Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Napa Junction Magnet Elementary School	28662666026876	May 15, 2024	June 20, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Napa Junction Magnet Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

We will work to create a culture of staff and student connectedness through academics, as well as social emotional learning. We will continue to work collaboratively to help refine our comittment to Project Based Learning through our partnership with the New Technology Network. We will engage ALL students in learning through differentiation and scaffolding, including a comprehensive and robust literacy and phonics intervention program for those students who are in need of more support. We will consistently challenge students with new learning targets and cultivate a community of learners who understand what they are learning, where they are in their learning and how they are going to get to the next step.

Educational Partner Involvement

How, when, and with whom did your Napa Junction Magnet Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Napa Junction SPSA was co-developed by the principal, the Napa Junction staff and a group of parents. It was then approved by the School Site Council on May 15, 2024. The Napa Junction SPSA was also reviewed by the Parent Teacher Association Board.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Napa Junction Elementary School has been identified as an Additional Targeted Support and Intervention (ATSI) school site. The resource inequities identified by reviewing and analyzing student data are as follows: Our Students with Disabilities and White students are experiencing higher levels of chronic absenteeism than our overall student population. Supplemental and Title 1 funding will be targeted to support improved outcomes for these identified student subgroups as described in our action plan.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Language Arts: English Learners
English Learner Progress: English Learners
Chronic Absenteeism: English Learners, Hispanic, Students with Disabilities, White, Filipino, Two or More Races, Socioeconomically Disadvantaged
Suspension: Hispanic, Two or More Races, Socioeconomically Disadvantaged
Goals and associated strategies and activities are developed to address these performance levels.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Suspension Rate: Hispanic, Two or More Races, Socioeconomically Disadvantaged
Goals and associated strategies and activities are developed to address these performance levels.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Napa Junction Magnet Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	0.2%	%	0%	1	0	0
African American	5.0%	6.87%	5.68%	21	29	25
Asian	2.6%	2.84%	2.73%	11	12	12
Filipino	14.8%	12.80%	12.05%	62	54	53
Hispanic/Latino	54.1%	55.69%	60%	227	235	264
Pacific Islander	0.2%	0.24%	0%	1	1	0
White	12.6%	11.61%	8.86%	53	49	39
Multiple/No Response	10.0%	9.95%	10.45%	42	42	46
			Total Enrollment	420	422	440

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	72	84	99
Grade 1	67	60	64
Grade 2	62	67	66
Grade3	72	64	78
Grade 4	79	66	66
Grade 5	68	81	67
Total Enrollment	420	422	440

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	111	122		26.4%	28.9%	
Fluent English Proficient (FEP)	46	42		11.0%	10.0%	
Reclassified Fluent English Proficient (RFEP)	6			5.4%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

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	72	63	79	0	62	76	0	62	76	0.0	98.4	96.2
Grade 4	80	65	62	0	64	62	0	64	62	0.0	98.5	100.0
Grade 5	67	79	66	0	76	64	0	76	64	0.0	96.2	97.0
All Grades	219	207	207	0	202	202	0	202	202	0.0	97.6	97.6

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		2412.	2387.		19.35	10.53		14.52	26.32		38.71	22.37		27.42	40.79
Grade 4		2457.	2473.		21.88	22.58		23.44	25.81		20.31	29.03		34.38	22.58
Grade 5		2460.	2512.		9.21	29.69		22.37	21.88		28.95	26.56		39.47	21.88
All Grades	N/A	N/A	N/A		16.34	20.30		20.30	24.75		29.21	25.74		34.16	29.21

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		12.90	5.26		69.35	64.47		17.74	30.26
Grade 4		10.94	19.35		67.19	58.06		21.88	22.58
Grade 5		5.26	15.63		67.11	62.50		27.63	21.88
All Grades		9.41	12.87		67.82	61.88		22.77	25.25

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		12.90	5.26		54.84	57.89		32.26	36.84
Grade 4		18.75	22.58		57.81	61.29		23.44	16.13
Grade 5		13.16	21.88		46.05	67.19		40.79	10.94
All Grades		14.85	15.84		52.48	61.88		32.67	22.28

