

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	June 8, 2023	August 8, 2023

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
Additional Targeted Support and Improvement
Hispanic, Students with Disabilities, Two or More Races

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

Naranca will ensure all students are receiving a quality education and meeting academic standards 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 yellow 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.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 6
- Educational Partner Involvement 13
- Resource Inequities 14
- School and Student Performance Data 15
 - Student Enrollment..... 15
 - CAASPP Results..... 17
 - ELPAC Results 21
 - Student Population 24
 - Overall Performance 26
 - Academic Performance 28
 - Academic Engagement 34
 - Conditions & Climate..... 37
 - 22-23 iReady Reading Diagnostic Assessment..... 39
 - 22-23 iReady Reading Diagnostic Growth Reports 42
 - 22-23 iReady Math Diagnostic Assessment 43
 - 22-23 iReady Math Diagnostic Growth Reports..... 46
 - Annual Gallup Parent Survey Data 47
 - Annual Gallup Student Survey Data 48
- Goals, Strategies, & Proposed Expenditures..... 49
 - Goal 1..... 49
 - Goal 2..... 54
 - Goal 3..... 60
- Budget Summary 65
 - Budget Summary 65
 - Other Federal, State, and Local Funds 65
- Budgeted Funds and Expenditures in this Plan 66
 - Funds Budgeted to the School by Funding Source..... 66
 - Expenditures by Funding Source 66
 - Expenditures by Budget Reference 66

Expenditures by Budget Reference and Funding Source66

Expenditures by Goal67

School Site Council Membership68

Recommendations and Assurances69

Instructions.....70

 Instructions: Linked Table of Contents70

 Purpose and Description71

 Educational Partner Involvement71

 Resource Inequities71

Goals, Strategies, Expenditures, & Annual Review72

 Annual Review73

 Budget Summary74

 Appendix A: Plan Requirements76

 Appendix B:79

 Appendix C: Select State and Federal Programs81

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 Cajon Valley Union School District uses several assessments to measure school safety and connectedness.

Annual Gallup Student Survey (5th-8th Grade Students)

Annual Gallup Parent Survey

Annual Gallup Staff Survey

100% of parents, staff, and students (within appropriate grade levels) had the opportunity to participate in annual Gallup surveys. Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation.

Please refer to the sections “Student Performance Data: Annual Gallup Parent Survey Data” and “Student Performance Data: Annual Gallup Student Survey Data” for additional information.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Deep Evaluation Tool: Development Effective Educator Practice is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:

Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation

Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into Personnel Department by May 15th

On an average, the principal visits classrooms and collects qualitative data on teacher effectiveness at least twice a month.

Based on these observations and evaluations, identified needs are providing individualized professional learning to meet the individual needs of each teacher.

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)

Use of state and local assessments to modify instruction and improve student achievement (ESEA)
State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)

*See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard.

22-23 Local assessments include: iReady Diagnostic Assessment for ELA/Math (please see sections Student Performance Data: Reading Diagnostic Assessment, Student Performance Data: Reading Diagnostic Growth Reports, Student Performance Data: Math Diagnostic Assessment, Student Performance Data: Math Diagnostic Growth Reports for additional information about our iReady Diagnostic data.

Grade level teams collaborate to determine appropriate benchmark and formative assessments based on the Cajon Valley priority standards by trimester. This data is used to improve instruction, plan small groups, and provide acceleration and/or intervention to students based on their individual needs. Additional data is collected through our adaptive programs which are used by staff to personalize learning based on student need.

Based on this data, identified needs are the implementation of Heggerty/Bridge the Gap, SIPPS, CGI math, and Barton to support all students in ELA and MATH

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

During the 20-21 school year, district priority standards were identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. Staff has planning time embedded throughout the week to monitor student progress on these standards using a variety of instructional resources.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use CAASPP Interim Assessments. All staff are encouraged to also utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Our school has also joined the Literacy Project which focuses on blending brain research and literacy best practices in order to ensure all students are literate. A large component of this project is administering local assessments in order to drive instruction. Teachers currently give these assessments at least three times a year, and modify small group instruction as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements. In addition, we offer BTSA to our new teachers and pair them with a Cajon Valley teacher as a mentor.

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. All teachers have access to instructional material training throughout initial curricular adoptions, CVUSD Modern Curriculum, digital badging, staff meetings, Modern Teacher portal, and academies.

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

Professional learning opportunities include: Digital badging through Cajon365, Academies, Staff Meeting, release time, Additional Planning Time

All staff are provided access to our online professional learning platform called Cajon365. This platform allows staff to access professional learning 24-7 on hundreds of topics including district initiatives and core curriculum. All certificated staff members are provided compensation up to six hours of professional learning on Cajon365. Any professional learning that is offered, is converted to this platform so that anyone can access it after it is offered live.

Based on our district wide Professional Learning Survey, staff identified the following needs..

A greater need to understand current instructional resources and standards

How to effectively apply these resources in an online or blended environment.

Differentiation of standards in order to personalize learning for all students

Additional time to plan when initiating new instructional models

Based on this data, identified needs are to continue providing Cajon 360 PD opportunities that provide individualized needs for growth.

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

Instructional Coaches and District Level Program Specialists will provide ongoing instructional support in the areas of World of Work, Personal Finance, Presentation Literacy, Student Development, Science, English Language Arts, Mathematics, English Learner Strategies, Presentation Literacy, and Computer Science.

Based on this data, identified needs are to continue using an Instructional Coach to support the instructional needs of the staff.

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

Teachers are provided grade level collaboration time during early release Mondays.

[Add any site specific teacher collaboration structures]

Based on professional learning data, staff asked for planning time and professional learning around online and blended environment instructional practices. Our leadership team will support this need by providing resources for teachers to explore during their planning time and during staff meetings.

Teaching and Learning

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

District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

Common Core instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development. We have supplemented our current K-5 Science curriculum with Mystery Science in order to provide students with a richer experience with the NGSS standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, SIPPS, Imagine Learning English, iReady Teacher Toolbox and Online Lessons, and ST Math

[Add additional intervention programs]

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated.

Based on this data, identified needs are....

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

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and curriculum manuals.

All schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)

180 instructional minutes in TK/kindergarten.

230 instructional minutes in grades 1 to 3

240 instructional minutes in grades 4 to 8

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

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

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

Although the district has identified priority standards by trimester, teachers have the flexibility to teach these standards in any order using board adopted and supplemental curriculum.

Based on data collected during the Literacy Project, we found that not all teachers were implementing a common 90 minute literacy block. In order to provide intervention and targeted instruction, each grade level has moved to a common literacy block.

[Specific scheduling on your campus to allow for intervention when appropriate]

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

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

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

Standards Aligned CVUSD Adopted Curriculum: (TK)
The InvestiGator Club- Let's Investigate. (ELA/ELD/Math/Science/SocialStudies)

Standards Aligned CVUSD Adopted Curriculum: (K - 5)

English Language Arts/ELD	Nat Geo "Reach for Reading"
Spanish Language Arts/ELD	Houghton Mifflin "Wonders/Maravillas"
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillian/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California

Standards Aligned CVUSD Adopted Curriculum: (6-8)

English Language Arts/ELD	McGraw Hill, Study Sync
Mathematics	Houghton Mifflin "Go Math"
Science	Amplify Science
Social Studies	Teacher's Curriculum Institute "History Alive"

Opportunity and Equal Educational Access

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

Current adoptions for English Language Arts and Mathematics provide instructional support for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

iReady ELA Teacher Toolbox and Online Lessons
iReady Math Teacher Toolbox and Online Lessons
Adaptive Programs (ST Math, Khan Academy, Beable)
School Counselor
Community Liaison
Special Education Classroom Assistant

[What specific interventions do you have on site?]
Additional Resources needed....

Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance
Teacher Collaboration focused on Data Analysis and Instructional Planning
Guided Language Acquisition and Design Strategies (GLAD)
Cognitively Guided Instruction for Mathematics (CGI); Number Talks & Problem Solving
Small-group Instruction
Improvement Science (Plan, Do, Study, Act Cycles)
Needs Assessments (Quantitative Data & Qualitative Data)
Science of Reading, LETRS Training
Barton Reading and Spelling System

Additional Resources needed....

Parental Engagement

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

School Counselor
Community/Parent Liaison
Parent University and Workshops
Student Study Teams Process (SST)
School Needs Assessment
School Parent Walk-throughs and Program Evaluation
Title 1 Meeting for Data Analysis and LCAP Goals

Our current parent communication platform is Parent Square. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

Additional Resources needed...

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)

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide the following intervention services for under-performing students:

Instructional Coach
School Counselor
Community/Parent Liaison
Bilingual Facilitator
Newcomer Teacher
Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)
Support Teachers
After-school Tutoring

Additional Resources needed...

Fiscal support (EPC)

Title I, II, III, IV
Supplemental Concentration Funds

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

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 to accumulate input 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 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 is 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 the approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on June 8, 2023, 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's 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. 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 their 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 March 16, 2023 and information was shared with SSC as they developed and approved the SPSA.

This meeting is held to provide a focus on 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.

Resource Inequities

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

It is the focus of Naranca Elementary to provide a positive and impactful learning experience and environment for every student. To achieve Naranca’s focus, there is a need to provide additional professional learning, especially in the areas of SEL and literacy for all staff to support every student. To support ATSI identified subgroups of Hispanics, students with disabilities, and two or more races in Math, ELA, and chronic absenteeism, Naranca has added an additional half counselor for home visits and SEL lessons. Naranca will also use a designated ELD intervention teacher to provide targeted instruction, while using its current instructional coach to provide dedicated trainings for staff. Additionally, the Cajon Valley Union Elementary School District offers free before and after school ELOP, Expanded Learning Opportunities Program, which Naranca uses to provide additional learning and SEL resources and support.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.15%	0.23%	1	1	2
African American	11.7%	12.25%	11.58%	82	81	99
Asian	9.0%	9.98%	15.32%	63	66	131
Filipino	0.7%	0.61%	0.47%	5	4	4
Hispanic/Latino	33.5%	37.52%	35.32%	235	248	302
Pacific Islander	0.6%	0.15%	0.47%	4	1	4
White	39.7%	34.19%	32.75%	278	226	280
Multiple/No Response	1.6%	2.72%	1.75%	11	18	15
Total Enrollment				701	661	855

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	113	107	143
Grade 1	106	106	105
Grade 2	116	100	121
Grade3	120	111	120
Grade 4	124	116	135
Grade 5	122	121	130
Grade 6			101
Total Enrollment	701	661	855

Conclusions based on this data:

1. The overall enrollment at Naranca Elementary has decreased between 2019 and 2022 but the addition of 6th grade and an expanded TK has lead to an enrollment 2022/23 of 890 students, a significant increase, plus preschool.
2. 6th grade added 102 student and 2nd grade saw the biggest increase of a reoccurring grade for the 2022/23 school year
3. Naranca also has 60 plus special day class and state preschool students on our campus that make up our population as well however, these students are not apart 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	392	360	482	55.90%	54.5%	56.4%
Fluent English Proficient (FEP)	41	30	65	5.80%	4.5%	7.6%
Reclassified Fluent English Proficient (RFEP)	20	13	17	5.1%	3.23%	3.54%

Conclusions based on this data:

