



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Navigator Elementary School	34673300111278	March 30, 2026	August 20, 2026

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 School Site 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 Navigator Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
 Targeted Support and Improvement
 Title I, Targeted Support and Improvement (TSI)
 ELA Subgroups on Watch on the CA Dashboard 2025 - English Learners(Yellow), Orange Indicator: Hispanic, White, and Socioeconomically Disadvantaged.
 Mathematical Subgroups on Watch on the CA Dashboard 2025 - Hispanic (Yellow), Orange Indicator: English Learner and Socioeconomically Disadvantaged.
 Chronic Absenteeism on Watch on CA Dashboard: Yellow: Two or More Races, Socioeconomically Disadvantaged, Orange: African Americans, English Learners, Homeless, Students with Disabilities, Asian, Hispanic, and White.

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

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Plan Description

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

This plan is being used by Navigator Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Targeted Support and Improvement

Title I, Targeted Support and Improvement (TSI)

ELA Subgroups on Watch on the CA Dashboard 2025 - English Learners (Yellow), Orange Indicator: Hispanic, White, and Socioeconomically Disadvantaged.

Mathematical Subgroups on Watch on the CA Dashboard 2025 - Hispanic (Yellow), Orange Indicator: English Learner and Socioeconomically Disadvantaged.

Chronic Absenteeism on Watch on CA Dashboard: Yellow: Two or More Races, Socioeconomically Disadvantaged, Orange: African Americans, English Learners, Homeless, Students with Disabilities, Asian, Hispanic, and White.

The purpose of our School Plan for Student Achievement (SPSA) is to align with the four goals of our district's Local Control and Accountability Plan (LCAP), including quality teachers, engagement, professional development, and progress monitoring as its basis. A focus for Navigator, in meeting the requirements of Every Student Success Act (ESSA) is to train teachers in Phonics, Fluency, Comprehension, and writing, provide Social-Emotional Learning (SEL) opportunities using strategies from the Responsive Classroom program, and to continue to develop as a Professional Learning Community (PLC) to foster a cycle of progress monitoring that will promote student achievement.

School Vision and Mission

Our Vision for Navigator is to create a learning community where each student is recognized for their positive contributions and their strengths and growth areas. In addition, to build a strong educational and social foundation in order to foster confidence and independence.

The mission of Navigator Elementary School is to build a strong educational and social foundation in order to foster confidence and independence by:

- Teachers engaging in continuous cycles of improvement ("Plan, Do, Study, Act") through work in Professional Learning Communities (PLC)
- Provide scaffolded instruction to ensure all students have access to learning (grouping students in small groups between classrooms and support staff)
- targeted instruction by teacher and support staff for English Language Learners to reclassify them as English Language Proficient
- Increasing student attendance with school-wide incentives
- delivering high-quality Social Emotional Learning (SEL) curriculum to encourage and recognize positive behaviors.
- developing strong relationships with families and the greater community

Our Collective Commitments:

- We will effectively work to include every student, working with special education teachers to meet the needs of special education students who are pushing into other classes when appropriate.
- We will learn new instructional practices as a community and/or curriculum that support essential standards and student learning.
- We commit to using inquiry cycles (PDSA) around student work and student learning.

School & Community Profile

Folsom Cordova Unified School District comprises of two communities located in Sacramento County along HWY 50. With a population of more than 20,089 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool through Adult

Learners. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Navigator Elementary is one of 21 elementary schools in the Folsom Cordova Unified School District. We are located in the city of Rancho Cordova, a culturally and socioeconomically diverse city located approximately 15 miles east of Sacramento. Built in 2006, Navigator was the first new school in Rancho Cordova in 40 years. We operate on a traditional schedule, August-May, with school hours between 8:15 and 2:45. During the first month of the 2025-2026 school year, 440 students were enrolled in grades TK-5. Current data shows the school's largest ethnic group is white, 29%, which also encompasses our largest English Language Learners group, who speak a variety of languages. Other ethnic subgroups include Asian at 14%, Hispanic at 27%, African American 7%, and Filipino 6%. A distinguishing characteristic that sets Navigator apart is its large population of students with special needs. We are home to three special day classes for students with moderate academic needs.

At Navigator, we respect and celebrate individual differences. The staff and administration are committed to inspiring our student body to become lifelong learners. Our school serves the needs of general education and special education students in grades Transitional Kindergarten through fifth, and we proudly offer programs that serve the individual academic and Social Emotional Learning (SEL) needs of our students, including Special Education, Speech, Occupational Therapy (OT), WIN(What I Need) Intervention Programs, and after-school enrichment, including After Care and Boys & Girls Club. We are equipped to help our students with their SEL needs through the availability of our school psychologist (mentoring), our Marriage & Family Therapist (MFT), our Special Friends program (1:1 and group), Falcon Patrol, and our use of the Second Step curriculum in our classrooms. Navigator is a Positive Behavior Intervention Support (PBIS) school. We have a weekly behavior focus broken down into daily lessons. We teach the Second Step curriculum in grades TK-5. All of our teachers were trained in Responsive Classroom, and this year we will continue implementation of Professional Learning Communities as well as an expanded district-led PBIS/anti-bullying program.

We currently have 2 Transitional Kindergarten classes, 3 Kindergarten classes, 3 first grade classes, 2.5 second grade classes, 2.5 third grade, 2 fourth grade, 2 fifth grade classes, three classes for students with intensive and moderate academic needs, and one Learning Center classroom. We also have two full-time credentialed intervention teachers and a physical education teacher. To help address the social-emotional needs of our students, we have an MTSS Specialist and Intervention Program, a Marriage Health Specialist (MHS) two and a half days a week, and a part-time school psychologist.

Our curriculum is focused on teaching students the adopted California Common Core Standards in all grades. Materials used in classrooms are state and district adopted materials. We have Chromebooks for students to use in the classroom and are currently at a 1:1 ratio for grades 3-5. Our self-contained classrooms for students' intensive academic needs use the Unique curriculum, which provides academic materials designed with their needs in mind.

Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent Teacher Association (PTA) is active, providing many activities and events for Navigator students and families. Our school webpage keeps parents informed about schedules, events, and activities happening at school. Teachers maintain ParentSquare/PowerSchool accounts, which allow two-way communication between teacher and parent and include the ability for a parent to check grades and attendance. Frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment.

Educational Partner Involvement

How, when, and with whom did Navigator 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

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

Site PLC Leadership team (Guiding Coalition, monthly)

Academic Leadership Team (MTSS Specialist, Intervention, Instructional coaches, Weekly)

Site Council (reviews and approves the plan by May 2026; monitors throughout the year): 9/22/25, 10/20/25, 12/08/25, 1/20/26, 2/23/26, 3/30/26

ELAC (English Learner Advisory Committee): 10/3/25, 11/14/25, 1/16/26, 2/27/26, 4/17/26

Budget Staff Meeting Input: 12/4/25

Every Student by Name (ESBN) meets three times a year

Consultations with the Director of Categorical Programs (ongoing)

Title I Budget development and monitoring (ongoing)

Faculty meetings (LCAP workshop and review)
PTA (Parent Teacher Association) (Principal Reports)
Climate Leadership Team (Panorama Data)
COST Team(School Psychologist, Mental Health Specialist, Intervention, Instructional Coaches, Principal)

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.