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		6.45	5.26		85.48	76.32		8.06	18.42
Grade 4		7.81	14.52		75.00	74.19		17.19	11.29
Grade 5		5.26	12.50		78.95	71.88		15.79	15.63
All Grades		6.44	10.40		79.70	74.26		13.86	15.35

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		19.35	11.84		66.13	61.84		14.52	26.32
Grade 4		15.63	14.52		65.63	72.58		18.75	12.90
Grade 5		9.21	21.88		65.79	70.31		25.00	7.81
All Grades		14.36	15.84		65.84	67.82		19.80	16.34

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

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	72	63	79	0	63	77	0	63	77	0.0	100.0	97.5
Grade 4	80	65	62	0	64	62	0	64	62	0.0	98.5	100.0
Grade 5	67	80	66	0	79	63	0	79	63	0.0	98.8	95.5
All Grades	219	208	207	0	206	202	0	206	202	0.0	99.0	97.6

Overall Participation for All Students

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

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		2408.	2403.		7.94	6.49		30.16	33.77		33.33	25.97		28.57	33.77
Grade 4		2472.	2462.		18.75	17.74		23.44	27.42		32.81	29.03		25.00	25.81
Grade 5		2432.	2481.		2.53	19.05		12.66	14.29		25.32	23.81		59.49	42.86
All Grades	N/A	N/A	N/A		9.22	13.86		21.36	25.74		30.10	26.24		39.32	34.16

Overall Achievement for All Students

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		11.11	12.99		52.38	55.84		36.51	31.17
Grade 4		31.25	14.52		43.75	58.06		25.00	27.42
Grade 5		2.53	12.70		40.51	42.86		56.96	44.44
All Grades		14.08	13.37		45.15	52.48		40.78	34.16

Concepts & Procedures
Applying mathematical concepts and procedures

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		14.29	14.29		57.14	54.55		28.57	31.17
Grade 4		15.63	17.74		56.25	53.23		28.13	29.03
Grade 5		3.80	15.87		43.04	46.03		53.16	38.10
All Grades		10.68	15.84		51.46	51.49		37.86	32.67

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		12.70	12.99		68.25	59.74		19.05	27.27
Grade 4		17.19	17.74		64.06	56.45		18.75	25.81
Grade 5		5.06	7.94		48.10	71.43		46.84	20.63
All Grades		11.17	12.87		59.22	62.38		29.61	24.75

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	1431.4	1425.5	1423.6	1457.1	1443.0	1443.6	1371.7	1384.5	1376.4	25	24	24
1	1416.1	1455.4	1464.4	1444.5	1462.7	1484.7	1387.4	1447.5	1443.6	16	19	17
2	1481.2	1484.1	1484.5	1471.3	1490.7	1506.3	1490.6	1477.2	1462.3	18	15	26
3	1471.8	1507.7	1486.5	1480.8	1508.6	1487.1	1462.2	1506.4	1485.3	19	15	17
4	1494.7	1526.6	*	1502.5	1530.8	*	1486.3	1522.0	*	21	17	9
5	1532.2	1535.1	1510.1	1538.3	1546.6	1501.8	1525.7	1523.2	1518.0	12	23	13
All Grades										111	113	106

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	16.00	4.17	12.50	36.00	54.17	33.33	40.00	41.67	50.00	8.00	0.00	4.17	25	24	24
1	0.00	5.26	17.65	18.75	47.37	47.06	50.00	31.58	23.53	31.25	15.79	11.76	16	19	17
2	0.00	13.33	23.08	83.33	60.00	53.85	11.11	13.33	11.54	5.56	13.33	11.54	18	15	26
3	0.00	33.33	11.76	31.58	46.67	41.18	57.89	13.33	29.41	10.53	6.67	17.65	19	15	17
4	9.52	35.29	*	28.57	41.18	*	42.86	11.76	*	19.05	11.76	*	21	17	*
5	25.00	43.48	15.38	33.33	21.74	38.46	41.67	26.09	30.77	0.00	8.70	15.38	12	23	13
All Grades	8.11	22.12	16.98	38.74	44.25	45.28	40.54	24.78	26.42	12.61	8.85	11.32	111	113	106

