

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Crest Elementary	37-67991-6037600	May 7, 2019	July 30, 2019

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

1. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 7, 2019 was the accumulating input meeting when the SPSA was approved. The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain “actions” that show student growth

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

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

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs. Our SSC monitors English Learners progress with the support of our site EL representative. The SSC reviews ELAC responsibilities at their regularly scheduled meetings.

2. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on March 20, 2019 was the accumulating input meeting.

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

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher’s success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	0.75%	0.88%		1	1
African American	%	1.50%	2.65%		2	3
Asian	0.7%	1.50%	2.65%	1	2	3
Filipino	%	%	%			
Hispanic/Latino	22.6%	25.56%	21.24%	31	34	24
Pacific Islander	%	%	%			
White	67.2%	61.65%	60.18%	92	82	68
Multiple/No Response	7.3%	6.02%	7.08%	10	8	8
	Total Enrollment			137	133	113

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	24	26	24
Grade 1	19	21	16
Grade 2	22	18	21
Grade3	19	23	18
Grade 4	30	19	15
Grade 5	23	26	19
Total Enrollment	137	133	113

Conclusions based on this data:

1. We have had an increase of African American students attending our school.
2. We have had an increase in our Hispanic Students.
3. We have had a decline in our white student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	12	12	4	8.8%	9.0%	3.5%
Fluent English Proficient (FEP)	1	4	2	0.7%	3.0%	1.8%
Reclassified Fluent English Proficient (RFEP)	1	3	0	8.3%	25.0%	0.0%

Conclusions based on this data:

1. Our English learner student count has remained consistent over the last three years.
2. We have increased the number of students who are classified as Fluent English Proficient, FEP
3. We have increased the number of students who are being reclassified as fluent English proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19		17	19		16	19		16	100		94.1
Grade 4	28		12	27		12	27		12	96.4		100
Grade 5	20		15	20		15	20		15	100		100
All Grades	67		44	66		43	66		43	98.5		97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2376.		2444.	5.26		31.25	15.79		31.25	21.05		12.50	57.89		25.00
Grade 4	2453.		2436.	7.41		16.67	37.04		16.67	22.22		25.00	33.33		41.67
Grade 5	2517.		2535.	25.00		26.67	50.00		40.00	5.00		26.67	20.00		6.67
All Grades	N/A	N/A	N/A	12.12		25.58	34.85		30.23	16.67		20.93	36.36		23.26

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	5.26		37.50	31.58		43.75	63.16		18.75	
Grade 4	11.11		8.33	70.37		58.33	18.52		33.33	
Grade 5	30.00		46.67	45.00		40.00	25.00		13.33	
All Grades	15.15		32.56	51.52		46.51	33.33		20.93	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.79		31.25	26.32		56.25	57.89		12.50
Grade 4	18.52		8.33	48.15		33.33	33.33		58.33
Grade 5	35.00		26.67	50.00		46.67	15.00		26.67
All Grades	22.73		23.26	42.42		46.51	34.85		30.23

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.26		37.50	52.63		56.25	42.11		6.25
Grade 4	7.41		0.00	66.67		91.67	25.93		8.33
Grade 5	20.00		20.00	70.00		66.67	10.00		13.33
All Grades	10.61		20.93	63.64		69.77	25.76		9.30

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.26		25.00	63.16		50.00	31.58		25.00
Grade 4	11.11		8.33	55.56		66.67	33.33		25.00
Grade 5	25.00		33.33	55.00		60.00	20.00		6.67
All Grades	13.64		23.26	57.58		58.14	28.79		18.60

Conclusions based on this data:

1. 98.8% students in grades 3-5 completed the CAASSP in 2016
2. The overall achievement of students in grades 4 and 5 increased in 2016-2017
3. Writing and Research/Inquiry skills across all grades improved from the in 2016-2017