Title I, Targeted Assistance School (TAS)

ELA Subgroups on Watch on the CA Dashboard 2025 - English Learners(Yellow), Orange Indicator: Hispanic, White, and Socioeconomically Disadvantaged.

Mathematical Subgroups On-Watch on the CA Dashboard 2025 - Hispanic (Yellow), Orange Indicator: English Learner and Socioeconomically Disadvantaged.

Chronic Absenteeism on Watch on CA Dashboard: Yellow: Two or More Races, Socioeconomically Disadvantaged, Orange: African Americans, English Learners, Homeless, Students with Disabilities, Asian, Hispanic, and White.

Navigator will focus on these on-watch subgroups by:

1. Targeted daily instruction in small groups for our Subgroups in the classroom and with the Intervention teacher.
2. Attendance Team creating monthly Tier 1 and Tier 2 attendance goals to reduce our students' (approximately 1/3 of our school) chronic absence rate.
3. Navigator will have two intern Special Education teachers who will need additional support.
4. Navigators PBIS team will create system-wide supports for behavior to reduce the number of students with office referrals or suspensions.

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.

Our 2025 California Dashboard indicates Navigator is in the orange for English Language Arts, yellow for Mathematics and Chronic Absenteeism, and Blue for Suspension Rate.

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.

Title I, Targeted Support and Improvement (TSI)

ELA Subgroups on Watch on the CA Dashboard 2025 - English Learners(Yellow), Orange Indicator: Hispanic, White, and Socioeconomically Disadvantaged.

Mathematical Subgroups on Watch on the CA Dashboard 2025 - Hispanic (Yellow), Orange Indicator: English Learner and Socioeconomically Disadvantaged.

Chronic Absenteeism on Watch on CA Dashboard: Yellow: Two or More Races, Socioeconomically Disadvantaged, Orange: African Americans, English Learners,

We have created WIN(What I Need) time for each grade level, where all teachers and support staff switch students for 30 minutes daily for language arts and mathematics to work on skills specific to each student for access to grade level standards. Our teachers, intervention teachers, and bilingual aides will plan and deliver designated and integrated ELD instruction daily to improve English Language Progress.

We have a walk to read block in addition to WIN, where 1st-3rd graders school wide switch teachers to have their phonics or comprehension instruction in the Tier 2.

Our Attendance Team creates monthly incentives to give to students who are at 95% or higher monthly attendance. We also have 4 parties per year for 95% attendance. We also do check-ins and check-outs in the office with 10 students monthly who are on watch for chronic absenteeism. The principal holds regular attendance meetings with families who are at risk for Chronic Absenteeism.

Other Needs

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

We have students who have been suspended for aggressive behaviors. Our PBIS team will consistently monitor direct instruction of schoolwide rules/expectations. We will also use Second Step consistently schoolwide and teaching of self-regulation strategies in our Tier 1 PBIS plan. We have a Behavior Support Aide who can monitor and teach replacement behaviors also.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Navigator 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.25%	0.23%	0.23%	1	1	1
African American	6.45%	7.19%	6.76%	26	31	29
Asian	13.90%	14.15%	14.92%	56	61	64
Filipino	6.95%	6.03%	5.13%	28	26	22
Hispanic/Latino	25.56%	26.45%	26.57%	103	114	114
Pacific Islander	0.74%	0.46%	0.47%	3	2	2
White	29.03%	28.31%	26.81%	117	122	115
Multiple/No Response	16.63%	16.94%	18.88%	67	73	81
Total Enrollment				403	431	429

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		40	37
Kindergarten	63	63	69
Grade 1	77	63	71
Grade 2	55	80	60
Grade3	53	50	74
Grade 4	58	66	54
Grade 5	68	69	64
Total Enrollment	403	431	429

Conclusions based on this data:

1. We have 430 students. Our two largest subgroups are White and Hispanic.
2. Navigator has a diverse population of students representing a variety of groups.
3. Our current student population African American 7.19%, American Indian 0.23%, Asian 14.15% Filipino 6.03%, Hispanic 26.45%, Two or More Races 16.94%, Pacific Islander 0.46%, White 28.31%

We additional have the population consisting of English Learners 18.3%, Foster Youth 0.7%., Homeless 5.6%, Socioeconomically Disadvantaged 50.8%, and Students with Disabilities 20.2%.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	77	79	68	23.5%	19.1%	15.9%
Fluent English Proficient (FEP)	33	25	29	6.3%	8.2%	6.8%

Conclusions based on this data:

- Of the students who took the English Language Proficiency Assessments for CA (ELPAC) 3 were classified Reclassification Fluent English Proficient (RFEP).
- Our RFEP for the 2025/2026 SY is 3 students. 10 students were classified Reclassification Fluent English Proficient (RFEP) in 2024/2025 which is a decrease of 7 students.
- Enrollment: 430- English Learner (EL): 79(18.3%) Reclassification Fluent English Proficient (RFEP) 3

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 Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58	50	48	55	50	47	55	50	47	94.8	100	97.9
Grade 4	61	60	66	60	59	64	60	59	64	98.4	98.3	97
Grade 5	53	68	66	52	61	64	52	61	64	98.1	89.7	97
All Grades	172	178	180	167	170	175	167	170	175	97.1	95.5	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2394.	2383.	2400.	14.55	16.00	19.15	18.18	14.00	29.79	30.91	20.00	17.02	36.36	50.00	34.04
Grade 4	2457.	2442.	2432.	23.33	15.25	14.06	23.33	30.51	25.00	21.67	16.95	18.75	31.67	37.29	42.19
Grade 5	2509.	2499.	2471.	26.92	22.95	17.19	26.92	24.59	15.63	23.08	19.67	34.38	23.08	32.79	32.81
All Grades	N/A	N/A	N/A	21.56	18.24	16.57	22.75	23.53	22.86	25.15	18.82	24.00	30.54	39.41	36.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.55	14.00	10.64	63.64	54.00	63.83	21.82	32.00	25.53
Grade 4	20.00	13.56	12.50	63.33	66.10	59.38	16.67	20.34	28.13
Grade 5	25.00	14.75	7.81	55.77	63.93	67.19	19.23	21.31	25.00
All Grades	19.76	14.12	10.29	61.08	61.76	63.43	19.16	24.12	26.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.27	10.00	10.64	54.55	46.00	57.45	38.18	44.00	31.91
Grade 4	16.67	10.17	10.94	50.00	55.93	46.88	33.33	33.90	42.19
Grade 5	21.15	18.03	15.63	57.69	65.57	56.25	21.15	16.39	28.13
All Grades	14.97	12.94	12.57	53.89	56.47	53.14	31.14	30.59	34.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.73	16.00	17.02	76.36	64.00	63.83	10.91	20.00	19.15
Grade 4	8.33	6.78	10.94	75.00	83.05	71.88	16.67	10.17	17.19
Grade 5	11.54	14.75	6.25	75.00	73.77	71.88	13.46	11.48	21.88
All Grades	10.78	12.35	10.86	75.45	74.12	69.71	13.77	13.53	19.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.64	8.00	8.51	69.09	60.00	70.21	27.27	32.00	21.28
Grade 4	11.67	10.17	6.25	71.67	66.10	75.00	16.67	23.73	18.75
Grade 5	21.15	22.95	14.06	69.23	63.93	60.94	9.62	13.11	25.00
All Grades	11.98	14.12	9.71	70.06	63.53	68.57	17.96	22.35	21.71

Conclusions based on this data:

1. In 3rd-5th Grade our ELA score dropped by 1.7% from 2023/2024 to 2024/2025
2. In Research/Inquiry or students increased by 1% of students that were at or near standard from 2023/2024 to 2024/2025.
3. We decreased our overall writing in at or near standard by 3.3% from 2023/2024 to 2024/2025.

