assessment: KidBiz	Sub-group / (# students) / % at grade level/Lexile	Sub-group / % at grade level/Lexile Goal

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ENGLISH LANGUAGE ARTS (ELA)	All students (106): 5% Eng. Learners (71): 4%	All students: 15% Eng. Learners: 16%
5th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	Sub-group / (# students) / % at grade level/ Lexile All students (134): 3% Eng. Learners (85): 2%	Sub-group / (# students) / % at grade level/ Lexile All students (134): 8% Eng. Learners (85): 7%
3rd Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS	% Below/Near/Above Standard All students (135): 66%/31%/2% Hispanic (41): 70%/26%/2% Asian (8): 50%/37%/12% African American (11): 81%/18%/0% White (66): 62%/36%/1% Eng. Learners (97): 63%/32%/3% SWD (11): 100%/0%/0% Low Income (126): 67%/31%/0%	Increase all students and subgroups by 3%
4th Grade Assessment: IAB Numbers & Operations MATHEMATICS	% Below/Near/Above Standard All students (108): 48%/43%/8% Hispanic (43): 41%/46%/11% Asian (6): 50%/50%/0% African American (8): 50%/50%/0% White (47): 53%/38%/8% Eng. Learners (71): 47%/43%/8% SWD (10): 90%/10%/0% Low Income (100): 48%/44%/8%	Increase all students and subgroups by 3%
5th Grade Assessment: IAB Numbers & Operations	% Below/Near/Above Standard	Increase all students and subgroups by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MATHEMATICS	All students (134): 63%/32%/3% Hispanic (51): 72%/23%/3% Asian (5): 20%/80%/0% African American (14): 78%/21%/0% White (61): 59%/37%/3% Eng. Learners (75): 70%/29%/0% SWD (25): 80%/20%/0% Low Income (117): 60%/35%/3%	
Reclassification Rate (County 14.9%)	Percent Reclassified: 10.1%	Reclassified Goal: 13.1%

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

One .45 Temporary Academic Intervention teachers will work with students not meeting grade level proficiency in targeted small group settings.

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)

37,848

Source(s)

Title I
 1000-1999: Certificated Personnel Salaries
 Certificated Salary & Benefits: One .45
 Temporary Academic Intervention Teacher-Salary

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

1 Instructional Aide will be hired to provide additional small group instruction in classrooms 30 minutes a day for ELA and/or Math instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,900

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Classified Salary & Benefits: Instructional Aide

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

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

The School Site Council, teachers, administrators, PTA and the Student Body will work together to make decisions and set goals related to improving Naranca's academics, extra-curricular and social activities.

Identified Need

Based on the lack of Parent University classes and limited home visits Naranca needs to increase family engagement. In an effort to build relationships with families and strengthen their capacity to support their children we need to provide between 3-6 Parent workshops classes in Arabic, Spanish and English to further their parenting skills and to provide them with strategies to help their children succeed in school. These classes and parent contacts need to be will be conducted by Naranca staff and community liaisons. in an effort to partner with parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent University Courses	Number of courses: 5	Program will not continue due to lack of funding
Home Visits	Number of visits:4	Increase by 2 visits
School Site Council Meetings	Number of parents at meetings: 5 parents average	Increase by 2 parents on average
English Learner Advisory Meetings	Number of parents at meetings: 30 parents average	Maintain or Increase by 10 parents on average

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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A full-time English/Arabic speaking Community Liaison (if funds become available a part-time/as needed English/Spanish) will oversee and lead community-building classes to support parents with

job skills, parenting skills and increase their knowledge about overall nutrition. These classes will be offered multiple times per year. The district will partially fund the cost of this Community Liaison.

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)
11,315	Title I 2000-2999: Classified Personnel Salaries Classified Salary & Benefits: Community Liaison
1,000	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified Hourly
4,685	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Classified Salary & Benefits: Community Liaison

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Additional support for parent engagement, parent workshops, and communication in Pashto and Farsi

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)
13,134	Title I 2000-2999: Classified Personnel Salaries Classified Hourly: Additional Time

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	\$461,805
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$403,071.00

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	\$204,256.00
Title I Parent Involvement	\$4,685.00
Title I PD	\$33,208.00

Subtotal of additional federal funds included for this school: \$242,149.00

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 (\$)
Supplemental Concentration Funding	\$160,922.00

Subtotal of state or local funds included for this school: \$160,922.00

Total of federal, state, and/or local funds for this school: \$403,071.00

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
Supplemental Concentration Funding	\$160,922	0.00
Title I Parent Involvement	\$4,685	0.00
Title I	\$204,256	0.00
Title I PD	\$33,208	0.00

Expenditures by Funding Source

Funding Source	Amount
Supplemental Concentration Funding	160,922.00
Title I	204,256.00
Title I Parent Involvement	4,685.00
Title I PD	33,208.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	343,604.00
2000-2999: Classified Personnel Salaries	44,034.00
5000-5999: Services And Other Operating Expenditures	15,433.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	141,489.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	4,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	15,433.00

1000-1999: Certificated Personnel Salaries	Title I	168,907.00
2000-2999: Classified Personnel Salaries	Title I	35,349.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	4,685.00
1000-1999: Certificated Personnel Salaries	Title I PD	33,208.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	277,170.00
Goal 2	47,019.00
Goal 3	48,748.00
Goal 4	30,134.00

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
- 2 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Debra Shed	Parent or Community Member
Michelle Tilton-Pleffner	Parent or Community Member
Gabriel Cosio	Parent or Community Member
Rosie Silas	Parent or Community Member
Ghada Alyaqobi	Parent or Community Member
Kate Schroeder	Classroom Teacher
Kayla Roberts	Classroom Teacher
Marci McGlin	Classroom Teacher
Maria Orosco	Other School Staff
Natoshia Bartley	Principal
Catherine White	Other School Staff
Rawaa Dawood	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.