1. Overall Fluent English Proficient (FEP) students has increased by roughly 3 percentage points.
2. Our Overall English Learner enrollment increased by 120 students for the 22-23 school year.
3. The amount of students being Reclassified as Fluent English Proficient has decreased by 2.0% between 2019/20 and 2020/21 but we had a slight increase for the 22-23 school year. We continue to focus on LTELs.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	124	129		0	108		0	108		0.0	83.7	
Grade 4	130	127		0	112		0	112		0.0	88.2	
Grade 5	120	133		0	119		0	119		0.0	89.5	
All Grades	374	389		0	339		0	339		0.0	87.1	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2350.			7.41			5.56			26.85			60.19	
Grade 4		2391.			6.25			14.29			17.86			61.61	
Grade 5		2442.			10.08			21.01			16.81			52.10	
All Grades	N/A	N/A	N/A		7.96			13.86			20.35			57.82	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		5.56			59.26			35.19				
Grade 4		4.46			59.82			35.71				
Grade 5		9.24			57.98			32.77				
All Grades		6.49			59.00			34.51				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.70			32.41			63.89	
Grade 4		4.46			34.82			60.71	
Grade 5		5.88			47.90			46.22	
All Grades		4.72			38.64			56.64	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56			75.93			18.52	
Grade 4		8.93			66.07			25.00	
Grade 5		10.92			64.71			24.37	
All Grades		8.55			68.73			22.71	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.41			61.11			31.48	
Grade 4		8.04			54.46			37.50	
Grade 5		7.56			52.94			39.50	
All Grades		7.67			56.05			36.28	

Conclusions based on this data:

1. In 2021-2022 that number decreased to 21.82% of students who met or exceeded standards. We will continue to personalize learning for students and will utilize Nat. Geo and the literacy project to raise our ELA and ELD program. Our facilitator and instructional aide will support struggling readers, as well as ELDAS in TK. As a site we will collaborate and reflect on student data and growth. Our instructional coach will develop professional development for all teachers to increase ELA literacy.
2. In the 2021-2022 reading strand, 65.49% of Naranca students tested "near," "at," or "above" standard, showing a significant increase but still leaving 34.51% below standard. Naranca's site instructional coach will support teachers with classroom instruction and the collection and analysis of student data to continue to move students towards proficiency. In addition, the instructional coach will assist in effective implementation of Nat Geo. iReady, as well as the Literacy Project, Heggerty/Bridge the Gap, and SIPPS.
3. In 2021/22, 22.71% of students tested below standard in listening with the largest percentage in 4th (25%) and 5th grade (24.37%). Naranca's instructional coach will support the implementation of Heggerty/Bridge the Gap to building phonics and phonological awareness school-wide.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	124	129		0	125		0	125		0.0	96.9	
Grade 4	130	127		0	122		0	122		0.0	96.1	
Grade 5	120	132		0	128		0	128		0.0	97.0	
All Grades	374	388		0	375		0	375		0.0	96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2330.			2.40			6.40			17.60			73.60	
Grade 4		2388.			4.92			8.20			27.87			59.02	
Grade 5		2422.			4.69			7.81			23.44			64.06	
All Grades	N/A	N/A	N/A		4.00			7.47			22.93			65.60	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.00			20.80			75.20	
Grade 4		6.56			29.51			63.93	
Grade 5		5.47			32.03			62.50	
All Grades		5.33			27.47			67.20	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.00			30.40			65.60	
Grade 4		4.10			36.07			59.84	
Grade 5		3.13			43.75			53.13	
All Grades		3.73			36.80			59.47	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.80			46.40			48.80	
Grade 4		4.10			42.62			53.28	
Grade 5		2.34			46.09			51.56	
All Grades		3.73			45.07			51.20	

Conclusions based on this data:

1. The percentage of students who met or exceeded standards in mathematics decreased from 22.75% to 11.47% in the last three years. We will include to offer training in programs such as CGI that will support mathematical growth for teachers who still require.
2. In 2021/22, 4th grade saw at least a 15% increase in students not meeting standards in all three categories: Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning. As a result, we will provide direct, individual coaching to our 4th grade team members.
3. Based on a decrease in students identified as % above standard decreased by 7.91% over three years, an identified need of additional training on CGI and release time to support training and observations is needed.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1402.9	1375.7		1425.2	1390.6		1350.8	1340.6		68	68	
1	1403.0	1395.9		1437.5	1412.7		1368.0	1378.6		55	69	
2	1452.1	1420.0		1470.4	1432.4		1433.4	1407.1		73	63	
3	1458.0	1445.6		1450.1	1434.8		1465.4	1455.7		64	83	
4	1484.9	1476.9		1478.2	1464.0		1491.3	1489.5		73	65	
5	1498.0	1499.0		1487.5	1482.9		1508.1	1514.5		64	69	
All Grades										397	417	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.41	1.47		35.29	16.18		41.18	48.53		19.12	33.82		68	68	
1	1.82	1.45		16.36	17.39		36.36	40.58		45.45	40.58		55	69	
2	5.48	1.59		32.88	25.40		41.10	34.92		20.55	38.10		73	63	
3	3.13	2.41		17.19	16.87		43.75	38.55		35.94	42.17		64	83	
4	8.45	12.31		33.80	27.69		25.35	26.15		32.39	33.85		71	65	
5	7.81	21.74		28.13	20.29		42.19	26.09		21.88	31.88		64	69	
All Grades	5.32	6.71		27.85	20.38		38.23	35.97		28.61	36.93		395	417	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.41	2.94		50.00	22.06		36.76	44.12		8.82	30.88		68	68	
1	14.55	10.14		32.73	28.99		34.55	33.33		18.18	27.54		55	69	
2	16.44	15.87		56.16	33.33		19.18	26.98		8.22	23.81		73	63	
3	9.38	9.64		31.25	22.89		28.13	28.92		31.25	38.55		64	83	
4	19.72	20.00		33.80	27.69		28.17	21.54		18.31	30.77		71	65	
5	17.19	28.99		45.31	28.99		25.00	10.14		12.50	31.88		64	69	
All Grades	13.67	14.39		42.03	27.10		28.35	27.58		15.95	30.94		395	417	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.41	0.00		7.35	5.88		44.12	47.06		44.12	47.06		68	68	
1	0.00	1.45		10.91	13.04		12.73	13.04		76.36	72.46		55	69	
2	1.37	0.00		26.03	12.70		32.88	30.16		39.73	57.14		73	63	
3	1.56	0.00		14.06	10.84		31.25	36.14		53.13	53.01		64	83	
4	5.63	4.62		18.31	24.62		35.21	23.08		40.85	47.69		71	65	
5	9.38	14.49		12.50	21.74		43.75	23.19		34.38	40.58		64	69	
All Grades	3.80	3.36		15.19	14.63		33.92	29.02		47.09	53.00		395	417	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.71	5.88		75.00	64.71		10.29	29.41		68	68	
1	14.55	15.94		65.45	62.32		20.00	21.74		55	69	
2	17.81	4.76		67.12	68.25		15.07	26.98		73	63	
3	20.31	21.69		50.00	36.14		29.69	42.17		64	83	
4	35.21	41.54		47.89	36.92		16.90	21.54		71	65	
5	12.50	14.49		75.00	56.52		12.50	28.99		64	69	
All Grades	19.49	17.51		63.29	53.48		17.22	29.02		395	417	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.18	2.94		66.18	66.18		17.65	30.88		68	68	
1	18.18	2.90		61.82	63.77		20.00	33.33		55	69	
2	24.66	23.81		67.12	47.62		8.22	28.57		73	63	
3	9.38	9.64		60.94	44.58		29.69	45.78		64	83	
4	14.08	10.77		63.38	50.77		22.54	38.46		71	65	
5	29.69	46.38		50.00	17.39		20.31	36.23		64	69	
All Grades	18.73	15.83		61.77	48.20		19.49	35.97		395	417	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.47	0.00		64.71	55.88		33.82	44.12		68	68	
1	1.82	4.35		25.45	21.74		72.73	73.91		55	69	
2	9.59	4.76		47.95	42.86		42.47	52.38		73	63	
3	4.69	1.20		40.63	31.33		54.69	67.47		64	83	
4	5.63	4.62		47.89	43.08		46.48	52.31		71	65	
5	10.94	13.04		53.13	43.48		35.94	43.48		64	69	
All Grades	5.82	4.56		47.34	39.33		46.84	56.12		395	417	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.29	8.82		27.94	44.12		61.76	47.06		68	68	
1	0.00	1.45		34.55	55.07		65.45	43.48		55	69	
2	1.37	1.59		54.79	42.86		43.84	55.56		73	63	
3	4.69	0.00		46.88	60.24		48.44	39.76		64	83	
4	7.04	13.85		59.15	47.69		33.80	38.46		71	65	
5	4.69	30.43		70.31	37.68		25.00	31.88		64	69	
All Grades	4.81	9.11		49.37	48.44		45.82	42.45		395	417	

Conclusions based on this data:

1. Based on the data, every grade level has decreased in mean scores over the last few years, an identified need is our level 1s and novice students. We will continue to provide Imagine learning, small group intervention, as well as daily designated English Language Development for all our ELs.
2. The majority of our EL students fall within Level 3, with a majority of our LTELs being a level 3. Our facilitator will run small groups with our LTEL students in order to promote growth and/or reclassification. We will also work with district personnel to train our teachers, especially newer teachers, on GLAD and designated English Language Development Curriculum.
3. As of the most recent data, the writing domain of the ELPAC continues to be a trouble spot for our students. 48.44% of all our EL students are at the level of somewhat/moderately developed. As a site we will focus on this area with our designated ELD classes, as well , Nat Geo, Literacy Project, and GLAD instructional strategies/tools to support writing instruction and growth.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
661	84.1	54.5	1.2
Total Number of Students enrolled in Naranca Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	360	54.5
Foster Youth	8	1.2
Homeless	8	1.2
Socioeconomically Disadvantaged	556	84.1
Students with Disabilities	79	12.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	81	12.3
American Indian	1	0.2
Asian	66	10.0
Filipino	4	0.6
Hispanic	248	37.5
Two or More Races	18	2.7
Pacific Islander	1	0.2
White	226	34.2

Conclusions based on this data:

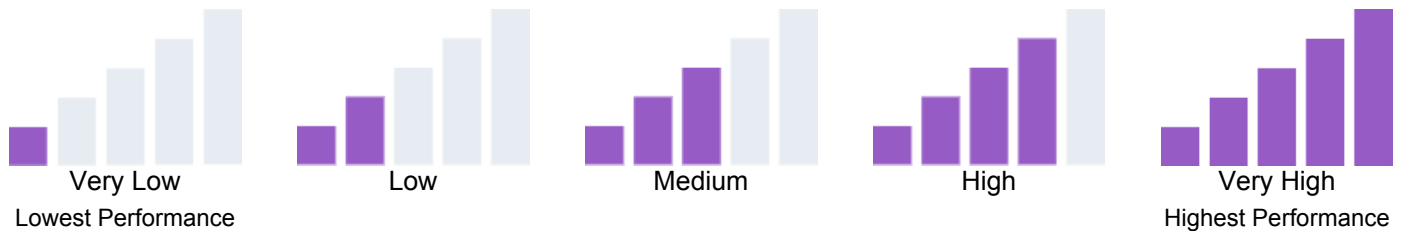
1. According to the data, in 2021/22 84.1% of our students are socioeconomically disadvantaged. An identified need involves the use of our community liaisons, as well as the FACE office, to assist us in meeting the needs of some of our most needy families. We also continue to reach out to the community around Naranca to support our families.
2. According to our 2021/22 student enrollment data, 54.5% of our total student enrollment are English Learners, an identified need is the use of daily ELD, ELDA Support, Instructional aides, district professional development, etc.
3. Naranca has grown from 661 students in 2021/22 to 890 students in 2022/23 creating a need for additional certificated and classified support staff and interventions to maintain an individualized learning experience.