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.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58	50	48	55	50	47	55	50	47	94.8	100	97.9
Grade 4	61	60	66	60	60	66	60	60	66	98.4	100	100
Grade 5	53	68	66	52	67	66	52	67	66	98.1	98.5	100
All Grades	172	178	180	167	177	179	167	177	179	97.1	99.4	99.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2409.	2397.	2407.	10.91	16.00	12.77	25.45	18.00	34.04	27.27	26.00	12.77	36.36	40.00	40.43
Grade 4	2468.	2454.	2453.	15.00	20.00	19.70	25.00	18.33	21.21	36.67	28.33	19.70	23.33	33.33	39.39
Grade 5	2496.	2466.	2478.	17.31	8.96	15.15	21.15	13.43	19.70	26.92	37.31	28.79	34.62	40.30	36.36
Grade 11															
All Grades	N/A	N/A	N/A	14.37	14.69	16.20	23.95	16.38	24.02	30.54	31.07	21.23	31.14	37.85	38.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.55	10.00	17.02	47.27	54.00	42.55	38.18	36.00	40.43
Grade 4	21.67	21.67	21.21	51.67	45.00	42.42	26.67	33.33	36.36
Grade 5	17.31	2.99	19.70	48.08	49.25	40.91	34.62	47.76	39.39
Grade 11									
All Grades	17.96	11.30	19.55	49.10	49.15	41.90	32.93	39.55	38.55

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.55	16.00	17.02	50.91	40.00	51.06	34.55	44.00	31.91
Grade 4	16.67	21.67	12.12	53.33	43.33	42.42	30.00	35.00	45.45
Grade 5	15.38	10.45	12.12	55.77	58.21	57.58	28.85	31.34	30.30
All Grades	15.57	15.82	13.41	53.29	48.02	50.28	31.14	36.16	36.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.00	20.00	12.77	56.36	50.00	65.96	23.64	30.00	21.28
Grade 4	18.33	20.00	22.73	65.00	58.33	45.45	16.67	21.67	31.82
Grade 5	21.15	5.97	13.64	61.54	65.67	54.55	17.31	28.36	31.82
All Grades	19.76	14.69	16.76	61.08	58.76	54.19	19.16	26.55	29.05

Conclusions based on this data:

1. We have increased proficiency 9% in 3-5th for overall mathematics.
2. We decreased 10% in our students who nearly met standard. 1 percent went below standard and 9% went to proficiency.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1432.0	1438.6	1417.0	1438.9	1454.9	1421.8	1415.6	1400.3	1406.0	24	12	12
1	1446.3	1468.9	*	1455.4	1479.5	*	1437.0	1457.8	*	11	17	9
2	*	1464.0	1450.4	*	1468.3	1456.9	*	1459.6	1443.6	9	12	14
3	1497.6	*	*	1501.0	*	*	1493.8	*	*	13	10	9
4	1562.1	1529.7	1475.9	1542.3	1528.2	1466.2	1581.3	1530.9	1485.2	12	13	14
5	*	1471.2	1504.4	*	1459.9	1501.2	*	1481.9	1507.2	7	15	12
All Grades										76	79	70

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	25.00	16.67	37.50	33.33	50.00	37.50	33.33	25.00	12.50	8.33	8.33	24	12	12
1	18.18	17.65	*	27.27	47.06	*	18.18	29.41	*	36.36	5.88	*	11	17	*
2	*	16.67	14.29	*	33.33	21.43	*	16.67	50.00	*	33.33	14.29	*	12	14
3	7.69	*	*	53.85	*	*	38.46	*	*	0.00	*	*	13	*	*
4	50.00	46.15	0.00	33.33	38.46	42.86	16.67	7.69	28.57	0.00	7.69	28.57	12	13	14
5	*	13.33	8.33	*	26.67	33.33	*	26.67	41.67	*	33.33	16.67	*	15	12
All Grades	18.42	21.52	7.14	39.47	34.18	32.86	30.26	26.58	41.43	11.84	17.72	18.57	76	79	70

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.67	25.00	8.33	45.83	33.33	58.33	25.00	33.33	25.00	12.50	8.33	8.33	24	12	12
1	18.18	35.29	*	45.45	41.18	*	9.09	17.65	*	27.27	5.88	*	11	17	*
2	*	16.67	28.57	*	50.00	35.71	*	25.00	21.43	*	8.33	14.29	*	12	14
3	30.77	*	*	46.15	*	*	23.08	*	*	0.00	*	*	13	*	*
4	58.33	46.15	21.43	33.33	46.15	21.43	8.33	0.00	35.71	0.00	7.69	21.43	12	13	14
5	*	26.67	33.33	*	33.33	41.67	*	6.67	8.33	*	33.33	16.67	*	15	12
All Grades	28.95	27.85	21.43	43.42	40.51	37.14	17.11	16.46	22.86	10.53	15.19	18.57	76	79	70

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		25.00	16.67		25.00	16.67		33.33	58.33		16.67	8.33		12	12
1		11.76	*		41.18	*		41.18	*		5.88	*		17	*
2		16.67	0.00		16.67	21.43		16.67	42.86		50.00	35.71		12	14
3		*	*		*	*		*	*		*	*		*	*
4		7.69	0.00		53.85	14.29		30.77	42.86		7.69	42.86		13	14
5		0.00	0.00		20.00	25.00		33.33	33.33		46.67	41.67		15	12
All Grades	10.53	11.39	2.86	30.26	30.38	17.14	43.42	32.91	42.86	15.79	25.32	37.14	76	79	70