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19		17	19		16	19		16	100		94.1
Grade 4	28		12	27		12	27		12	96.4		100
Grade 5	20		15	20		15	20		15	100		100
All Grades	67		44	66		43	66		43	98.5		97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2390.		2452.	10.53		37.50	21.05		18.75	15.79		31.25	52.63		12.50
Grade 4	2436.		2409.	11.11		0.00	7.41		16.67	44.44		16.67	37.04		66.67
Grade 5	2485.		2484.	10.00		6.67	25.00		20.00	20.00		46.67	45.00		26.67
All Grades	N/A	N/A	N/A	10.61		16.28	16.67		18.60	28.79		32.56	43.94		32.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.79		37.50	36.84		37.50	47.37		25.00
Grade 4	11.11		8.33	25.93		25.00	62.96		66.67
Grade 5	15.00		20.00	35.00		26.67	50.00		53.33
All Grades	13.64		23.26	31.82		30.23	54.55		46.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.05		43.75	36.84		50.00	42.11		6.25
Grade 4	3.70		0.00	48.15		25.00	48.15		75.00
Grade 5	10.00		0.00	45.00		66.67	45.00		33.33
All Grades	10.61		16.28	43.94		48.84	45.45		34.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.79		37.50	47.37		43.75	36.84		18.75
Grade 4	14.81		0.00	33.33		50.00	51.85		50.00
Grade 5	5.00		0.00	60.00		80.00	35.00		20.00
All Grades	12.12		13.95	45.45		58.14	42.42		27.91

Conclusions based on this data:

1. The overall achievement of all students who met standards in grade 3 and 5 increased. The overall achievement all students who met standards 4th graders went down.
2. Students increased their Problem Solving & Modeling/Data Analysis in grades 3 and 5.
3. Students in grades 3 and 4 increased their communication and reasoning skills.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*		*		*		*	
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							*	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*				*		*	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*				*	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*		*	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*				*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*				*	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*	






Conclusions based on this data:

1. Our English learner population is too small to display disaggregated data by subgroup.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Our overall academic progress in English Language Arts scored in the green level and Mathematics in the yellow level.
2. Our suspension rate is in the blue level.
3. Our chronic absenteeism scored in the green level.

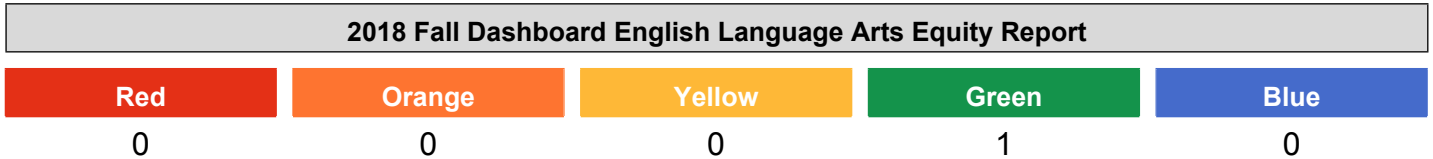
School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.5 points below standard</p> <p>Increased 16.7 points</p> <p>60 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>1.7 points below standard</p> <p>Increased 29 points</p> <p>23 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>48.5 points below standard</p> <p>11 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 1.3 points below standard Increased 29.9 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 Green 8.8 points above standard Increased 21.4 points 39 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5 students	Less than 11 Students - Data Not Displayed for Privacy 3 students	4.8 points above standard Increased 19.5 points 51 students

Conclusions based on this data:

1. Our over all student population scored in the green level with 0.5 points below standard.
2. Our Socioeconomically Disadvantaged students are 1.7 points below standard. We increased 29 points.
3. Our white population is 8.8 points above standard. Increased 21.4 points

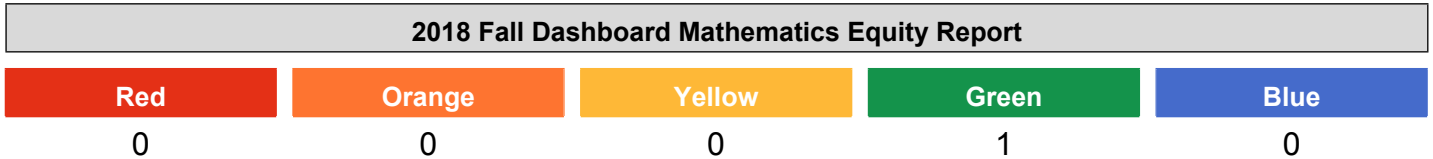
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 33.4 points below standard Increased 10.8 points 60 students	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 24.9 points below standard Increased 25.7 points 23 students	<p>Students with Disabilities</p>  No Performance Color 109.5 points below standard 11 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 57.3 points below standard Increased 5.5 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 Green 19.4 points below standard Increased 18.6 points 39 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5 students	Less than 11 Students - Data Not Displayed for Privacy 3 students	28.9 points below standard Increased 13.9 points 51 students