School and Student Performance Data

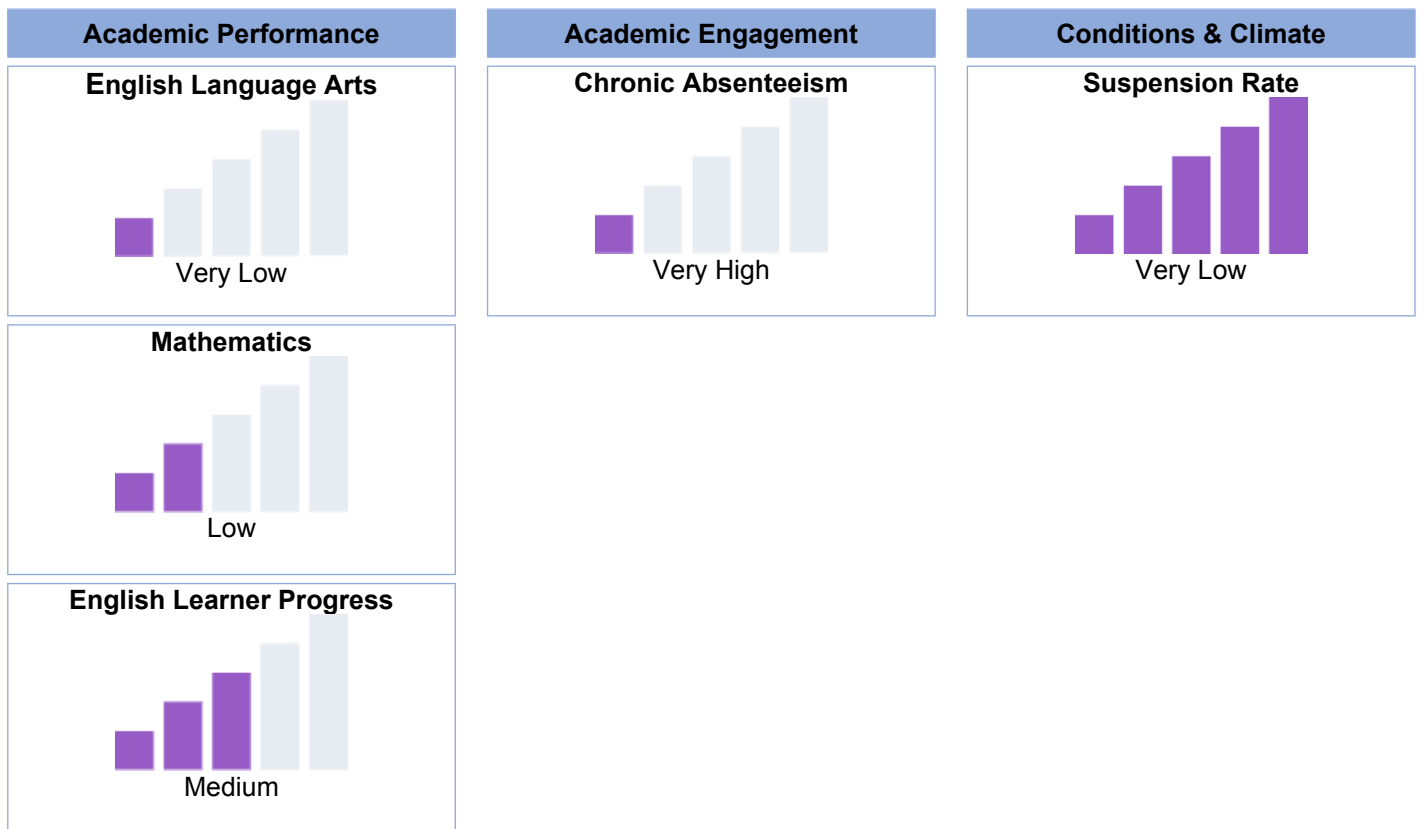
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. The data shows academic performance in ELA remains very low, therefore an identified need is a focus on Language Arts instruction and development through Nat Geo and the introduction of Heggerty..
2. The data shows students at Naranca perform at a low level in mathematics, an identified need is a focus on Mathematic instruction, CGI training, and math development.

-
-
3. The data shows Chronic Absenteeism is very high at Naranca, an identified need is increase communication home about the importance of consistent school attendance, including increasing home visits.

School and Student Performance Data

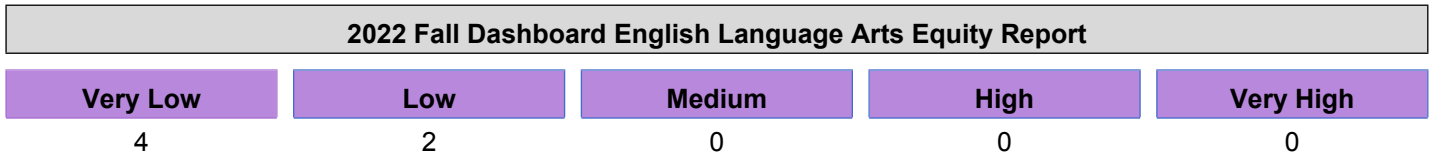
Academic Performance English Language Arts

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

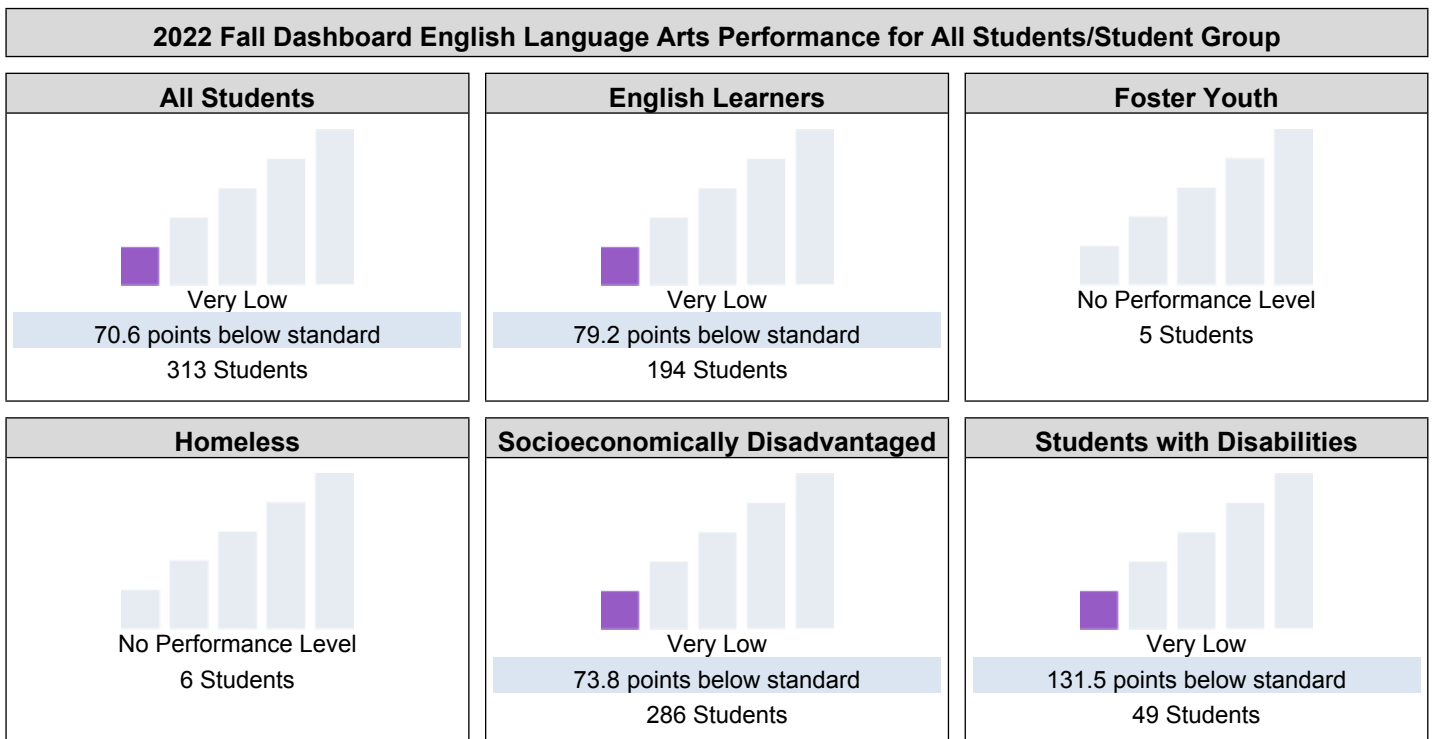
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



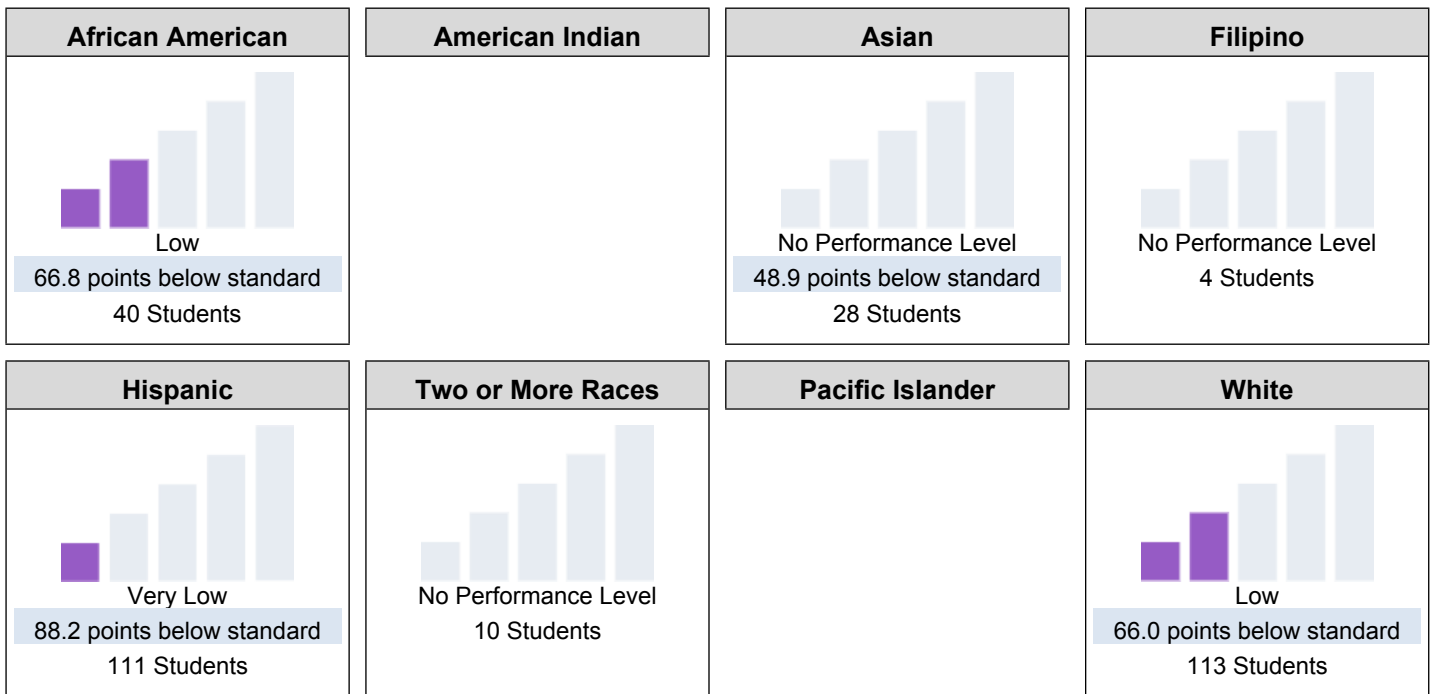
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.3 points below standard 159 Students	48.7 points above standard 35 Students	57.7 points below standard 115 Students