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.67	16.67	33.33	75.00	75.00	58.33	8.33	8.33	8.33	24	12	12
1	36.36	35.29	*	45.45	52.94	*	18.18	11.76	*	11	17	*
2	*	0.00	14.29	*	75.00	71.43	*	25.00	14.29	*	12	14
3	23.08	*	*	69.23	*	*	7.69	*	*	13	*	*
4	58.33	61.54	28.57	41.67	30.77	42.86	0.00	7.69	28.57	12	13	14
5	*	13.33	0.00	*	53.33	83.33	*	33.33	16.67	*	15	12
All Grades	28.95	24.05	20.00	60.53	56.96	60.00	10.53	18.99	20.00	76	79	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.83	25.00	8.33	62.50	58.33	75.00	16.67	16.67	16.67	24	12	12
1	27.27	35.29	*	36.36	58.82	*	36.36	5.88	*	11	17	*
2	*	33.33	42.86	*	66.67	35.71	*	0.00	21.43	*	12	14
3	38.46	*	*	53.85	*	*	7.69	*	*	13	*	*
4	75.00	61.54	7.14	25.00	30.77	64.29	0.00	7.69	28.57	12	13	14
5	*	46.67	75.00	*	20.00	8.33	*	33.33	16.67	*	15	12
All Grades	39.47	37.97	30.00	46.05	46.84	45.71	14.47	15.19	24.29	76	79	70

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	8.33	16.67	75.00	83.33	75.00	12.50	8.33	8.33	24	12	12
1	27.27	23.53	*	27.27	64.71	*	45.45	11.76	*	11	17	*
2	*	0.00	0.00	*	33.33	71.43	*	66.67	28.57	*	12	14
3	0.00	*	*	69.23	*	*	30.77	*	*	13	*	*
4	33.33	7.69	0.00	58.33	76.92	35.71	8.33	15.38	64.29	12	13	14
5	*	0.00	0.00	*	46.67	58.33	*	53.33	41.67	*	15	12
All Grades	17.11	7.59	2.86	59.21	59.49	54.29	23.68	32.91	42.86	76	79	70

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	41.67	41.67	58.33	37.50	41.67	25.00	20.83	16.67	16.67	24	12	12
1	0.00	5.88	*	63.64	88.24	*	36.36	5.88	*	11	17	*
2	*	25.00	7.14	*	66.67	71.43	*	8.33	21.43	*	12	14
3	0.00	*	*	100.00	*	*	0.00	*	*	13	*	*
4	66.67	30.77	7.14	33.33	61.54	64.29	0.00	7.69	28.57	12	13	14
5	*	13.33	0.00	*	53.33	83.33	*	33.33	16.67	*	15	12
All Grades	26.32	18.99	12.86	57.89	65.82	65.71	15.79	15.19	21.43	76	79	70

Conclusions based on this data:

1. We have 70 students who are identified as ELL. We have a system in place for our ELLs to get designated and integrated EL instruction.
2. 3 students were reclassified as RFEP in 2025/2026 school year. We have a clear system at the site to redesignate students as English Proficient.

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

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
431	50.8%	18.3%	0.7%
Total Number of Students enrolled in Navigator 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	79	18.3%
Foster Youth	3	0.7%
Homeless	24	5.6%
Socioeconomically Disadvantaged	219	50.8%
Students with Disabilities	87	20.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	7.2%
American Indian	1	0.2%
Asian	61	14.2%
Filipino	26	6%
Hispanic	114	26.5%
Two or More Races	73	16.9%
Pacific Islander	2	0.5%
White	122	28.3%

Conclusions based on this data:

1. Our homeless population mostly come through a local transitional housing program and those students will need additional support and has increased this school year.

2. Navigator has 3 Special Day Classes for students with disabilities that serve students needing scaffolded instruction.
3. The largest English Learner groups at Navigator speak Spanish, Russian, and Armenian.

School and Student Performance Data

Overall Performance

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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.”



2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

1. We had 6 students suspended in the 2025/2026 school year. We work collaboratively to address behavior in positive and preventative ways. We make referrals to our Mental Health Specialist and School Psychologist for behavioral supports. Our intervention teachers create informal behavior plans for students who show behaviors disruptive to their learning.

2. We are not making low progress in English Language Arts (ELA) according to 2024/2025 data, but we need to target foundational reading skills at early grades to improve our performance in ELA at intermediate grades. We are implementing SIPPS and UFLI schoolwide to address this issue. Our reclassification number has gone down from 10 to 3. Our intervention teacher did practice tests with our students taking ELPAC prior to administration.
3. We need to target Essential Standards in mathematics and provide interventions during Multi-Tiered System of Supports (MTSS). We are also piloting number talks, math games to support numeracy, and Building Thinking Classrooms to support Mathematics instruction.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 30.1 points below standard Declined 9.7 points 165 Students	English Learners  Yellow 44.5 points below standard Increased 4.3 points 48 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 57.4 points below standard 14 Students	Socioeconomically Disadvantaged  Orange 53.9 points below standard Declined 15.8 points 99 Students

Students with Disabilities  No Performance Color 88.2 points below standard Declined 22 points 45 Students	African American  No Performance Color 106.7 points below standard Declined 74.7 points 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 4.8 points below standard Increased 4.2 points 23 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Orange 39.4 points below standard Declined 4.3 points 47 Students
Two or More Races  No Performance Color 29.1 points below standard Declined 7.3 points 29 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 14.9 points below standard Maintained -2.4 points 41 Students

Conclusions based on this data:

- Both current and Reclassified English Learners declined in English Language Arts (ELA) proficiency on the California Assessment of Student Performance and Progress (CAASPP) assessment increased by than 4 .3 points.
- Our African American declined by 75 points, Students with disabilities declined 22 points, and Socioeconomically Disadvantaged increased by 15.8 points.
- Our Asian students increased by 4.2 points, Hispanic decreased 4.3, and White maintained.

School and Student Performance Data

Academic Performance Mathematics

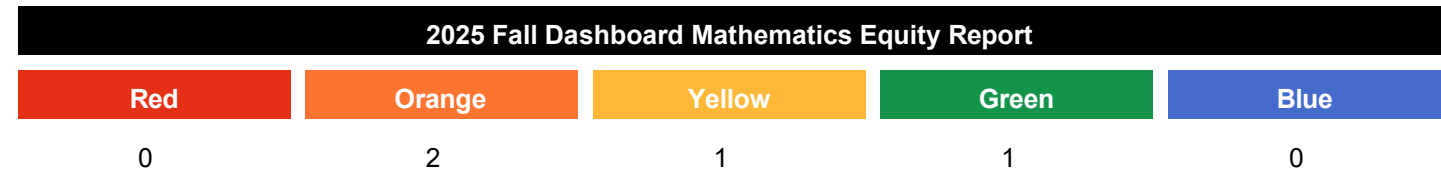
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 29.9 points below standard Increased 6.2 points 169 Students	English Learners  Orange 42 points below standard Maintained -2.2 points 51 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 82.3 points below standard Declined 26.8 points 14 Students	Socioeconomically Disadvantaged  Orange 53.5 points below standard Declined 8.7 points 103 Students

Students with Disabilities  No Performance Color 63 points below standard Increased 29.2 points 46 Students	African American  No Performance Color 113.9 points below standard Declined 56.9 points 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 4.3 points below standard Increased 9.5 points 25 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 36.6 points below standard Increased 16 points 47 Students
Two or More Races  No Performance Color 25.7 points below standard Increased 23.8 points 29 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 12.6 points below standard Increased 10.6 points 42 Students

Conclusions based on this data:

1. Our ELL maintained Mathematics.
2. Our Hispanic subgroup increased 16 points, and our students of Two or More Races increased 24 points.
3. We need to focus more resources our subgroups identified as Orange for 2025 Subgroup - Socioeconomically Disadvantaged.