Conclusions based on this data:

1. Our student population scored in the yellow zone and were 33.4 points below standard.
2. Our Socioeconomically Disadvantaged students scored 24.9 points below standard. We increased 25.7 points.
3. Our hispanic students scores 57.3 points below standard. We increased 5.5 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

Conclusions based on this data:

1. Our English learner population is too small to disaggregate the data by subgroup.

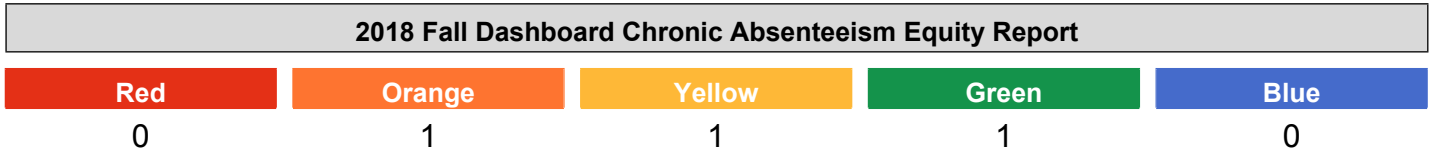
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>5.1% chronically absent</p> <p>Declined 1.3%</p> <p>137 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>8.3% chronically absent</p> <p>Declined 7.1%</p> <p>12 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>7.4% chronically absent</p> <p>Maintained 0.4%</p> <p>54 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>4.8% chronically absent</p> <p>Declined 17.5%</p> <p>21 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.7% chronically absent Increased 2.5% 35 students	 No Performance Color 0% chronically absent Declined 6.3% 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 5.9% chronically absent Declined 1.6% 85 students

Conclusions based on this data:

1. Our chronic absenteeism has declined by 1.3%
2. Our hispanic students who are chronically absent has increased by 2.5%
3. Our Socioeconomically Disadvantaged maintained at 7.4% begin chronically absent.

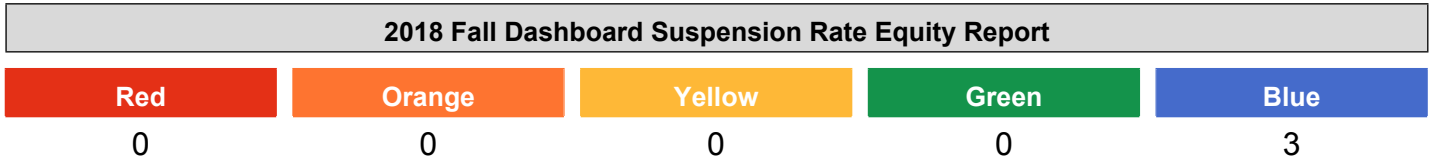
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0% suspended at least once Declined -2.7% 138 students	<p>English Learners</p>  No Performance Color 0% suspended at least once Maintained 0% 12 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 2 students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Declined -5.5% 54 students	<p>Students with Disabilities</p>  No Performance Color 0% suspended at least once Declined -11.1% 21 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 36 students	 No Performance Color 0% suspended at least once Declined -10.5% 12 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Declined -2.1% 85 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.3% suspended at least once	2.7% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. Our overall student suspension rate has decline by -2.7%
2. The suspension rate for Socioeconomically Disadvantaged has declined -5.5%
3. The suspension rate for Students with Disabilities has declined -11.1%