Conclusions based on this data:

1. According to the data, in the Fall of 2022 our students average 70.6 points below standard in ELA. We will continue to implement GLAD strategies, Nat Geo, CTC writing and ELD to support our entire population.
2. According to the data, in the Fall of 2022 our English Learners averaged 79.2 points below standard. We will continue to implement GLAD strategies, designated ELD, and Logic of English to support our long term EL's.
3. According to the data, in the Fall of 2022 our English Only students average 57.7 point below average in the area of ELA. This is a high need as we must support these students with the same scaffolding and focused reading strategies as we do with our ELs. Our Program Facilitator will focus on our struggling readers in order to support these students.

School and Student Performance Data

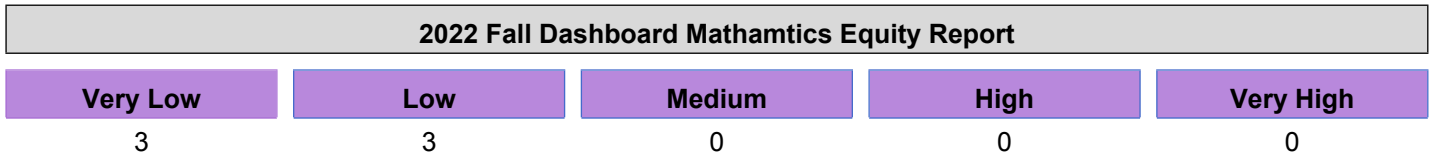
Academic Performance Mathematics

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

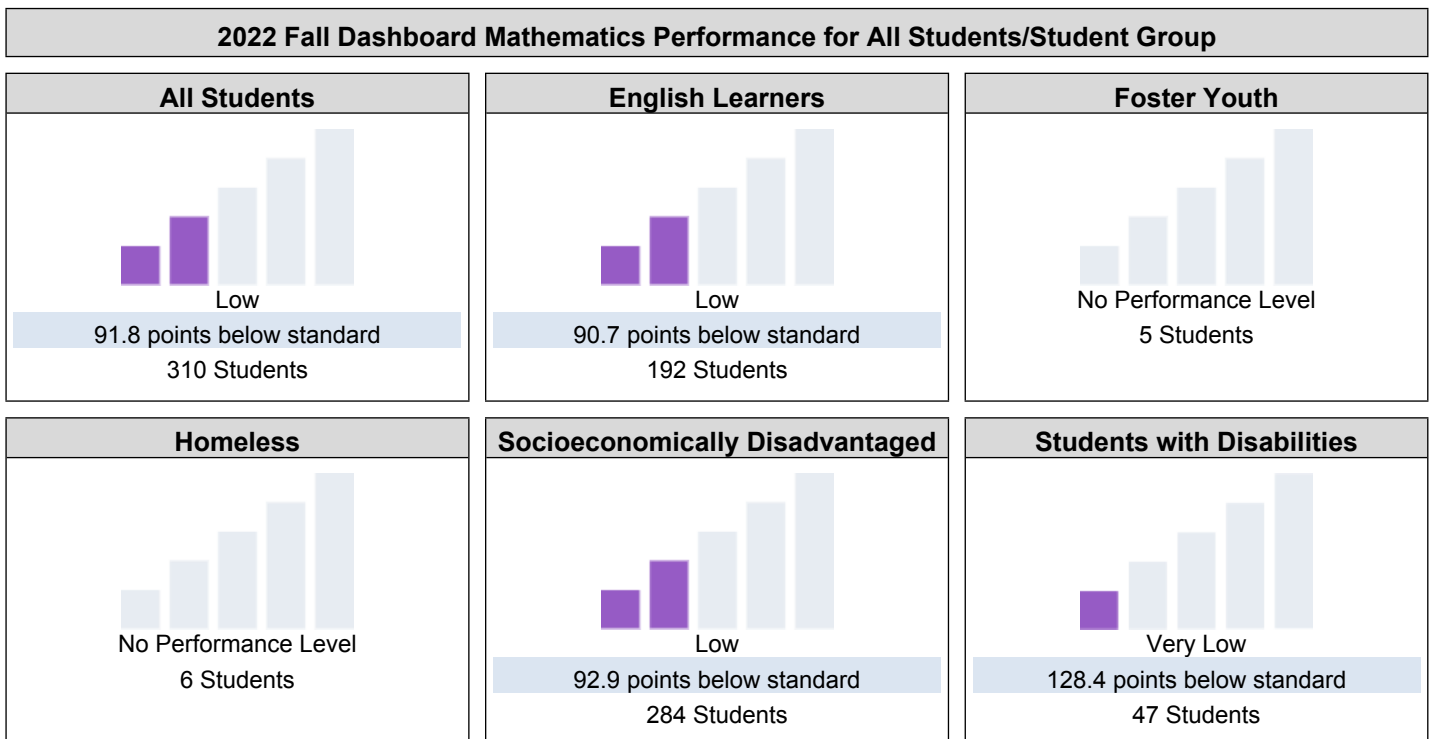
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



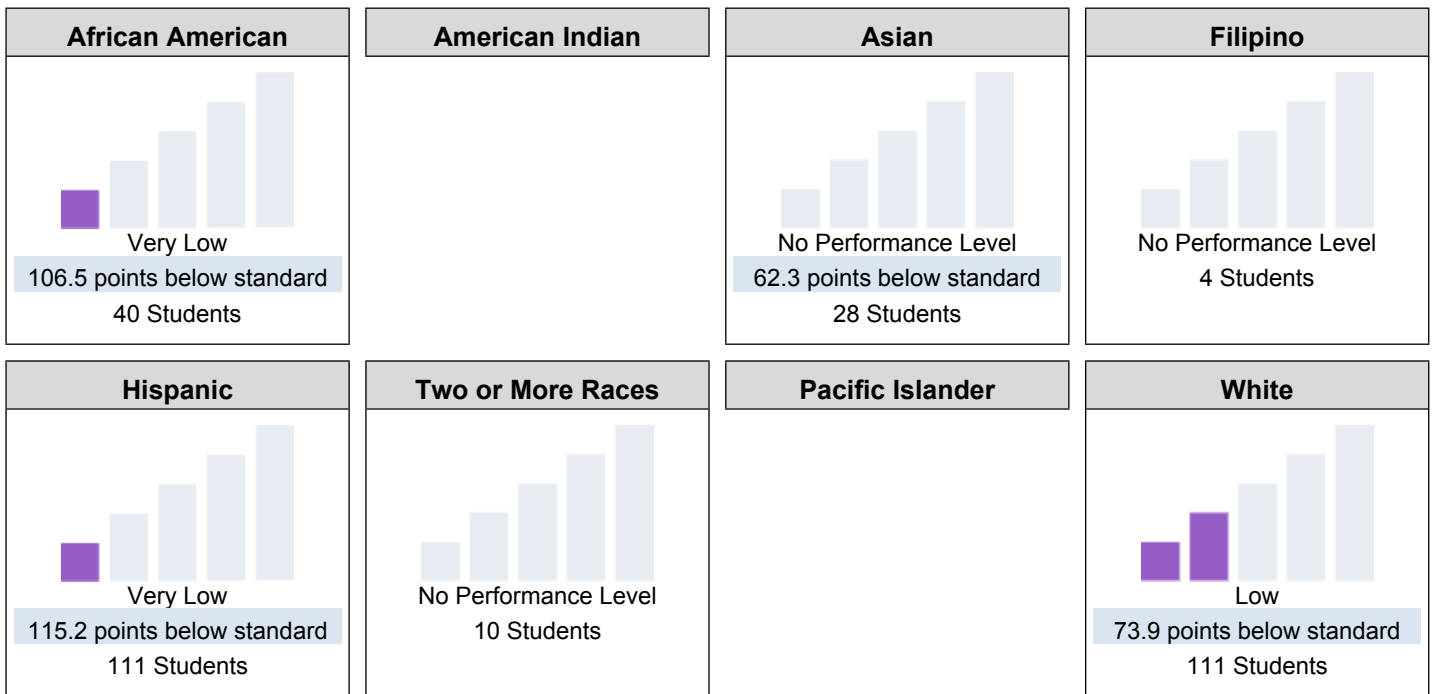
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.0 points below standard 157 Students	0.7 points above standard 35 Students	94.9 points below standard 114 Students

Conclusions based on this data:

1. According to the data, in Fall of 2022 our average student was 91.8 points below standard. We will continue to encourage district and school training through the instructional coach for CGI Math. This is an area of need and focus that will be addressed.
2. According to the data, in Fall of 2022 students within the African American and Hispanic demographics performed significantly below the school average (15-30 points lower) Instructional coach will offer introductory CGI training for all staff with a goal of all veteran teacher being trained by the 2024/25 school year.
3. According to the data, in Fall of 2022 current English Learners averaged 111 points below standard. There is a need to spend the 2023/24 school year evaluating what math curriculum is being used by individual teachers and school-wide and determine the most effective curriculum for our school.