School and Student Performance Data

Academic Performance Science

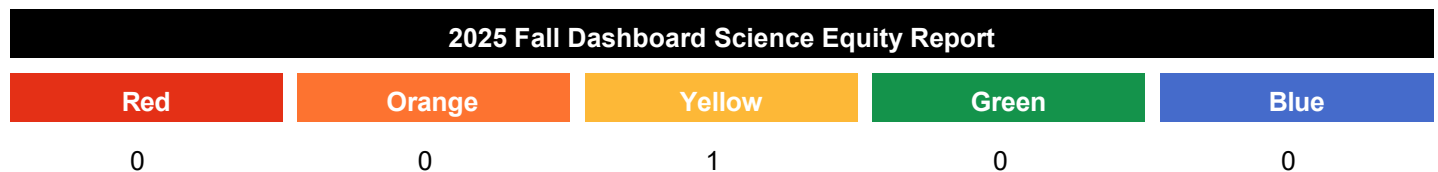
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 50.5 science points Declined 2.7 points 64 Students	English Learners  No Performance Color 42 science points Declined 6.4 points 19 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Yellow 46.1 science points Declined 4.2 points 40 Students

Students with Disabilities  No Performance Color 48.6 science points Increased 7.5 points 14 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  No Performance Color 53.9 science points Increased 3.4 points 11 Students
Two or More Races  No Performance Color 49.9 science points 12 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 55.2 science points Maintained 0.1 points 18 Students

Conclusions based on this data:

1. All students in 5th grade declined 2.7 points.
2. Our socioeconomically disadvantaged students declined 4.2 points.
3. Students with disabilities increased 7.5.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
29.4 making progress.	making progress.
Number Students: 51 Students	Number Students: 0 Students

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.

2025 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
32.7%	38.8%	2%	26.5%

Conclusions based on this data:

- Our school has an overall performance level of "Red" where only 29.4 are making progress.
- We have 0 students LTEL category. All ELL students are making progress. We do have 16 students who decreased on ELPI Level.
- We have 20 students who have maintained ELPI level 1, 2, 3, or 3L, or 3H. One ELPI student Level 1 maintained. 34 students progressed at least one ELPI level. We have 14 students who increased at least one level.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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 provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 17.6% Chronically Absent Declined 1.8 466 Students	English Learners  Orange 19.3% Chronically Absent Increased 7.4 88 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless  Orange 50% Chronically Absent Declined 5 48 Students	Socioeconomically Disadvantaged  Yellow 23.6% Chronically Absent Declined 3.1 254 Students

Students with Disabilities  Orange 21.1% Chronically Absent Declined 2.4 109 Students	African American  Orange 31.6% Chronically Absent Declined 10.4 38 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 11.1% Chronically Absent Increased 0.6 63 Students	Filipino  No Performance Color 3.8% Chronically Absent Declined 3.1 26 Students	Hispanic  Orange 23.8% Chronically Absent Declined 3.9 126 Students
Two or More Races  Yellow 16.7% Chronically Absent Declined 4.7 84 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 14.3% Chronically Absent Increased 1.5 126 Students

Conclusions based on this data:

1. Navigator did continue follow-up and support with our homeless and families of students with disabilities to try to help them come to school regularly. Our Students with Disabilities decreased 2.4. Our Homeless population declined by 5. Our African American group declined by CA by 10.4 points.
2. Navigator provided support and information to families to help them understand the importance of regular attendance. This included handwritten notes home to families, phone calls and meetings. We conducted Student Attendance Review Team (SART) meetings as needed (63 so far this year).
3. We have a school wide initiative for attendance incentives that are discussed weekly at an assembly. The attendance team picks Tier 1 and Tier 2 interventions to improve student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

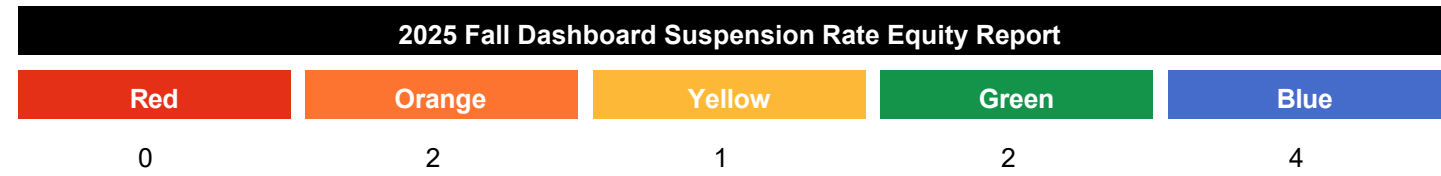
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.5% suspended at least one day Declined 0.3% 478 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 89 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless  Blue 0% suspended at least one day Maintained 0% 52 Students	Socioeconomically Disadvantaged  Green 1.5% suspended at least one day Declined 0.8% 262 Students

Students with Disabilities  Orange 4.5% suspended at least one day Increased 2.1% 112 Students	African American  Yellow 2.5% suspended at least one day Maintained -0.2% 40 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 0% suspended at least one day Declined 1.7% 63 Students	Filipino  No Performance Color 3.7% suspended at least one day Increased 0.3% 27 Students	Hispanic  Green 0.8% suspended at least one day Declined 0.9% 131 Students
Two or More Races  Orange 4.6% suspended at least one day Increased 3.3% 87 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 0% suspended at least one day Declined 1.6% 127 Students

Conclusions based on this data:

1. A review of our records shows maintaining suspensions from 6 students to 6 students in 2025/2026. We will continue to look at this suspension data in our PBIS team to implement supports in the Tier 1 and Tier 2 instruction and support. We will continue to monitor our suspensions on students with disabilities.
2. We provide a variety of Social Emotional Supports such as the Special Friends and Marriage & Family Therapist support 2.5 days per week. These programs need to be used to target subgroups more effectively.
3. We are providing more support for our socioeconomically disadvantaged students to assist them with social emotional learning and behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.1 Utilizing the PLC process using data we will utilize our MTSS Specialist and intervention teachers to identify and support students who are not on grade level for ELA and Mathematics.

1.2 Utilizing the PLC process using data we will utilize our MTSS specialist and intervention teachers to identify and support students who are not on grade level in ELA and Mathematics.

1.3 Utilize Bilingual Aides to push into support designated ELL instruction.

1.4 Special Education teachers will utilize PLC Thursdays to collaborate using UDL strategies to connect students to grade level curriculum.

1.5 Kindergarten team levels students based on skill for reading and mathematics daily during the MTSS schedule, utilizing the aides and the intervention teacher.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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.

Additional Targeted Support and Improvement (ATSI) Subgroups On-Watch - English Learners, Hispanic, White, and Socioeconomically Disadvantaged.