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	24.00	8.33	25.00	56.00	62.50	45.83	12.00	29.17	20.83	8.00	0.00	8.33	25	24	24
1	12.50	31.58	35.29	37.50	31.58	47.06	37.50	26.32	11.76	12.50	10.53	5.88	16	19	17
2	11.11	33.33	50.00	44.44	53.33	26.92	38.89	6.67	19.23	5.56	6.67	3.85	18	15	26
3	26.32	53.33	23.53	52.63	33.33	52.94	10.53	6.67	5.88	10.53	6.67	17.65	19	15	17
4	38.10	47.06	*	33.33	35.29	*	19.05	5.88	*	9.52	11.76	*	21	17	*
5	50.00	56.52	15.38	41.67	30.43	61.54	8.33	8.70	7.69	0.00	4.35	15.38	12	23	13
All Grades	26.13	37.17	31.13	45.05	41.59	46.23	20.72	15.04	13.21	8.11	6.19	9.43	111	113	106

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	8.00	0.00	0.00	8.00	29.17	12.50	64.00	58.33	66.67	20.00	12.50	20.83	25	24	24
1	0.00	5.26	5.88	25.00	31.58	41.18	18.75	36.84	29.41	56.25	26.32	23.53	16	19	17
2	5.56	13.33	7.69	61.11	33.33	38.46	27.78	26.67	34.62	5.56	26.67	19.23	18	15	26
3	0.00	13.33	0.00	5.26	33.33	23.53	47.37	40.00	47.06	47.37	13.33	29.41	19	15	17
4	4.76	17.65	*	14.29	29.41	*	28.57	29.41	*	52.38	23.53	*	21	17	*
5	0.00	13.04	7.69	25.00	17.39	38.46	58.33	47.83	15.38	16.67	21.74	38.46	12	23	13
All Grades	3.60	9.73	3.77	21.62	28.32	33.02	41.44	41.59	39.62	33.33	20.35	23.58	111	113	106

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	20.00	12.50	16.67	76.00	87.50	66.67	4.00	0.00	16.67	25	24	24
1	18.75	31.58	47.06	75.00	52.63	47.06	6.25	15.79	5.88	16	19	17
2	27.78	33.33	34.62	66.67	60.00	53.85	5.56	6.67	11.54	18	15	26
3	21.05	40.00	23.53	63.16	53.33	64.71	15.79	6.67	11.76	19	15	17
4	42.86	47.06	*	38.10	41.18	*	19.05	11.76	*	21	17	*
5	33.33	26.09	15.38	58.33	65.22	69.23	8.33	8.70	15.38	12	23	13
All Grades	27.03	30.09	29.25	63.06	61.95	58.49	9.91	7.96	12.26	111	113	106

	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	28.00	25.00	37.50	60.00	70.83	54.17	12.00	4.17	8.33	25	24	24
1	18.75	21.05	47.06	50.00	68.42	47.06	31.25	10.53	5.88	16	19	17
2	16.67	33.33	73.08	66.67	53.33	23.08	16.67	13.33	3.85	18	15	26
3	52.63	80.00	35.29	36.84	6.67	47.06	10.53	13.33	17.65	19	15	17
4	57.14	58.82	*	33.33	29.41	*	9.52	11.76	*	21	17	*
5	83.33	86.96	46.15	16.67	4.35	38.46	0.00	8.70	15.38	12	23	13
All Grades	40.54	50.44	50.00	45.95	39.82	40.57	13.51	9.73	9.43	111	113	106

	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	4.00	0.00	0.00	80.00	95.83	91.67	16.00	4.17	8.33	25	24	24
1	6.25	5.26	23.53	37.50	68.42	52.94	56.25	26.32	23.53	16	19	17
2	16.67	20.00	7.69	77.78	53.33	57.69	5.56	26.67	34.62	18	15	26
3	0.00	13.33	0.00	42.11	60.00	41.18	57.89	26.67	58.82	19	15	17
4	4.76	17.65	*	33.33	58.82	*	61.90	23.53	*	21	17	*
5	8.33	13.04	7.69	66.67	56.52	53.85	25.00	30.43	38.46	12	23	13
All Grades	6.31	10.62	7.55	56.76	67.26	62.26	36.94	22.12	30.19	111	113	106