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

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

Goal 1

Crest Elementary School students will have access to a high-quality instructional practices and a broad range of educational programs as they prepare for college and career readiness and success.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade 3 Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Students % on target for being College and Career Ready based on Lexile Score and CCSS.</p> <p>All students : FFB=12% A=18% M=53% E=18%</p> <p>Sub group data is unavailable.</p>	<p>All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category. .</p>
Grade 4Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Students % on target for being College and Career Ready based on Lexile Score and CCSS.</p> <p>All students: FFB=25% A=58% M=17%</p> <p>Sub group data is unavailable.</p>	<p>All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.</p>
Grade 5 Assessment KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Students % on target for being College and Career Ready based on Lexile Score and CCSS.</p>	<p>All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>All Students: FFB=13% A=60% M=20% E=7% Sub group data is unavailable.</p>	<p>least 5% in each category to the next higher category.</p>
<p>3rd Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS</p>	<p>% Below/Near/Above Standard</p> <p>All students (17): 29% / 64% / 5%</p> <p>Hispanic (3): 33% / 66% / 0% African American (0): N/A White (11): 36% / 63% / 0% Two or More Races (0): N/A</p> <p>Eng. Learners (1): N/A SWD (1): N/A Low Income (5): 40% / 40% / 20%</p>	<p>All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.</p>
<p>4th Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS</p>	<p>% Below/Near/Above Standard</p> <p>All students (13): 69% / 30% / 0%</p> <p>Hispanic (6): 50% / 50% / 0% African American (0): N/A White (6): 83% / 16% / 0% Two or More Races: N/A</p> <p>Eng. Learners (0): N/A SWD (3): 66% / 33% / 0% Low Income (7): 100% / 0% / 0%</p>	<p>All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.</p>
<p>5th Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS</p>	<p>% Below/Near/Above Standard</p> <p>All students (15): 46% / 53% / 0%</p> <p>Hispanic (4): 50% / 50% / 0% African American (0): N/A White (10): 50% / 50% / 0% Two or More Races (1): N/A</p>	<p>All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Eng. Learners (1): N/A SWD (2): 100% / 0% / 0% Low Income (7): 42% / 57% / 0%	
Reclassification Rate (County 14.9%)	Percent Reclassified: 25%	Reclassified Goal: Increase by 1 student

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will be afforded the opportunity to participate in professional development. Costs include substitutes for release days, stipends, materials, travel and conference, and professional books. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,720	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Hourly, stipends.
200	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Travel and Conference

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintenance of 1:1 Chromebooks for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

75

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Materials: Extra plugs and cases for 1:1 technology. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1.7 Teachers will use Presentation Literacy curriculum to provide students with opportunities to present their idea to a larger audience at the site and district level via the annual TedxKids@ElCajon event. Site supports TedxClubs and supplies needs to support club spirit. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

50

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Materials, Booth costs, incentive t-shirts, and rewards.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1.8 Art lessons provided to all students for in depth opportunity for deeper exploration in the visual arts. Visual and performing arts opportunity provided for all students. Art supply costs, visual and performing arts plays and costumes. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplemental Materials
300	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplemental Materials for school wide sing-a-longs and visual and performing arts program
465	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Teacher release time and stipend for visual and performing arts program

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplemental supplies, books and materials to support NGSS instruction and Mystery Science. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students have access to books, supplies and materials in the area of computer science, NGSS, STEAM, Lego League Jr. and Math to improve instruction. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

800

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students have access to lessons and hands on activities in our school garden. Our gardening lessons deepen understanding in Health and Wellness, and NGSS standards. Funds are used to purchase garden supplies, seeds, lessons, and science related supplies and materials. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

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

Goal 2

Crest Elementary School students will receive an educational program that will contribute to creating a positive school climate. Crest Elementary staff will offer a comprehensive program that promotes health and wellness, and strong character building.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 96.21%	Maintain daily attendance of green or blue
SI&A Report: Chronic Absenteeism Rate, State 9% CA Dashboard 2016-2017 N/A	2017-2018: 5.88% 2017-2018: All students: Decline -1.3% Overall 5.1% Orange English Learners: N/A Low Income: Yellow SWD: N/A Homeless: N/A Foster Youth: N/A Hispanic: Orange White: Green Two or More Races: N/A African American: N/A [add additional sub-group not listed as needed]	Maintain a Chronic Absenteeism of green or blue
Dashboard: Suspension Rate 2016-2017: All students: 2.7% Orange English Learners: N/A	2017-2018: 0% 2017-2018:	Maintain a suspension rate of green or blue