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
CAASPP	ELA: 3rd grade increased 18.94% in CAASPP ELA. 4th grade decreased CAASPP ELA -6.70%, 5th grade decreased CAASPP ELA -14.72%. Our ELPAC Scores schoolwide decreased: -14.38% Overall 3rd-5th Proficiency 39.43%	CAASPP proficiency will increase from 39.4% to 43%
Overall Literacy Metric: Third grade students reading at grade level.	December ORF - Students should be reading at 100 WCPM	May ORF

CAASPP Math	3rd grade increased CAASPP math scores increase of 12.81%, 4th grade 2.58% increase, 5th grade increase in 12.46%	CAASPP Math proficiency rate-increase from 40.2% to 45% from fall to spring of 25-26.
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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	MTSS Specialist and intervention teachers to identify and support students who are not on grade level for ELA and Mathematics and support students who are not on grade level.	Additional Targeted Support and Improvement (ATSI) Subgroups On Watch - English Learners, Hispanic, White, and Socioeconomically Disadvantaged.	76,407 Learning Recovery 1000-1999: Certificated Personnel Salaries 17,238 Learning Recovery 3000-3999: Employee Benefits 96,553 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 30,925 LCFF - Supplemental 3000-3999: Employee Benefits
1.2	Bilingual Instructional Assistants (BIA) to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. (LCAP Goal 1)	English Language Learners	45,926 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 21,616 LCFF - Supplemental 3000-3999: Employee Benefits
1.6	Use Zearn to target students' instructional level and need for remediation or extension (LCAP Goal 4)	All Students	2,500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Supplemental online curriculum and assessments to support students online CAASPP testing

Annual Review

SPSA Year Reviewed: 2024-25

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.

Overall, students made significant progress as measured on Renaissance scores. Our preliminary CAASPP scores show less growth. We had a successful intervention program during the school day and used to specifically target our students in our working toward meeting standards category. Our bilingual aides were used to support the academic achievement and language acquisition of our English learners.

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

No major Differences

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

No changes

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Navigator team will:

2.1 Increase attendance rates we have weekly assemblies with a monthly attendance goal and providing positive incentives for Tier 1 and Tier 2 students.

2.1 Principal will conduct an attendance review for families who are on the border of being identified as chronically absent or have many unverified absences.

2.3 Second step, social emotional learning(SEL) lessons will be taught weekly in classrooms.

2.3 Provide PBIS plans for students with Tier 2 or 3 behaviors. Offer and provide staff training and support.

2.3 PBIS Team will have a monthly PBIS focus around the 5 Bs (Responsible, Respectful, Safe, Kind, Productive) with a direct instruction lesson and positive recognitions/incentives for students modeling the 5Bs.

2.3 Behavior Support Aides will provide direct instruction for positive behaviors conducive to learning and collaborating with peers.

2.4 Parent Coordinator will communicate with families using ParentSquare and News at the Nest. The parent Coordinator will reach out to families with a call to support our ELAC and SSC..

2.5 Collaborate with PTA to increase family engagement and family events at the school site.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input, and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

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.

Additional Targeted Support and Improvement (ATSI) Subgroups on Watch -Students with Disabilities, Asian, Hispanic, White, Two or More Races, and Socioeconomically Disadvantaged.

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
Suspension rate	6 students have been suspended in 2025/2026 school year. 0.013% have been suspended at least 1 time.	Our goal is to have less than 4 students suspended for the 2026/2027 School Year.
SMART goals for Positive Behavioral Intervention and Supports (PBIS)	Three SMART goals will be written	Goals will be met
Chronic Absenteeism	17.6% of students were identified as Chronically Absent in the 2024/2025 School Year. As of 3/1625 our	We will reduce our students who are identified as Chronically Absent to 14% in 2026/2027

accumulated Chronic absence rate is at 15.05%,

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
2.1	Substitute Teachers will cover classroom teachers for 20 or more days for Responsiveness to Intervention Meetings, Student Study Team, Every Student by Name, and PLC release meetings in order to increase parent support and create academic/behavioral interventions as a team for each student below grade level, and grade level team time lesson planning utilizing the 15-day challenge model of planning.	All Students and Additional Targeted Support and Improvement (ATSI) Subgroups on Watch - English Learners, Hispanic, White, and Socioeconomically Disadvantaged.	10,140 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2,860 LCFF - Supplemental 3000-3999: Employee Benefits
2.2	Provide incentives for good attendance and positive behaviors (LCAP Goal 2): We will have schoolwide Tier 1 attendance and behavior incentives. We will create list of Tier 2 students and incentivize good attendance.	All Students	6,000 LCFF - Supplemental 4000-4999: Books And Supplies
2.3	Positive Pathways/PIP (LCAP Goal 2)	Students with Social Emotional Learning (SEL) needs will be identified for the Special Friends program.	3,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs PIP support provider/Special Friends
2.4	Parent outreach and volunteer coordinator (LCAP Goal 2): The Parent coordinator will call families to find out the why and provide support for chronically absent students. They will also send postcards and make calls to our monthly ELAC meetings to increase ELL families' participation.	Chronic Absenteeism on Watch: Students with Disabilities, Asian, Hispanic, White, Two or More Races, and Socioeconomically Disadvantaged.	10,571 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator - 2.5 hours to Increase family engagement and parent input and the utilization of volunteers. 6,869 LCFF - Supplemental 3000-3999: Employee Benefits
2.5	Behavior Support Aides will provide direct instruction for positive behaviors conducive to learning and collaborating with peers.	Students identified by office referrals, suspensions, or PBIS plans.	29,865 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 29,096 LCFF - Supplemental 3000-3999: Employee Benefits
2.6	Navigator will provide extra yard supervision to monitor student behavior and reinforce positive behaviors proactively through our PBIS Talon Tickets.	All Students	17,462 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 8,700

			LCFF - Supplemental 3000-3999: Employee Benefits
2.8	Maintain robust PBIS program including a PBIS/Climate committee and district coach (LCAP Goal 2)	All Students	
2.9	Assemblies (LCAP Goal 2)	All Students	
2.10	Provide SEL support through a variety of strategies including, but not limited to: Teaching Second Step, Falcon Friends, Responsive Classrooms (morning meetings), recess support, and teach debugging steps (LCAP Goal 2)	All Students	
2.11	The school clerk will investigate absences, increase outreach to parents and families about attendance, provide awards for attendance, call students' families in Tier 2 for Check in Check Out prizes daily each month, increase positive communication with families, and always welcome students (even if tardy) LCAP Goal 2	Chronic Absenteeism on Watch: Students with Disabilities, Asian, Hispanic, White, Two or More Races, and Socioeconomically Disadvantaged.	11,677 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 4,315 LCFF - Supplemental 3000-3999: Employee Benefits
2.12	Health Clerk will monitor health of students to increase students staying in classrooms. Many students go to the health office due to work avoidance behaviors. Health Clerk will determine when students go home and come back to decrease chronically absent students.	All Students	4,710 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1,857 LCFF - Supplemental 3000-3999: Employee Benefits
2.13	Use of Panorama data to refer students with poor attendance, behavior, and academics to an RTI meetings.	Chronic Absenteeism on Watch: Students with Disabilities, Asian, Hispanic, White, Two or More Races, and Socioeconomically Disadvantaged.	
2.14	We will use Wednesday folders, monthly newsletters, ParentSquare messages, marquee and social media to support communication with families (LCAP Goal 2)	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Navigator does a tremendous job of finding alternatives to suspension, building a positive school culture for students and staff, and to addressing the root causes of attendance problems. We decreased our Chronic Absenteeism this year by

2% by focusing on Tier 1 and Tier 2 attendance incentives reinforcing public recognition of weekly assemblies around attendance and PBIS goals.