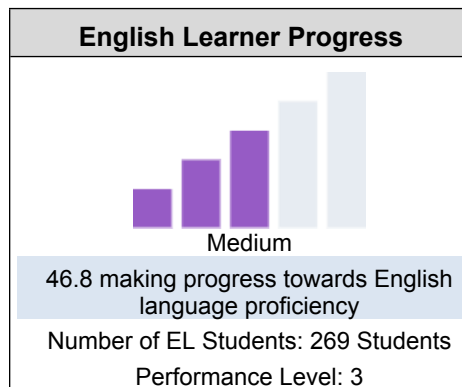
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.4%	36.8%	0.0%	46.8%

Conclusions based on this data:

1. According to the data, in Fall of 2022 83.6% of our English Learners maintained EMPI level or progressed at least one level. We will continue to work with our Long Term English Learner using our ELDAs and Logic of English, as well as students who are not progressing to their next level. We will continue to use GLAD strategies and ELD to support these students.
2. According to the data, in Fall of 2022 46.8% of our English Learners progressed at least one level. An identified need is to use a designated and trained ELD teacher for all grade levels along with ELA instruction support in classroom to raise the number to 60% by the following year.
3. According to the data, in Fall of 2022 nearly a third of our student population is considered a English Learners, create a need to make language acquisition a strong area of focus through ELD, ELA support, and phonological development.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

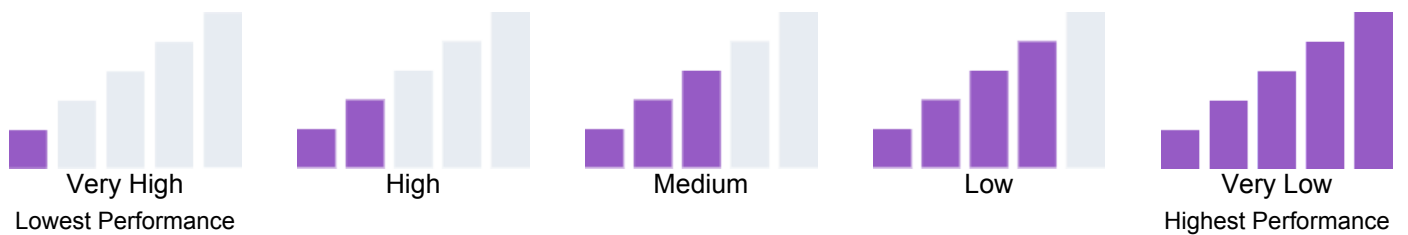
- 1.

School and Student Performance Data

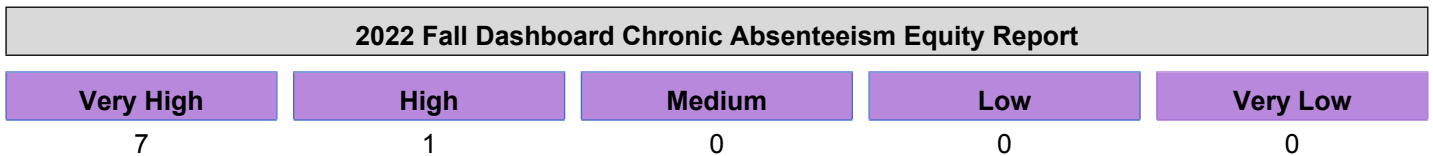
Academic Engagement Chronic Absenteeism

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

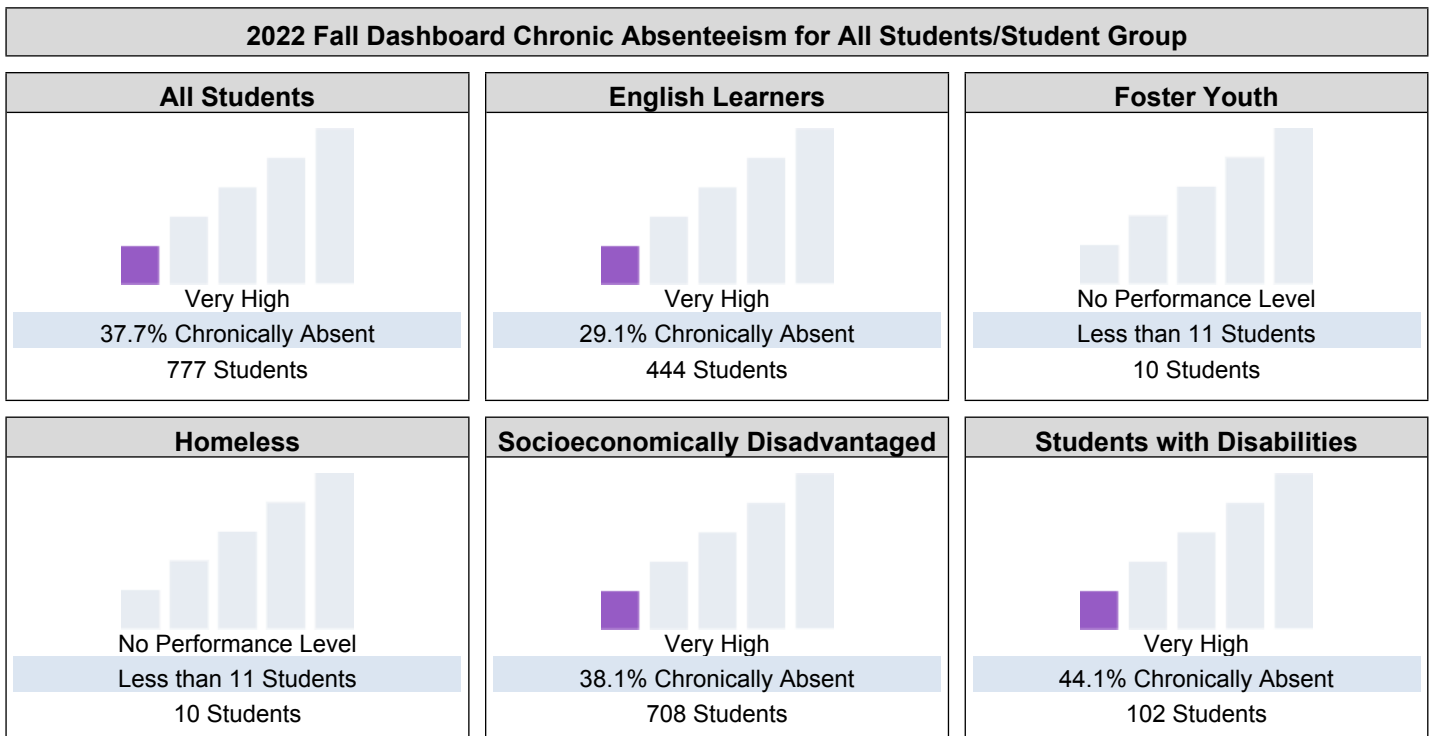
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



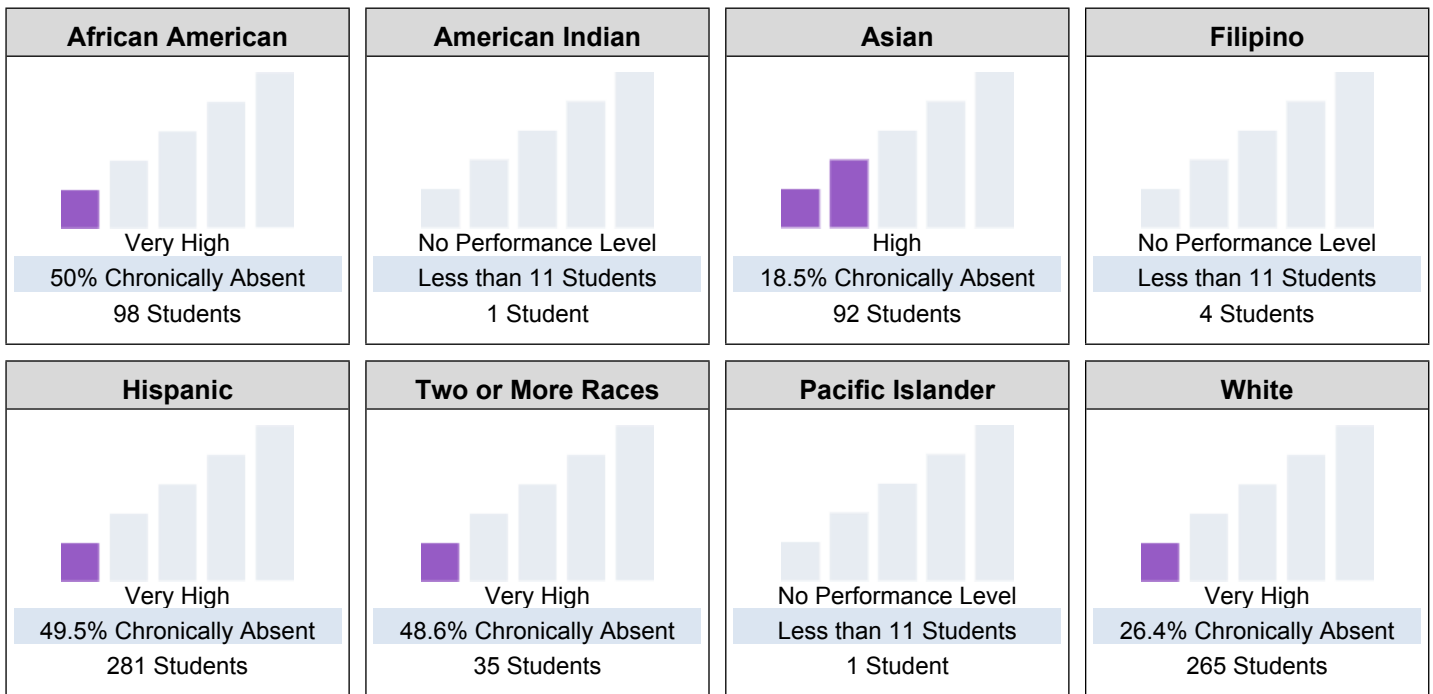
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Based on the data, absenteeism is very high with 37.7% of all students considered chronically absent, an identified need is increased communication with families by the principal, assistant principals, school counselors, and teachers through phone calls and home visits.
2. Based on the data, African American, Hispanic, and Two or More Races have the highest chronic absences, an identified need is using community liaisons to connect with families to spread the importance of regular attendance and provide resources to families who need it to get to school.
3. Based on the data, 44.1% of our students with disabilities were chronically absent in 2021/22, an identified need is our counselor's, assistant principals and community liaisons will focus on connectedness to school, aligning supports for families, and focusing on chronic absenteeism.

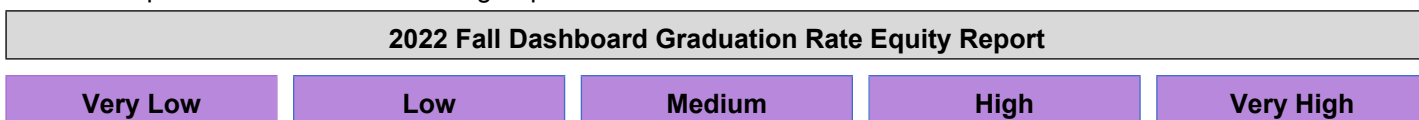
School and Student Performance Data

Academic Engagement Graduation Rate

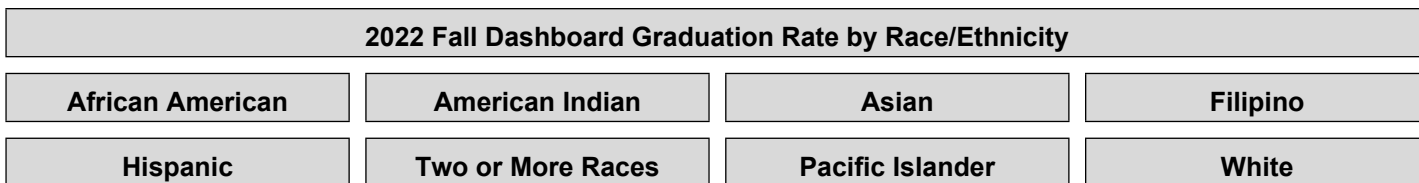
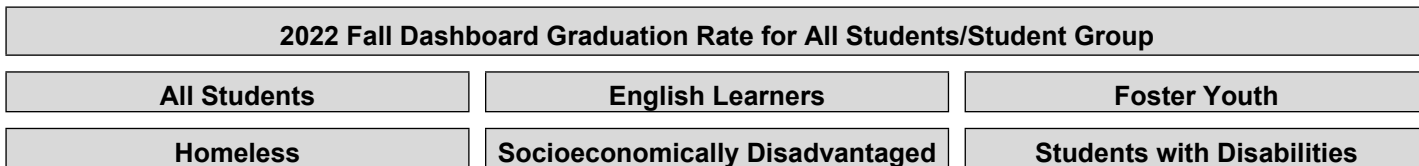
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

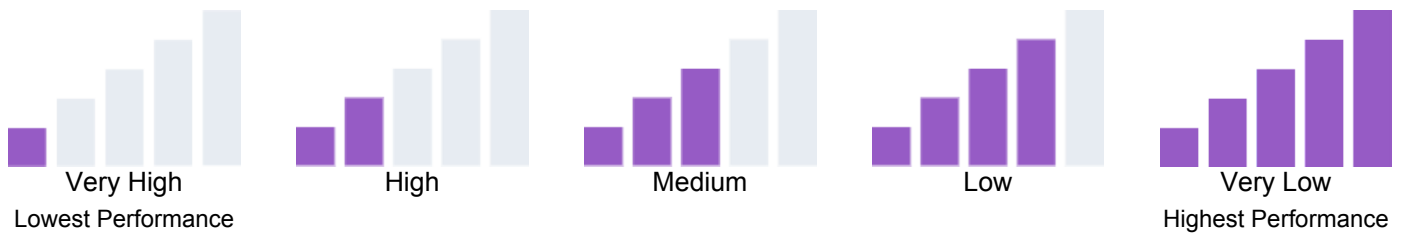
1.