	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	8.00	25.00	20.83	24.00	50.00	54.17	68.00	25.00	25.00	25	24	24
1	6.25	10.53	5.88	31.25	68.42	82.35	62.50	21.05	11.76	16	19	17
2	22.22	13.33	19.23	66.67	60.00	61.54	11.11	26.67	19.23	18	15	26
3	0.00	20.00	11.76	78.95	66.67	76.47	21.05	13.33	11.76	19	15	17
4	0.00	29.41	*	71.43	58.82	*	28.57	11.76	*	21	17	*
5	0.00	17.39	30.77	91.67	69.57	46.15	8.33	13.04	23.08	12	23	13
All Grades	6.31	19.47	19.81	57.66	61.95	62.26	36.04	18.58	17.92	111	113	106

School and Student Performance Data

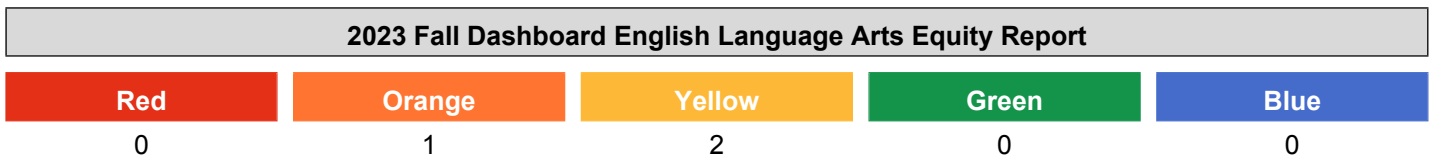## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
440	**71.1**	**28.4**	**0.7**
Total Number of Students enrolled in Napa Junction Magnet Elementary School.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	125	28.4
Foster Youth	3	0.7
Homeless	4	0.9
Socioeconomically Disadvantaged	313	71.1
Students with Disabilities	68	15.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	25	5.7
Asian	12	2.7
Filipino	53	12
Hispanic	264	60
Two or More Races	46	10.5
White	39	8.9

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data
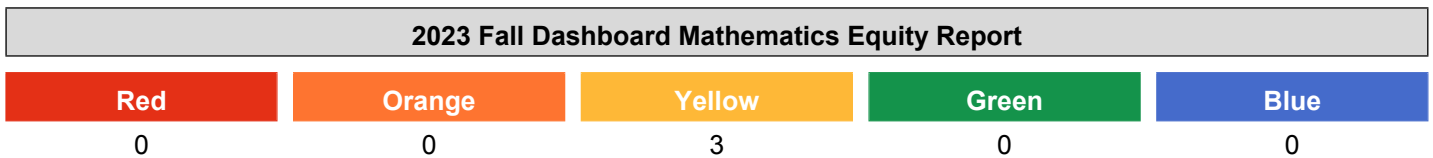
Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
11.7 points below standard	51.5 points below standard	
Increased Significantly +16.3 points	Maintained +0.4 points	1 Student
199 Students	55 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	108.4 points below standard
	22.8 points below standard	Decreased -10 points
1 Student	Increased +14.7 points	29 Students
	144 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
66.2 points below standard	No Performance Color	Less than 11 Students	46.8 points above standard
Increased Significantly +25 points	0 Students	5 Students	Increased Significantly +25.8 points
11 Students			25 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	12 points below standard	No Performance Color	1.2 points above standard
28.3 points below standard	Increased Significantly +15.3 points	0 Students	Increased +12.4 points
Increased +12.5 points	25 Students		18 Students
116 Students			

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	**Reclassified English Learners**	**English Only**
80.6 points below standard	13.4 points above standard	3.6 points above standard
Decreased -9.1 points	Increased +12.8 points	Increased Significantly +26.9 points
38 Students	17 Students	124 Students

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
32.1 points below standard	57.6 points below standard	
Increased +14.6 points	Increased Significantly +19.3 points	1 Student
196 Students	54 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	105.4 points below standard
	41.9 points below standard	Maintained -0.3 points
1 Student	Increased Significantly +15.7 points	27 Students
	141 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