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

We reduced Chronic Absenteeism by almost 2% 2024/2025 and slated to reduce another 1% 2026/2027 .Our attendance team did 63 SART meetings by 3/16/25 in order to discuss chronic absenteeism and the effects it has on academic performance. Our incentives and SARTs decreased our CA rate, and we met our school wide goal.

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

We will continue to address this goal in a similar manner. We will add more schoolwide Tier 1 and Tier 2 attendance incentives monthly. We will have a weekly short assembly to discuss and incentivize good attendance goals. We will also look at attendance patterns and create spirit days or fun activities to increase attendance before or after holiday breaks depending on last year's absence data. Our goal is to do more SARBs for students who chronically absence multiple years.

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.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4, and 7)

3.1 School wide focus on (Universal Design for Learning)UDL strategies to remove barriers to success, increase student interest and participation, and provide scaffolding and supports within the Tier 1 instruction.

3.1 Teach Second Step weekly to build social emotional learning skills.

3.2 The instructional Coach will coach teachers on instruction, PLC Team Time, lead planning teams to ensure high quality instruction, and facilitate instructional walks.

3.2 Teachers will meet during PLC to choose essential standards, a curriculum that supports student needs, and use data to monitor the success of all students to plan for our intervention groups with our Intervention teachers who change every 6 weeks.

3.3 Instructional Coach, MTSS Specialist, and Intervention teacher will collaborate with teachers to plan instruction that focuses on SDAI strategies in integrated ELL instruction and support curriculum and implementation in designated ELL time in small groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4, and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP, and STEM courses to ensure students are college and 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.

Teachers need additional time to collaborate, develop Common Formative Assessments (CFA), and identify students for intervention. This will be done in our Thursday weekly PLC meetings. Grade level teams will create SMART goals and CFAs to monitor program and make timely academic interventions. We have students in 4th grade in the 2024/2025 who have not reclassified as English Proficient

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	In 2025/2026 3 ELLs were reclassified	We want to increase our reclassification number goal to 9 or the 2026/2027 School Year.
Professional Development	On-going professional development on culture and climate and PLC. Collaboration meetings are provided to develop common formative	Students will receive instruction from well-trained teachers and have access to a guaranteed and viable curriculum

	assessments and shared instructional practices. Training in new adoptions and established curriculum.	
Distance From Standard Goal on CA Dashboard	Our current DFS in ELA was 30.1 points below standard. Our DFS in Math was 29.9 below standard.	Next year we aim to be 105 points from DFS in ELA. Next year we aim to be 20 points from DFS in Math
Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to essential standards. % of elements observed from the Model of Instruction	% of elements observed from the Model of Instruction	% of elements observed from the Model of Instruction

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
3.1	Professional development in new curriculum adoptions (LCAP Goal 3)	All Students	
3.4	School will hold Scripps Spelling Bee to increase student engagement in written language convention: Spelling.	All Students	
3.5	The Instructional Coach will coach teachers on instruction, PLC Team Time, lead planning teams to ensure high quality instruction, and facilitate instructional walks. The instructional coach will also lead professional development and will collaborate with teachers to plan instruction that focuses on SDAI strategies in integrated ELL instruction and support curriculum and implementation in designated ELL time in small groups.	English Language Learners	52,400 Title I 1000-1999: Certificated Personnel Salaries 12,544 Title I 3000-3999: Employee Benefits 67,950 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 16,265 LCFF - Supplemental 3000-3999: Employee Benefits
3.6	To reclassify more ELLs as English Language Proficient, high quality direct instruction in English Language Development curriculum (LCAP Goal 3).	English Language Learners	
3.8	To reclassify more ELLs as English Language Proficient, training will be provided to all teachers in EL strategies and ELD, i.e., GLAD strategies (LCAP Goal 3)	English Language Learners	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Navigator provided staff with opportunities for professional learning to optimize classroom instruction and practices. We worked on functioning as a Professional Learning Community (PLC) by providing release time for collaboration to analyze student outcomes and to plan flexible learning opportunities to help all students meet grade level standards. Professional development focused on strategies to help create safe and productive learning environments in our classrooms and our school (Second Step).

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

There were no major differences between the intended and actual implementation of this goal.

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

No changes for this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)At Navigator, we will:

4.1 Instructional Coach will facilitate professional development in monthly staff meetings and in a co-teaching and planning model.

4.1 Principal will do walk throughs and evaluations for new and tenured staff on an eval cycle that will focus on supporting instructional coaching in UDL, ELL strategies, Increasing Student Engagement, and SEL.

4.1 New Teachers will be paired with a mentor through New Teacher induction.

4.1 We will hold a monthly PD in staff meetings and meet three Thursdays a month, utilizing the PLC process to plan and deliver instruction that uses data for every student.

4.2 The Custodian and Principal will inspect the site daily and collaborate on the monthly school maintenance checklist.

4.3 Teachers will teach the second step curriculum weekly in order to provide direct model social emotional learning.

4.3 Climate/PBIS team will meet monthly to plan for Tier 1 strategies to increase a positive learning environment, focusing on our 5Bs.

4.3 Parent Coordinator will reach out to families to increase participation in ELAC and SSC.

4.3 School will provide instructional supplies to support the academic content in order to strengthen our UDL strategies, increase student engagement, check for understanding, project-based learning, anchor charts, technology supplies, and general supplies to support our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

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.

Additional Targeted Support and Improvement (ATSI) Subgroups on Watch - English Learners, Hispanic, White, and Socioeconomically Disadvantaged.

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
Goal 4: Evaluations	Talent Ed evaluation system	All teachers will be evaluated on a regular basis, provided with meaningful feedback and when necessary, coaching to improve practice.
Goal 4: Beginning Teacher Induction Program	New teachers will participate in Induction with a Mentor.	Principal will meet with support provider and new teacher to ensure that the focus of support aligns with school goals.

Goal 4: Access to curriculum	End of year/beginning of year inventory	All needed materials will be ordered and delivered to classrooms.
Goal 4: Provide supplemental curriculum and online programs to meet diverse needs of students.	Core curriculum in every classroom	Teachers will discuss essential standards in PLC meetings a discuss which lessons to utilize in core curriculum.
Goal 4 Well-maintained facility	Monthly facility checks and daily meetings with Head Custodian	Our campus will be a safe, functional, and aesthetically pleasing learning environment.
Goal 4: Instructional Coach	IC will take anecdotal evidence of coaching/collaboration with teachers.	Teachers will complete one planning and teaching cycle with Instructional Coach.