School and Student Performance Data

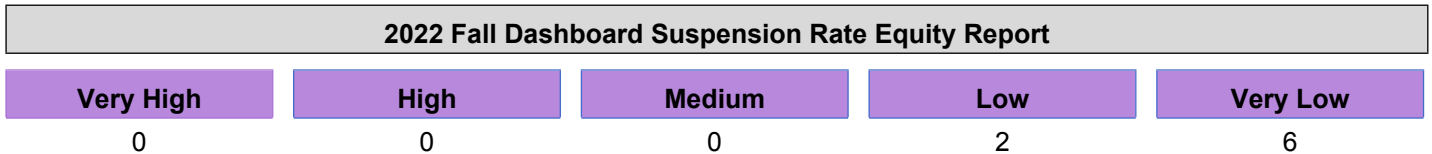
Conditions & Climate Suspension Rate

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

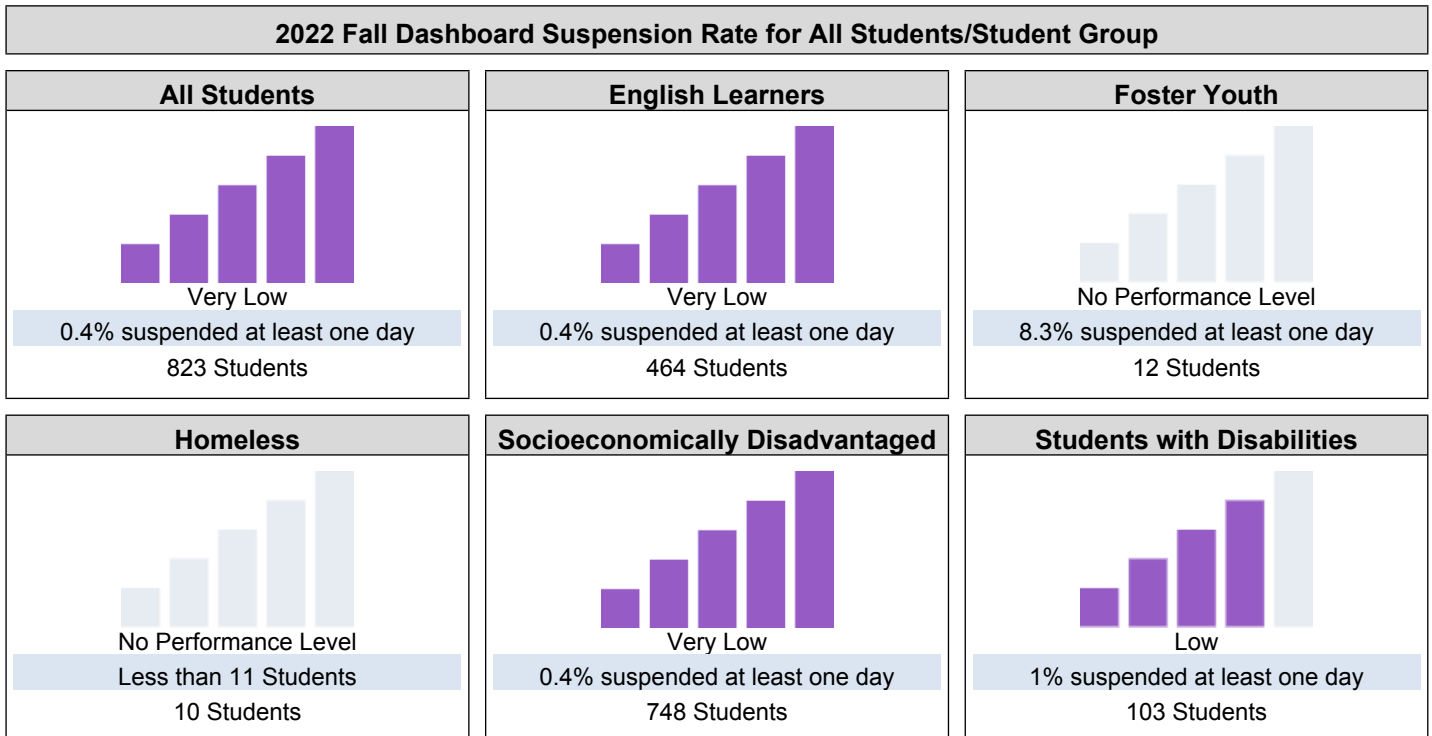
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



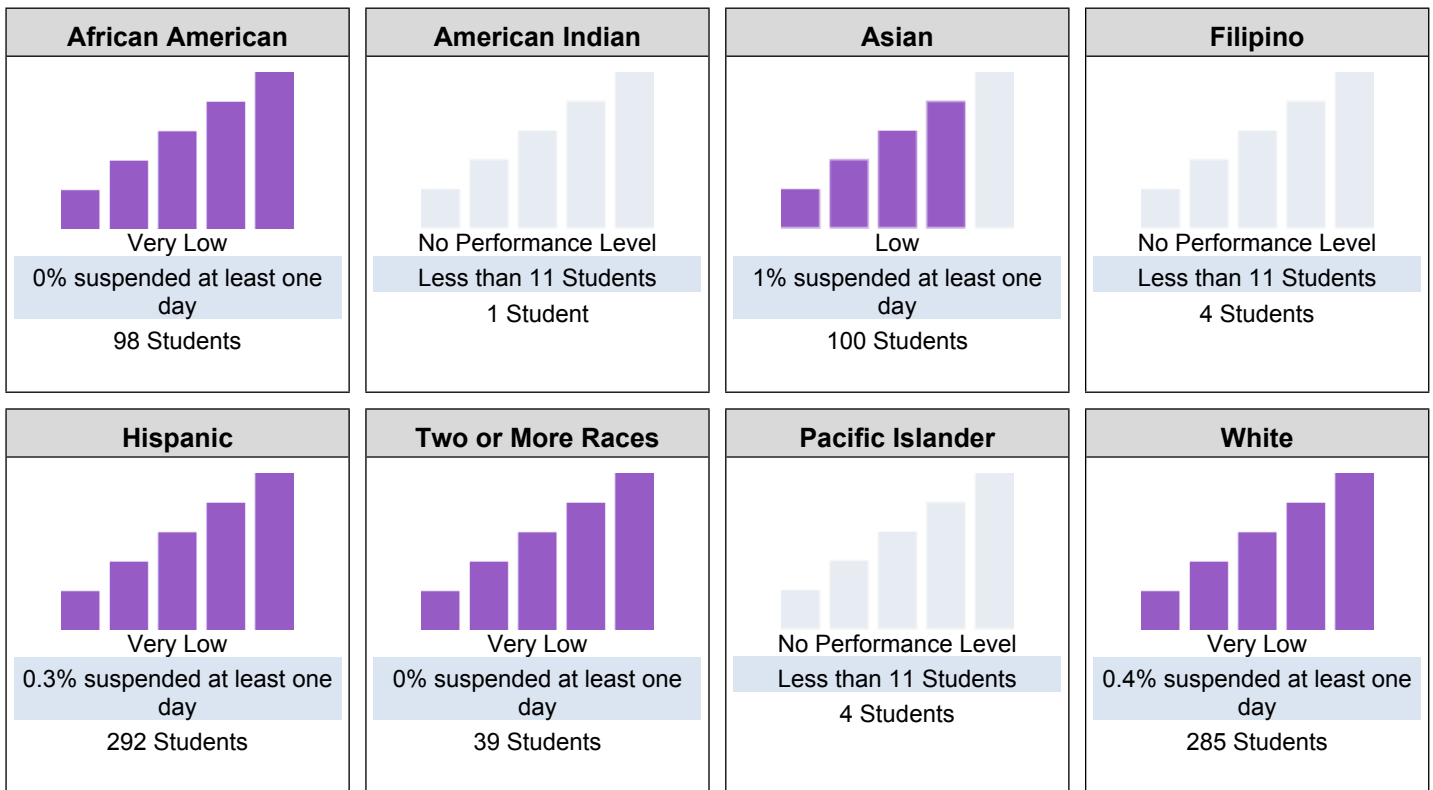
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Based on the 2021/22 data, suspension rates are low among all groups but highest amongst foster youth, students with disabilities, and Asians. An identified need is increased counseling support to offer techniques for regulating emotions and strategies for appropriately responding to triggering situations.
- There has been an increase in overall suspensions during the 2022/23 school year. An identified need is to make school welcoming and empowering for all students as well as implementing a school wide behavior plan and alternatives to suspension program.
- Based on the data, in 2021/22 0.4% of all students were suspended at least one day, an identified need is to increase social-emotional learning programs school-wide.

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	37	37	37
Tier 3 % of students (Two or More Grade Levels Below)	34	54	46

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	39	32	35
Tier 3 % of students (Two or More Grade Levels Below)	41	66	57

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	37	37	37
Tier 3 % of students (Two or More Grade Levels Below)	30	55	47

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	26	27	36

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	59	66	58

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	34	27	25
	Tier 3 % of students (Two or More Grade Levels Below)	47	67	63
Black or African American	Tier 2 % of students (One Grade Level Below)	39	41	31
	Tier 3 % of students (Two or More Grade Levels Below)	34	50	47
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	34	41	39
	Tier 3 % of students (Two or More Grade Levels Below)	30	48	42

Conclusions based on this data:

1. Our student group with one of the lowest performance was English Learners. Based on this data, an identified need is to continue to focus on small group, personalized instruction for our EL and LTEL learners.
2. The number of students that moved into Tier 1 between diagnostic #1 and diagnostic #2 was 13%. Based on this data, an identified need is continue to focus on reading, provide iredy lessons in small group based on individual needs .
3. Our student group with the highest growth was our socioeconomically disadvantaged group. Based on this data, an identified need is to continue to build relationships, engage and connect these students with our school.