83.2 points below standard

Increased Significantly +20.5 points

11 Students

American Indian

No Performance Color

0 Students

Asian

Less than 11 Students

5 Students

Filipino

21.3 points above standard

Increased Significantly +16.4 points

25 Students

Hispanic

Yellow

41.9 points below standard

Increased Significantly +15.7 points

115 Students

Two or More Races

53.9 points below standard

Decreased -13.6 points

24 Students

Pacific Islander

No Performance Color

0 Students

White

45.3 points below standard

Increased +8.3 points

18 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

78.1 points below standard

Increased +4.1 points

37 Students

Reclassified English Learners

13.2 points below standard

Increased Significantly +49.2 points

17 Students

English Only

23.6 points below standard

Increased +12.8 points

122 Students

School and Student Performance Data

Academic Performance
### English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
51.2% making progress towards English language proficiency
Number of EL Students: 82 Students
Performance Level: 3
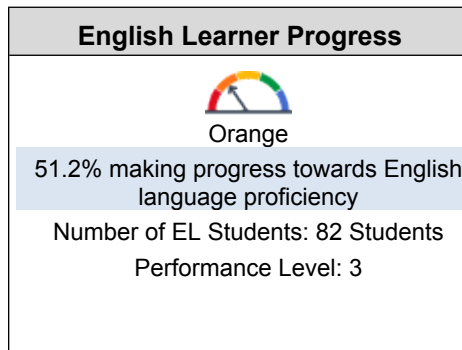
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
12	28	0	38

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
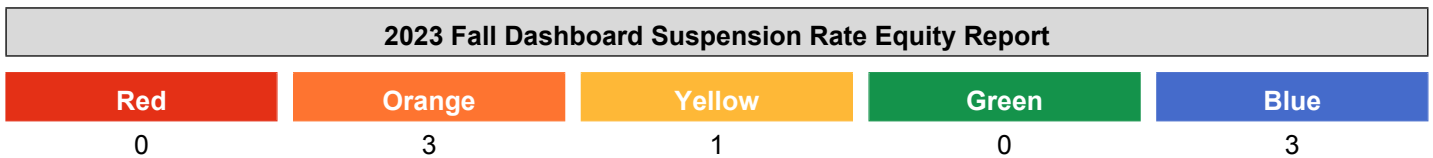### Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	Less than 11 Students
43.9% Chronically Absent	40.9% Chronically Absent	
Increased 2.7	Increased 6.8	3 Students
456 Students	132 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
	46% Chronically Absent	54.3% Chronically Absent
4 Students	Declined -0.6	Increased 8.6
	326 Students	81 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
50% Chronically Absent	No Performance Color	28.6% Chronically Absent	Orange
Declined -4.8	0 Students	Increased 3.6	19.6% Chronically Absent
28 Students		14 Students	Maintained -0.4
			56 Students

Hispanic	Two or More Races	Pacific Islander	White
Red	Orange	No Performance Color	Red
44.6% Chronically Absent	48.9% Chronically Absent	0 Students	66.7% Chronically Absent
Increased 2	Declined -6.6		Increased 27.9
269 Students	47 Students		42 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	3

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	Less than 11 Students
0.9% suspended at least one day	0% suspended at least one day	4 Students
Maintained 0.2	Maintained 0	
465 Students	133 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Yellow
4 Students	1.2% suspended at least one day	1.2% suspended at least one day
	Increased 0.4	Maintained -0.1
	334 Students	82 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
0% suspended at least one day	No Performance Color	0% suspended at least one day	Blue
Declined -3	0 Students	Maintained 0	0% suspended at least one day
29 Students		14 Students	Maintained 0
			56 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	No Performance Color	Blue
1.1% suspended at least one day	2% suspended at least one day	0 Students	0% suspended at least one day
Increased 0.3	Increased 2		Maintained 0
274 Students	50 Students		42 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All student groups will increase achievement in ELA and math as measured by ESGI, Star Renaissance and CAASPP performance. and CAASPP performance.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Students Graduate College and/or Career- Ready

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: English Learners, Socioeconomically Disadvantaged, Hispanic
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: English Learners, Socioeconomically Disadvantaged, Hispanic