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
4.1	Instructional materials will be purchased to strengthen our UDL strategies increasing student engagement, checking for understanding, project-based learning, anchor charts, technology supplies, and general supplies to support our students below grade level, special education, and ELLs.	All Students	26,699 LCFF - Supplemental 4000-4999: Books And Supplies .
4.5	Regularly meet with head custodian; review work orders and plant maintenance (LCAP Goal 4)	All Students	
4.6	Annually, complete regular evaluations of probationary and tenured teachers using TalentEd (LCAP Goal 4.)	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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.

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

Students received supplemental materials and online access to programs such as Mystery Science and Renaissance

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

There were no major differences between the intended and actual implementation of this goal.

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

None

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

District Goal 1: Student Achievement and Success
School Goal (s):

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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.

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	\$614,145.00
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 (\$)
Title I	\$64,944.00

Subtotal of additional federal funds included for this school: \$64,944.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$455,556.00
Learning Recovery	\$93,645.00

Subtotal of state or local funds included for this school: \$549,201.00

Total of federal, state, and/or local funds for this school: \$614,145.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	64,944	0.00
LCFF - Supplemental	455,556	0.00
Learning Recovery	93,645	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	455,556.00
Learning Recovery	93,645.00
Title I	64,944.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	303,450.00
2000-2999: Classified Personnel Salaries	120,211.00
3000-3999: Employee Benefits	152,285.00
4000-4999: Books And Supplies	32,699.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	174,643.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	120,211.00

3000-3999: Employee Benefits	LCFF - Supplemental	122,503.00
4000-4999: Books And Supplies	LCFF - Supplemental	32,699.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,500.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	76,407.00
3000-3999: Employee Benefits	Learning Recovery	17,238.00
1000-1999: Certificated Personnel Salaries	Title I	52,400.00
3000-3999: Employee Benefits	Title I	12,544.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	291,165.00
Goal 2	147,122.00
Goal 3	149,159.00
Goal 4	26,699.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
James Tucker	Principal
Alexis Harris	Other School Staff
Colin Mahoney	Classroom Teacher
Heather Robinson	Classroom Teacher
Verenice Orteleno	Classroom Teacher
Bee Bass	Parent or Community Member
Shanece Duncan	Parent or Community Member
Amarbir Takhar	Parent or Community Member
Billy English	Parent or Community Member
Traci Fonseca	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
James Tucker	Principal
Chelsey Arichita	Classroom Teacher
Santos Bellorin	Parent or Community Member
Margine Guterrez	

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

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
 - c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on March 30, 2026.

Attested:

	Principal, James Tucker on 3/30/26
	SSC Chairperson, Shanece Duncan on 3/30/26

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

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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/>

Updated by the California Department of Education, October 2023



School Name: Navigator

School Site Council SSC Minutes

Meeting Date: 4/30/26	Microsoft Teams meeting Microsoft Teams meeting Join: https://te;:J.!!1\$.microsoft.com/meet/275\$7225257444?g=MHxnxgtlkMUoWDcNYq Meeting ID: 275 672 252 574 44 Passcode: pm2s66BZ <u>Need help?</u> <u>System refereoc.!!.</u> Dial in by phone +1 916-245-8582,,712093867# United States, Sacramento <u>Find a local number</u> Phone conference ID: 712 093 867# For organizers: <u>Useful options</u> <u>Reset dial-in</u> <u>elli</u>
Starting Time: 6:00 pm	Ending Time: 7 pm

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

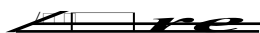
Item/Time Limit	Actions Requested	Person Responsible	Comments/Parent Advice
1. Call to Order (min.)			8:01am
2. Roll Call (min.)			Heather Robinson, James Tucker, Traci Fonseca, Bee Bass, Verenice Ortelano, Billy En2lish
3. Additions/Changes to Agenda (min.)			
4. Reading and Approval of Minutes (min.)			Went over approved minutes from the last meeting. Billy English Made motion to approve minutes, Heather second, All were in favor.
5. Reports of Officers/Committees (min.)	NA		
6. Public Comment (min.)			

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

7. Unfinished Business (min,)			
8. New Business (5 min.)	Review new behavior, attendance, and/or academic data for March		Reviewed current YTD attendance, March Madness incentives, and current pre-spring break attendance motivation (BMX assembly, beard shaving), Also reviewed behavior incidences in yellow and red category from Panorama.

9. New Business (min.)	Review School Plan for final approval Presentation/Curre		Reviewed LCAP school goals - total of 4, Reviewed budget that matches with each goal. Discussion included what is site Title 2, site vs district supplemental funds, and learning recovery dollars. We reviewed our plan we have been discussing based on data the last three months. We are continuing staffing from the current year. The school plan was reviewed and we approved the 2026-2027 school plan. Billy English motioned, Vernice second. All in favor.
	nt Data/A12prove		
	School Plan		
10. New Business (min.)			
11. Open Forum (min.)			
12. Adjournment (min.)	6:23		Billy English motioned to end the meeting, Verenice Ortelano seconded. All in Favor

Prepared: James Tucker / 6e,c_B.ii0□

 _____

Date: 3/30/31

 Shanece Duncan 3/31/2026



School Name: Navigator

School Site Council ELAC Minutes

Meeting Date: 4/17/26	In Person
Starting Time: 8:30am	Ending Time: pm

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

Item/Time Limit	Actions Requested	Person Responsible	Comments/Parent Advice
1. Call to Order (min.)			8:30 am
2. Roll Call (min.)			James Tucker, Santos Beloorin Danna Domashuk, Gilda Sarmiento, Rogulaina Anzhela
3. Additions/Changes to Agenda (min.)			
4. Reading and Approval of Minutes (min.)			Went over approved minutes from the last meeting. Anzhela Rogulina Made motion to approve minutes, Santos Bellorin, All in Favor
5. Reports of Officers/Committees (min.)	NA		
6. Public Comment (min.)			

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

7. Unfinished Business (min.)			
8. New Business (5 min.)	Review new behavior, attendance,		Reviewed current YTD)) attendance, March Madness incentives, and current pre-spring!! break attendance

	and/or academic data for March		motivation (BMX assembly, beard shaving), Also reviewed behavior incidences in yellow and red category from Panorama.
9. New Business (min.)	Review School Plan for final approval Link to ELAC		Reviewed LCAP school goals - total of 4, Reviewed budget that matches with each goal. Discussion included what is site Title 2, site vs district supplemental funds, and learning recovery dollars. We reviewed our plan we have been discussing based on data the last three months. We are continuing staffing from the current year. The school plan was reviewed and we approved the 2026-2027 school plan. Rogulina Anzhela motions to approve the school plan for the 2026/27 SY.Santos Bellorin Seconds. All in favor!
	Presentation		
IO. New Business (min.)			
11. Open Forum (min.)			
12. Adjournment (min.)			8:57 Anzhela Rogulina motions to close, Santos Bellorin Seconds. All in Favor

Prepared: Santos Bellorin

 Signature

Date: -t/17/26

Welcome

PLEASE SIGN IN BELOW

ELAC MEETING

DATE: 04/17/2026

NO	PARENT NAME	SIGNATURE
1	Santos Bellowin	
2	Marhela Regulina	
3	Danna Domashuk	
4	Gilda Sarmiento	
5	James Tucker	
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