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	52	59
English Learner % of Students On Track to Meet Typical Growth Goal	51	62
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	55	59
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	30	43

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	62	64
Black or African American % of Students On Track to Meet Typical Growth Goal	49	45
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	53	62

Conclusions based on this data:

1. Our student group with the least amount of growth was our black or African American sub group. Based on this data, an identified need is to continue to build relationships, provide small group instruction and encourage attendance.
2. On diagnostic #2, our annual typical growth score was 19% above 50%. Our goal for diagnostic #3 is 75%. Based on this data, an identified need is to continue fully utilize the iready program and using all resources provided by iready.
3. Our student group with the highest growth was students with disabilities. Based on this data we will continue to ensure the general education teacher and ed Specialist are working together to achieve the students goals.

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	46	38	42
Tier 3 % of students (Two or More Grade Levels Below)	31	57	48

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	47	30	39
Tier 3 % of students (Two or More Grade Levels Below)	37	69	58

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	49	38	42
Tier 3 % of students (Two or More Grade Levels Below)	26	58	48

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	36	33	39

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	53	65	51

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	41	24	33
	Tier 3 % of students (Two or More Grade Levels Below)	45	71	62
Black or African American	Tier 2 % of students (One Grade Level Below)	53	43	46
	Tier 3 % of students (Two or More Grade Levels Below)	33	53	46
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	41	42	44
	Tier 3 % of students (Two or More Grade Levels Below)	28	53	43

Conclusions based on this data:

1. The number of students that moved into Tier 1 between diagnostic #1 and diagnostic #2 was 8%. Based on this data, an identified need is analysis of the iready data to create individualized instruction and goal setting.
2. Our White student group has over 45% in Tier 2. Based on this data, an identified need is focused small group instruction and monitor progress data bi monthly.
3. 48% of our overall student population performed in Tier 2. Based on this data, an identified need is intensive and purposeful small group instruction.

School and Student Performance Data

22-23 iReady Math Diagnostic Growth Reports

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2021) 21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	48	52
English Learner % of Students On Track to Meet Typical Growth Goal	48	54
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	50	53
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	36	62

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2022) 21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	50	58
Black or African American % of Students On Track to Meet Typical Growth Goal	51	48
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	50	52

Conclusions based on this data:

1. On diagnostic #2, our annual typical growth score was 14% above 50%. Our goal for diagnostic #3 is 75%. Based on this data, an identified need is continued growth through personalized and individualized instruction.
2. Our student group with the lowest growth was our African American group. Based on this data, an identified need is personalized, small group instruction as well as goal setting and tracking.
3. Our student group with the greatest growth was our English Learners with 17% above the 50% goal. Based on this data, an identified need is to continue to provide individual math goals for each student and place personalized support in place.

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	56	41	3
19-20 Parent Survey	46	47	7
20-21 Parent Survey	41	53	6
21-22 Parent Survey	54	39	7

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.56	100	
I feel proud to be a parent at my child's school.	4.62	100	
This school is perfect for my child.	4.42	100	

Conclusions based on this data:

1. An identified need is to actively engage more Naranca families as we have 46% reporting they are indifferent or actively disengaged based on the 21-22 Gallup Parent Survey.
2. An identified need is to discern what a parent deems a perfect school for their child through small group meetings and surveys.
3. An identified need is to reach out to families via survey, meetings, etc.. to get feedback on individual student and family needs.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	67%	19%	14%
19-20 Student Survey	57%	43%	0%
20-21 Student Survey	63%	--	--
21-22 Student Survey	72%	--	--

Gallup Student Engagement Items

2021-22 Mean Scores	Naranca Elementary Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	4.16	3.89
At this school, I get to do what I do best every day	3.73	3.55
My teachers make me feel my schoolwork is important	4.32	4.01
I feel safe in this school.	4.10	3.84
I have fun at school.	4.17	3.77
I have a best friend at school	4.63	4.44
In the last seven days, someone has told me I have done good work at school.	3.65	3.58
In the last seven days, I have learned something interesting at school.	4.31	3.82
The adults at my school care about me.	4.15	3.91
I have at least one teacher who makes me excited about the future.	4.34	4.02

Naranca Elementary

Conclusions based on this data:

1. According to the data, the percentages of students actively engaged rose 9% 20/21 to 21/22 but it is still an area of growth as 28% still identify as indifferent or actively disengaged.
2. Of the engagement items, "In the last seven days, someone has told me I have done good work at school" was our lowest score, as a site we need to ask students what a "5" would look like on this indicator.
3. Of the engagement items, "I have a best friend at school" showed the highest mean score, we will continue to make it our focus.

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

Course Access

LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Goal 1

All students will engage in a modern curriculum that will prepare them for a World of Work, based on their strengths, interests, and values. By June 23-24, all teachers will continue professional learning in modern curriculum (computer science, world of work, presentation literacy, and/or SEL) and will collaborate to integrate modern curriculum into their classroom instruction.

By June 23-24 school year, our goal is to increase reclassification rates by 10% for students placing at a Level 4 on ELPAC and reduce our # of LTEL students by 10%.

By June 23-24, Ed Specialists and General Education teachers will collaborate to ensure all students are gaining access to instructional materials with real-world applications and are participating in strength-based conversations as indicated through monthly meeting notes.

Identified Need

At Naranja, we currently have 53 students that are at risk for becoming Long Term English Learners. There is a high need for assisting these LTEL students in reaching reclassification using our modern curriculum. In regards to reclassification, in 20-21 we had 14 students at a level 4 on the English Language Proficiency Assessment for California (ELPAC). There is a need and sense of urgency for these students to reclassify. In addition, our most recent GALLUP results show that 28% of our 5th-grade students are disengaged. As a staff, we need to review this data and implement a modern curriculum that promotes student engagement. According to the CA Dashboard, 37% of all students are chronically absent, a 23.2% increase since the prior year. Absenteeism is on the rise in general for all subgroups from prior years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Learning: Modern Curriculum	In 22/23 no teacher had been trained on LETRS	By 23/24 at least 7 teachers and an instructional coach will be trained in LETRS
LTRS Training	In 23/24 teachers in LETRS training will receive at least 6 days of release for training.	By 23/24 if funding permits additional teachers will receive release time to collaborate with LETRS teachers.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom Observations - Targeted Designated ELD and Language Acquisition	<p>In 21/22, 100% of teachers had designated ELD in their schedules.</p> <p>In 22/23, 100% of teachers had designated ELD in their schedules.</p>	<p>By 23/24, 100% of teachers will continue to have designated ELD in their schedules but will collaborate with other content to seamless connections. Designated ELD will connect with the modern curriculum as measured by classroom observations. One intervention teacher will serve as a specialized ELD teacher for each grade level to reduce group sizes.</p>
# of LTELS	As of May 2023, there are 80 English Language learners that are considered LTELS or at-risk of become LTELS.	By 23/24, LTEL numbers will decrease from 80 to 65.
ELPAC - Students at Level 4	Based on the 22/23 ELPAC, we had 19 students at Level 4, who met the criteria for reclassification.	By 22/23, we will continue to reclassify at least 10% of all students that performed at a level 4 on their most recent ELPAC test.
Gallup Student Survey	<p>21/22 Student Engagement 72% I feel safe at school - 4.10 Mean Score I have a great future ahead of me - 4.21 Mean Score</p> <p>22/23 Student Engagement 42% I feel safe at school - 3.44 Mean Score I have a great future ahead of me - 3.98 Mean Score</p>	<p>By 23/24 Student Engagement 70% I feel safe at school - 4.10 Mean Score I have a great future ahead of me - 4.21 Mean Score</p>
Chronic Absenteeism Data: Subgroup: African American	<p>20/21 25.8% Overall Absenteeism Rate 0% African American Suspension Rate</p> <p>21/22 37% Overall Absenteeism Rate 0% African American Suspension Rate</p>	23/24 Overall absenteeism will drop from 37% to 27%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	22/23 30.6% Overall Absenteeism Rate less than 1% African American Out of School Suspension Rate	
Classroom Teacher Monitoring Documentation - LTELs (3x times a year)	In 20/21, LTELs were monitored by classroom teachers and facilitator 3x a year. In 21/22, LTELs were monitored by classroom teachers and facilitator 3x a year. In 22/23, LTELs were monitored by classroom teachers and facilitator 3x a year.	By 23/24, LTELs will continue to be monitored and sent individual goals three times a year, with a continued focus on strengths, interests, and values as indicated through the monitoring documentation.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Student incentives and rewards for behavior, reclassification celebration, growth in ESPI, attendance and all academic growth.

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)

5000

Source(s)

S/C
4000-4999: Books And Supplies
Student cultural and morale

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Childcare for community events to engage the community and students in our school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

S/C
2000-2999: Classified Personnel Salaries
Childcare for community events

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Educational Excursions including Biz Town and Scripps Institute

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)

4129

Source(s)

S/C
5700-5799: Transfers Of Direct Costs
Educational excursions

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

PBIS will be replaced with teacher and campus wide incentives. Suspensions and referrals increased in 22/23 as classification of consequences was re-aligned with district guidelines. Referrals doubled to over 800 and suspensions increased from 2 total to 11 in-school and 3 out of

school. Part of the root cause was a 50% increase in the number of students attending Naranca, including adding 6th grade.

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

Child care was reduced due to allowing parents to bring their younger children with them to visit classrooms. Field trips have resumed and each grade has participated in at least one excursion this year as well as Biz Town for 5th graders.

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.

Changes will not be made to the current strategies.

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

Parent involvement, student engagement, school climate, and basic services

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All students, staff, and families feel safe, empowered, and respected. By May 2024, Naranca will increase parent, staff, and student engagement by 15% as measured by the annual Gallup surveys. Starting the 2023/24 school year, all classrooms will implement a social-emotional curriculum daily for 15 minutes to start each day. By June 2024, our chronic absenteeism will decrease by 15% with specific focus on Hispanic-Latino, student with disabilities, and two or more races subgroup. By June 2024, suspension of all students will remain below 2%, with a continued focus on decreasing suspension for Hispanic-Latino, student with disabilities, and two or more races subgroup.

Identified Need

After reviewing our annual Gallup Data, the California Dashboard, and local data in our needs assessment there are a few areas of need for the 2023-2024 school year:

In the May 2023 Parent Gallup Survey, 44% reported being Fully Engaged. This left more than half of our parent community who reported being Indifferent or Actively Disengaged. There is a high need for parents to participate in our Gallup survey in order to truly understand the needs of our parents and community as we had only 146 participants, up from 72 participants in May 2022.

As of May 2023 Student Gallup Survey, 42% were Fully Engaged again leaving more than half of our student population in the Indifferent or Disengaged category.

In the School and Performance Data section of the California Dashboard, our site scored high or very high in Chronic Absenteeism in all subgroups. We also have a 43.7% absenteeism rate for Hispanic or Latinos and 32.0% of those who identify as two or more races population are chronically absent.