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading	Students will take this assessment three times over the course of the 2024-25 school year. We will gather baseline data when the first assessment window closes in fall, 2023 and analyze the results in order to plan instruction. (Winter 2024: 42.9% of English Learners are At/Above Benchmark).	After the third (spring) assessment, we will increase the number of English Learner Students performing At/Above Benchmark to 60%.
STAR Math	Students will take this assessment three times over the course of the 2024-25 school year. We will gather baseline data when the first assessment window closes and analyze the results in order to plan instruction. (Winter 2024: 9.5% of English Learners and Socioeconomically Disadvantaged Students are At/Above Benchmark).	After the third (spring) assessment, we will increase the number of English Learner Students and Socioeconomically Disadvantaged Students performing At/Above Benchmark to 20%.
QPA	Students will take this assessment three times over the course of the 2024-25 school year. We will gather baseline data when the first assessment window	After the third (spring) assessment, we will reduce the number of students performing Below Benchmark by 50%.

	closes and analyze the results in order to plan instruction.	
ESGI	Kinder through Second grade students will take this test three times over the course of the 2024-25 school year. We will gather baseline data when the first assessment window closes and analyze results in order to plan instruction.	After the third (Spring) assessment, we will reduce the number of students performing Below Benchmark by 50%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Protected Professional Learning Community time for all teachers to pull different assessment data and analyze the results. Through the Learning Sprint Cycle, teachers will work to prioritize standards, identify resources for instruction, develop Learning Targets for each priority standard, share best practices, create both formal and informal assessments, then bring back student work to the group in order to investigate the impact on student learning.	All students	
1.2	We will partner with District Academic Specialists who will share best practices with primary teachers in order to enhance their understanding and analysis of the results. This will provide a more in depth opportunity for teachers to use the results to plan instruction.	All students	
1.3	Our TK, Kinder and 1st grade teachers will engage with Handwriting Without Tears in order to incorporate handwriting strategies in the classroom, as well as in intervention.	All students	
1.4	We have a .8 Intervention Teacher who oversees our literacy intervention program. She designed three cycles throughout the year where students may enter/exit intervention services, based on academic data and teacher input/feedback. She oversees the kinder and TK teachers, who serve students in the afternoon after their classes are dismissed. This provides more opportunities to serve more students.	All students	
1.6	As of May, 2024, all but one primary teacher, plus our Intervention Specialist and Principal have completed either Year 1 or Year 2 of the LETRS (Language Essentials for Teachers of Reading and Spelling) training in order to enhance literacy instruction in the classroom.	All Students	
1.8	We will have one .5 Intervention Teacher who will oversee our math intervention program. They will use academic data, informal classroom assessments and teacher recommendations to determine the needs of students and how to best support them.	All Students	49,209 3010 – Title 1 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

At the start of the 2023-24 school year, 49% of all students scored "At/Above Benchmark". January, 2024, 60.1% of all students scored "At/Above Benchmark". In math, we began the school year with 59.9% of students who scored "At/Above Benchmark". In January, 2024, 67.4% of students scored "At/Above Benchmark".

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

We will work to serve at least 2-3 more groups of students weekly with an added hour of IA support.

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

We will have more teachers LETRS trained at the start of the school year so the assumption is that our scores will increase significantly from the fall to the winter and then from the winter to spring.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.**

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Students Experience Responsive, Engaging Pedagogy

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> English learner progress data reveals the following areas of need: English Language Arts, Math and Chronic Absenteeism

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	65.7% of all students performed at either a Level 3 or Level 4 on the 2024 ELPAC.	80% of all students will perform at either a Level 3 or Level 4 on the 2025 ELPAC.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will engage in professional learning with the New Technology Network and a school development coach in order to take a deep dive into the Napa Junction Project Library in order to think critically and examine the way we are engaging students. Napa Junction will continue to align all levels of the school system around a common vision, grounded in creating equitable learning opportunities for all students through a culturally relevant lens. Our NTN Lead Teacher will work closely with the principal and the School Development Coach to plan meaningful and relevant PD. Teachers will be provided sub release time and paid for additional hourly work.	All students	12,203 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Sub Release

1.3	We will consider such supplemental materials for small group instruction around literacy and numeracy development such as Heggerty and UFLI.		4,438 0003 - Supplemental 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.
MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey Needs Assessment	To be administered in Fall, 2024	By November, 2024 90% of families will report they feel welcome and connected to school.
PTA Membership in Totem	There are currently 100 PTA members.	By November, 2024 we will have 130 PTA members and 85% will be parents/guardians.
Attendance at BTSN	To be collected in August, 2024	95% of students and at least 1 family member will attend our Back to School Night in August, 2024.
Parent University Class Attendance	_____ parents participated in at least one Parent University led class in the 2023-24 school year.	By May, 2025, participation in Parent University led classes will increase by 15%.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	The Napa Junction Counselor, Social Worker, Parent and Community Liaison, Principal and Family Resource Center staff will work to develop and facilitate a more robust library of Community	All Students and families, including English Learners and	1,319 3010 – Title 1 4000-4999: Books And Supplies