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Low Income: Red SWD: N/A Homeless: N/A Foster Youth: N/A Hispanic: Blue White: Yellow Two or More Races: N/A African American: N/A [add additional sub-group not listed as needed]	All students: Decline -2.7% Overall 0% Blue English Learners: N/A Low Income: Blue SWD: N/A Homeless: N/A Foster Youth: N/A Hispanic: Blue White: Blue Two or More Races: N/A African American: N/A [add additional sub-group not listed as needed]	
California Healthy Kids Survey (Bi-annual)	N/A coming in 2019-20	
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 3.87 Hope 4.27 Entrepreneurial N/A Career/Financial Literacy N/A	Maintain or increase engagement rate .
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.21	Increase overall Gallup results to 3.5

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PE and movement equipment for all grades. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

100

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

All students will participate in our Stand Up to Bullying classroom lessons and activities. Teachers will focus on bullying prevention lessons in the Second-Step Program with the counselor, Stanford Harmony, District Character Education, and the Peace Builder Pledge. Teachers will provide students with lessons on cyberbullying within the district's Digital Citizenship lessons. The site supports funding assemblies to support positive relationships, well being and bullying preventions. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Consultants/Contracts

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

All students will participate in our Red Ribbon activities to promote positive choices and healthy living. Teacher will teach lessons that promote positive choices. School wide activities, incentives and events. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

50

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide individual, classroom and school wide encouragement for culture and moral. . Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

50

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students receive lessons from Stanford Harmony, and district character ed lessons to promote a positive school culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

60

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Supplies. Funds are used to purchase books, banners, classroom posters, and misc supplies and materials to support a positive school climate. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

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

Goal 3

Crest Elementary School students will demonstrate adequate yearly progress over time to master standards and develop college and career readiness for global competencies.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Students % on target for being College and Career Ready based on Lexile Score and CCSS.</p> <p>All students : FFB=12% A=18% M=53% E=18% Sub group data is unavailable.</p>	All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.
4th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Students % on target for being College and Career Ready based on Lexile Score and CCSS.</p> <p>All students: FFB=25% A=58% M=17% Sub group data is unavailable.</p>	All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.
5th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Students % on target for being College and Career Ready based on Lexile Score and CCSS.</p>	All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>All Students: FFB=13% A=60% M=20% E=7% Sub group data is unavailable.</p>	<p>least 5% in each category to the next higher category.</p>
<p>3rd Grade Assessment: IAB MATHEMATICS</p>	<p>% Below/Near/Above Standard</p> <p>All students (17): 29% / 64% / 5%</p> <p>Hispanic (3): 33% / 66% / 0% African American (0): N/A White (11): 36% / 63% / 0% Two or More Races (0): N/A</p> <p>Eng. Learners (1): N/A SWD (1): N/A Low Income (5): 40% / 40% / 20%</p>	<p>All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.</p>
<p>4th Grade Assessment: IAB MATHEMATICS</p>	<p>% Below/Near/Above Standard</p> <p>All students (13): 69% / 30% / 0%</p> <p>Hispanic (6): 50% / 50% / 0% African American (0): N/A White (6): 83% / 16% / 0% Two or More Races: N/A</p> <p>Eng. Learners (0): N/A SWD (3): 66% / 33% / 0% Low Income (7): 100% / 0% / 0%</p>	<p>All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.</p>
<p>5th Grade Assessment: IAB MATHEMATICS</p>	<p>% Below/Near/Above Standard</p> <p>All students (15): 46% / 53% / 0%</p> <p>Hispanic (4): 50% / 50% / 0% African American (0): N/A White (10): 50% / 50% / 0% Two or More Races (1): N/A</p>	<p>All students: Our goal is move at least 5% of our students approaching to meets standard. We want to move at least 5% in each category to the next higher category.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Eng. Learners (1): N/A SWD (2): 100% / 0% / 0% Low Income (7): 42% / 57% / 0%	
Reclassification Rate (County 14.9%)	Percent Reclassified: 25%	Reclassified Goal:

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Literacy support materials to differentiate for students at all academic levels based on needs from data results. Instructional supplemental materials, books, and supplemental software licenses to improve English Language Arts instruction. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplemental common core materials for low performing students and English Learners. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with individualized education programs

Strategy/Activity

Provide specialized instruction through our RSP program and classroom targeted small group instruction in the area of language arts and math. Purchase of learning support materials, fidgets, flexible seating options and other site approved programs to meet the specific needs of targeted students. Surplus funds can be used for other approved strategies or activities already approved in the plan. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Before/After school clubs, academic support and enrichment opportunities. Teacher additional hourly, supplies and materials for all academic areas, music and performing arts, literature, and excursions as funds become available. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplemental Materials
500	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated additional hourly

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Math supplemental materials and programs, reflex math. Lego League and Lego First Participation. Supplies, materials for Lego program, robotics, books. Excursions, and incentives as funds become available. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,826	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies and Materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase additional support material to supplement district programs. Supplies and resources to support literacy, ELA adoption, World of Work materials and realia, Math and Science supplies, Maker activities, art. Excursions as funds become available. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplemental Materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,588.00

Source(s)

S&C PD
1000-1999: Certificated Personnel Salaries
Certificated Hourly

325

S&C PD
2000-2999: Classified Personnel Salaries
Classified Hourly

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

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

Goal 4

Crest Elementary School strives to provide opportunities for our community stakeholders and parents to participate in making decisions for our children.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent University Courses		
Home Visits	Number of visits 0	2
School Site Council Meetings	Number of parents at meetings	6-8
English Learner Advisory Meetings	Number of parents at meetings	NA
Parent Gallup Results	2019-2020 school year	

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

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Crest Kiwanis and Crest students supports the efforts of the school engaging with the community and provides volunteers for school/family events. Activities, t-shirts, recognition awards, and supplies to support service learning, community engagement activities, excursions, volunteer supplies. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Coordinate with our PTA to increase parent participation at school/PTA family events via PeachJar and Blackboard. Weekly newsletter, PTA flyers, school website. Monies used to purchase event supplies, recognition and appreciation awards, art supplies, bingo supplies, family engagement nights, academic fairs. Surplus funds can be used for other approved strategies, activities, or supplies already approved in the plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

100

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Supplies

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$14,339.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
S&C PD	\$1,913.00
Supplemental Concentration Funding	\$12,426.00

Subtotal of state or local funds included for this school: \$14,339.00

Total of federal, state, and/or local funds for this school: \$14,339.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Concentration Funding	\$12,426	0.00
S&C PD	\$1,913	0.00

Expenditures by Funding Source

Funding Source	Amount
S&C PD	1,913.00
Supplemental Concentration Funding	12,426.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,273.00
2000-2999: Classified Personnel Salaries	325.00
4000-4999: Books And Supplies	9,541.00
5000-5999: Services And Other Operating Expenditures	200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S&C PD	1,588.00
2000-2999: Classified Personnel Salaries	S&C PD	325.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	2,685.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	9,541.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,210.00
Goal 2	760.00
Goal 3	9,239.00
Goal 4	130.00

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

Name of Members	Role
Carmen Restrepo	Principal
Jasmine Lenart	Classroom Teacher
Vivian Rios	Classroom Teacher
Meghan Walsh	Classroom Teacher
Chris Ayers	Other School Staff
Julia Glover	Parent or Community Member
Debra Williams	Parent or Community Member
Rene Virant	Parent or Community Member
Susie Guinn	Parent or Community Member
Heather McMillian	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: English Learner Advisory Teacher

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

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

This SPSA was adopted by the SSC at a public meeting on September 23, 2019.

Attested:

Principal, Carmen Restrepo on 9-23-19

SSC Chairperson, Rene Virant on 9-23-19