Referrals and suspension have significantly increased as enrollment increased and 6th grade was added leading Naranca to need to put a heavier focus on leadership and ambassador roles through ASB, broadcast, student-driven clubs, and activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referral Data: AP Log Type:Fighting	20/21 37 hands-on referrals 21/22 136 22/23 288	23/24 Decrease the amount of hands on referrals by 15% as measured by the AP LOG
Chronic Absenteeism: Sub Group: Students with Disabilities Two or More Races Hispanic	22/23 41.9% 32.0% 43.7%	23/24 Decrease absenteeism in all categories by 15% as measured by district attendance data.
Suspension: Overall number of students: Highest: Half were identified as Hispanic or Latino	21/22 1 100% suspended at least once 20/21 14 (11 in school and 3 out) 2 suspended multiple times	23/24 Maintain or zero out the Students with Disabilities suspension rate as measured by district suspension reporting.
Counselor notes: # Kids in groups:	20/21 76 21/22 120 22/23 70	23/24 125 students will be served in groups and 100% served by classroom lessons to support behavior and socio-emotional learning
AP: Most beneficial per staff survey:	22/23 5% Coaching staff on MTSS behavioral strategies	23/24 15% of AP time will be collaborating with staff on MTSS behavioral strategies as measured by AP time log.
Grade Level Activities: Parent Attendance K-2 3-5	20/21 No parent activities were held due to COVID. 21/22 2 FTTs and 6 Family Fridays were held throughout the school year with an average 8% of attendance in grades 3-5	23/24 3 FTT, 8 Family Fridays, and 5 Coffee with the Principal for parent activity at each grade level with at least 15% attendance in grades K-6 measured by site calendar and parent sign-in sheets.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Gallup Survey School Environment (Parents Treated Respectfully)	May 2020 Mean Score: 4.57 May 2021 Mean Score: 4.43 May 2022 Mean Score: 4.62 May 2023 Mean Score: 4.64	23/24 Mean Scale Score: 4.7 as measured by Spring '24 Parent Gallup Survey results.
Student Gallup Survey The adults at my school care about me	May 2020 Mean Score: 3.57 May 2022 Mean Score: 4.15 May 2023 Mean Score: 3.83	23/24 Mean Scale Score: 4.10 as measured by Spring '24 Student Gallup Survey results.
Staff Gallup Survey Engagement	May 2019 46% May 2020 39% May 2022:	22/23 42% of engagement by staff as measured by the May 21/22 Staff Gallup Survey results.

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, Students with Disabilities

Strategy/Activity

Staff, including campus aides and education specialists, will support all students, but specifically students with disabilities with MTSS strategies, as well as behavior supports. The APs will support students with restorative practices, alternative to suspension, supportive feedback, positive behavior support interventions and training of staff on MTSS.

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)
70,000	S/C 1000-1999: Certificated Personnel Salaries Assistant Principal
3,000	S/C 2000-2999: Classified Personnel Salaries Additional Time
5,000	S/C 5800: Professional/Consulting Services And Operating Expenditures School climate materials printed at Print Shop

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

The School Counselor will support students daily with small group instruction, 1:1 counseling, restorative circles and practices within classroom lessons. In addition, the Counselor provides resources, strategies and skills for teachers to implement social emotional learning in their classrooms. The Counselor will also provide community resources to families and students. Counselor will focus primarily on students with disabilities and chronically absent students and their families. 100% of students will have access to 2 guidance lessons per trimester supporting the SEL priority standards in K-8 classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
50,000	Title I 1000-1999: Certificated Personnel Salaries School Counselor
75,000	Title I 1000-1999: Certificated Personnel Salaries School Counselor

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, English Learners and Socio Economically Disadvantaged

Strategy/Activity

Naranca staff, including our community liaisons, will increase parent connection to the school community, as well as, to their child's educational experience in order for parents to be able to support their child socially, emotionally, and academically. We will achieve this through:

*A school-wide International event (This will focus on empowering our EL communities to feel Naranca is a place of acceptance and understanding)

*Grade level parent activities personalized to the student

*Increasing parent contact regarding student's individualized needs

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)

31234

Title I
2000-2999: Classified Personnel Salaries
Classified Salary & Benefits : Community
Liaisons

5266

Title I Parent Involvement
2000-2999: Classified Personnel Salaries
Classified Salary & Benefits : Community
Liaisons

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Each strategy was implemented. Behaviors have increased due to increase in student enrollment but not a correlating increase in staffing and supervision. The counselors have supported all students and liaisons continue to support the community during post pandemic.

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 have an additional counselor this year which has increased the amount of student and families receiving support. A new 0.5 counseling position added in the Fall of 2023 will help increase students support. A nearly 50% increase in student behavior changed the discipline numbers and overall dynamic of school culture.

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.

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

State standards, student outcomes, and student achievement

LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. By June 2024, Naranca will improve academic achievement in ELA to 30% students at or above grade level as measured by the iReady Diagnostic Assessment. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessments to implement an MTSS structure to ensure that 25% of students are making Individual Stretch Growth. In addition, 10% of English Language Learners will meet their stretch growth on iReady Diagnostic assessments.

Identified Need

Our students struggle in both language arts and math on the CAASPP, and less than half of our English learners are making notable progress toward English language proficiency. Based on our local assessment data, collected in February 2022 (iReady Diagnostic #2), 23% of students are at or above grade level in ELA, and 12% of students are at or above grade level in math. On that same assessment in February of 2022, 71% of our English Learners were on track to make one year's growth in ELA, compared with 67% of our non-English Learner students. In February of 2022, 63% of our African American students were on track to make one year's growth in ELA and 65% of our African American students were on track to make one year's growth in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Assessment Data: Percentage of students at or above grade level Percent of students meeting their individual stretch growth goals	<p>As of February 2022, 23% of students are at or above grade level on Diagnostic #2 in Reading.</p> <p>As of February 2022, 12% of students are at or above grade level on Diagnostic #2 in Math.</p> <p>As of February 2022, 66% of students were "on track" to make typical growth by the end of the year.</p>	<p>By February 2024, 28% of students will be at or above grade level on Diagnostic #2 in Reading.</p> <p>By February 2024, 15% of students will be at or above grade level in Math.</p> <p>On Diagnostic #3 in 2024, 70% of students will reach their typical growth goals.</p>
iReady Diagnostic Assessment Data for EL student group:	As of February 2022, 12% of English Learners are at or	By February 2024, 17% of English Learners will be at or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students at or above grade level Percent of students meeting their individual stretch growth goals	above grade level on Diagnostic #2 in Reading. As of February 2022, 6% of English Learners are at or above grade level on Diagnostic #2 in Math. As of February 2022, 74% of English Learners were “on track” to make typical growth by the end of the year in Reading.	above grade level on Diagnostic #2 in Reading. By February 2024, 10% of English Learners will be at or above grade level in Math. On Diagnostic #3 in 2024, 10% of English Learners will reach their stretch growth goals in Reading.
CAASP Overall Achievement ELA: Raading	On the 21/22 CAASPP Assessment, 21.82% of all students are at or above grade level in ELA.	On the 23/24 CAASPP Assessment, 33% of all students are near or met grade level in the Reading domain.
CAASP Overall Achievement: English Learners	On the 21/22 CAASPP Assessment, 23.52% of those who identify two or more races were at or above grade level in ELA.	On the 23/24 CAASPP Assessment, 30% of of those who identify two or more races were at or above grade level in ELA.
California Dashboard: ELPI Levels	Based on the Fall 2021 Dashboard, 32% of English Language Learners grew from Moderately developed to the well-developed range for overall language development.	Based on Fall 2023 ELPAC data, 37% of English Language Learners will fall in the Moderately developed to well-developed range for overall language development.

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, EL, Socio Economically Disadvantaged, SWD

Strategy/Activity

Professional Learning: Teachers will provide personalized learning using evidence-based teaching practices. The instructional coach will provide feedback, demo lessons, strategies, and implementation support for teachers. The instructional coach will provide data review, goal setting, and follow-up on progress made.

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)
176,491	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
10000	S/C 1000-1999: Certificated Personnel Salaries Teacher release for professional development and collaboration.
15,000	S/C 5000-5999: Services And Other Operating Expenditures Travel and Conference

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All, EL, SED,SWD

Strategy/Activity

Instructional Aide and Intervention Teacher: Students will receive daily supplemental targeted intervention using iready data and lessons through small group and individual instruction specifically targeting EL's, SED and SWD.

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)
39758	Title I 2000-2999: Classified Personnel Salaries 6.0 hourly Instructional Aide

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Instructional Materials: In order to supplement current board adopted curriculum, teachers will create and curate culturally relevant resources that support student academic achievement.

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)
15,000	S/C 5800: Professional/Consulting Services And Operating Expenditures Raz Kids, Brain Pop, and other online site licenses for student learning resources.
20,000	S/C 4000-4999: Books And Supplies Instructional books and supplies to support academic growth and proficiency.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All, SWD, EL

Strategy/Activity

Title One Facilitator to ensure struggling readers and students with disabilities have access to core academics. Through small group and personalized instruction the Title One Facilitator will track and support all students, specifically SWD and EL students in achieving their typical growth goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
105,000	Title I 1000-1999: Certificated Personnel Salaries Title One Facilitator

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Fully implemented all strategies and activities with fidelity however, the beginning of the year it was challenging for coach, facilitator and LLIT to support students when they needed to cover classrooms due to high number of absences without district sub coverage.

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 added a a dedicated intervention teacher this past year to support the significant amount of learning loss at our site incurred over the pandemic.

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	\$0.00
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	\$632,878.00

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	\$477,483.00
Title I Parent Involvement	\$5,266.00

Subtotal of additional federal funds included for this school: \$482,749.00

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 (\$)
S/C	\$150,129.00

Subtotal of state or local funds included for this school: \$150,129.00

Total of federal, state, and/or local funds for this school: \$632,878.00

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
S/C	150129	0.00
S/C Carryover		
Title I	482,749	5,266.00
Title I Carryover		
Title I Parent Involvement	5266	0.00

Expenditures by Funding Source

Funding Source	Amount
S/C	150,129.00
Title I	477,483.00
Title I Parent Involvement	5,266.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	486,491.00
2000-2999: Classified Personnel Salaries	82,258.00
4000-4999: Books And Supplies	25,000.00
5000-5999: Services And Other Operating Expenditures	15,000.00
5700-5799: Transfers Of Direct Costs	4,129.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	80,000.00

2000-2999: Classified Personnel Salaries	S/C	6,000.00
4000-4999: Books And Supplies	S/C	25,000.00
5000-5999: Services And Other Operating Expenditures	S/C	15,000.00
5700-5799: Transfers Of Direct Costs	S/C	4,129.00
5800: Professional/Consulting Services And Operating Expenditures	S/C	20,000.00
1000-1999: Certificated Personnel Salaries	Title I	406,491.00
2000-2999: Classified Personnel Salaries	Title I	70,992.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	5,266.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,129.00
Goal 2	239,500.00
Goal 3	381,249.00

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
- 2 Classroom Teachers
- 3 Other School Staff
- 2 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Michael Wallace	Principal
Melissa Shanahan	Other School Staff
Patricia McKnight	Other School Staff
Theresa Stinchfield	Classroom Teacher
Lori Palasnick	Classroom Teacher
Ivonne Sanchez	Other School Staff
Ghadah Al Yaqoobi	Parent or Community Member
Shayma Qasab	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.

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 6/8/23.

Attested:



Principal, Michael Wallace on 6/8/23

SSC Chairperson, Ghadah Al Yaqoobi on 6/8/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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