		Engagement Events. These include, but are not limited to, Family Engagement Nights, Family Literacy Nights, Social Media Awareness Classes, Technology Support, Importance of Attendance, and other parent engagement workshops. Events will be held at the school site, as well as throughout the community, at local housing complexes where a large number of families reside.	Socioeconomically Disadvantaged	Supplies for learning
1.2	Napa Junction and the Family Resource Center will partner together in order to enhance our ELAC Committee.	All students		
1.3	The Napa Junction MTSS Team will ensure a more robust team approach to all new families to the school, including our newcomer families.	All students and families, including Multilingual Learners and Socioeconomically Disadvantaged		

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard: English Learners, Hispanic Students, Students with Disabilities, and White Students

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 California Dashboard Data	English Learners = 40.9% Chronically Absent Hispanic Students = 44.6% Chronically Absent Students with Disabilities = 54.3% Chronically Absent White Students = 66.7% Chronically Absent	The percentage of chronically absent students will decrease by 15%, including English Learners, Hispanic Students, Students with Disabilities and White Students.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	A 3 hours per day Instructional Assistant will work with small groups of students who are identified as chronically absent in order to catch them up on missed instructional time.	All Students	22,815 3010 – Title 1
1.2	Staff will implement weekly Toolbox Project lessons in order to provide consistent language and practices around social-emotional health and wellness. The Toolbox Lead Teacher will use release time to create the Toolbox calendar for the year, enhance our BEST Lessons and share her expertise with the staff.	All Students	

1.3	We will work to tighten our attendance policies and protocols in order to inform families in a more timely manner of their children's attendance status. Our parent liaison will outreach weekly to families.	All Students	
1.4	We are continuing with the Breakfast in the Classroom Program in order to decrease food insecurity, ensure students are starting their day with a healthy breakfast, and create a space and opportunity where students and their teacher have some time to check in and connect.	All Students	
1.5	We will hire a .4 Art Teacher who will collaborate with classroom teachers in order to design art lessons that are closely aligned with units and projects taking place in the classroom. Attendance improves when students find meaning and enrichment in coursework that extends beyond the core.	All Students	46,776 6770 - Prop 28
1.6	We will purchase agreed upon art materials to enhance the new art program. Attendance improves when students find meaning and enrichment in coursework that extends beyond the core.		11,693 6770 - Prop 28
1.7	We will consider purchasing instructional materials specific to our intervention program in order to better meet the needs of our unduplicated students, as well as those who are identified as chronically absent.		9,723 3010 – Title 1

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Napa Junction successfully cut the chronic absentee percentage in almost half this school year. The consistent work with the MTSS team, the BIC program, and the additional academic support made a significant difference in our attendance overall. We also elevated the importance of attendance ack to School Night, as well as during Parent Teacher Conferences and parent meetings. We also rewarded students with both perfect attendance, as well as improved attendance.

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$158,176.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
0003 - Supplemental	$16,641.00
3010 – Title 1	$83,066.00
6770 - Prop 28	$58,469.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $158,176.00

Total of federal, state, and/or local funds for this school: $158,176.00

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

Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	16,641.00
3010 – Title 1	83,066.00
6770 - Prop 28	58,469.00

Expenditures by Budget Reference

Budget Reference	Amount
	69,591.00
1000-1999: Certificated Personnel Salaries	61,412.00
4000-4999: Books And Supplies	5,757.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	12,203.00
4000-4999: Books And Supplies	0003 - Supplemental	4,438.00
	3010 – Title 1	32,538.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	49,209.00
4000-4999: Books And Supplies	3010 – Title 1	1,319.00
	6770 - Prop 28	58,469.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,209.00
Goal 2	16,641.00
Goal 3	1,319.00
Goal 4	91,007.00

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).

            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.

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

                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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

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