School Year: | 2023-24

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 School	37-67991-6037600	May 18th, 2023	August 8, 2023

Purpose and Description

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

Additional Targeted Support and Improvement
Students with Disabilities

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

Crest will ensure all students are receiving a quality education and meeting academic standards with targeted interventions specific to their needs. Among these will be additional support for students with disabilities in the area of language arts. Tutorials in ELA and Math and social-emotional learning will be in place. In addition, there will be an emphasis on parent and family engagement opportunities such as Family Teacher Teams.

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

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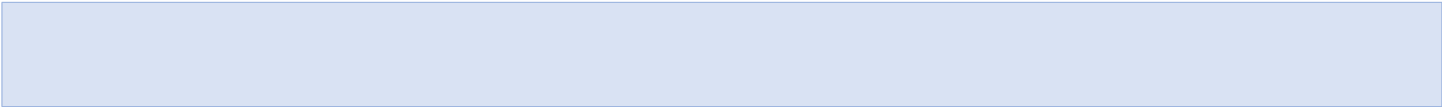
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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

100% of parents had the opportunity to provide input on the quality of the program and learning environment through the annual parent survey. This year parents, including parents of unduplicated students and students with disabilities, had the opportunity to take the Gallup Parent Survey. The results will serve as baseline data to inform focus and track improvement.

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.
Annual Gallup Student Survey (grades 5-8)
Annual Gallup Parent Survey
Annual Gallup Staff Survey
California Healthy Kids Survey (grades 5 and 7)

Staff, parents, and community members gave input during LCAP and SPSA review and development through needs assessments and program evaluation.

May 2023 Parent Gallup Survey- 2023 Baselines - Total number of Parents responding to the Gallup Survey was 63 .
Fully Engaged 27%
Treated with Respect (School Environment) - 4.48 Mean Score
Leadership Creates a Trusting Environment - 4.16 Mean Score

May 2022 Parent Gallup Survey- 2022 Baselines - Total number of Parents responding to the Gallup Survey was 80 .
Fully Engaged 55%
Treated with Respect (School Environment) - 4.83 Mean Score
Leadership Creates a Trusting Environment - 4.69 Mean Score

May 2021 Parent Gallup Survey- 2021 Baselines - Total number of Parents responding to the Gallup Survey was 72.
Fully Engaged 69%
Treated with Respect (School Environment) - 4.78 Mean Score
Leadership Creates a Trusting Environment - 4.82 Mean Score

March 2023 Student Gallup Survey- 2023 Baselines - the number of students responding to the 2023 Gallup Survey was 74.
Engagement 55%
Hope 38%
I feel safe - 4.04 Mean Score
I have a great future ahead of me - 4.03 Mean Score
The adults at my school care about me - 4.2 Mean Score

March 2022 Student Gallup Survey- 2022 Baselines - the number of students responding to the 2022 Gallup Survey was 107.
Engagement 64%
Hope 38%
I feel safe - 4.04 Mean Score
I have a great future ahead of me - 4.42 Mean Score
The adults at my school care about me - 4.60 Mean Score

May 2022 Staff Gallup Survey- 2022 Baselines
Engaged 54%
Q3- Opportunity to do my best- 4.05 Mean Score
Q7- Opinions Count- 3.77 Mean Score
Q8- Mission/Purpose- 4.18 Mean Score

May 2021 Staff Gallup Survey- 2021 Baselines
Engaged 68%
Q3- Opportunity to do my best- 4.47 Mean Score
Q7- Opinions Count- 3.53 Mean Score
Q8- Mission/Purpose-4.33 Mean Score

May 2019 Staff Gallup Survey- 2019 Baselines
Engaged 46%
Q3- Opportunity to do my best 4.12 Mean Score
Q7- Opinions Count 3.67 Mean Score
Q8- Mission/Purpose 4.03 Mean Score

Staff, parents and community members provide input through stakeholder meetings (SSC, LCAP) through needs assessment and evidence based program evaluation.

Based on this data we are creating a trusting and respectful work environment. We need to focus on student safety and giving staff opportunities to give input in all areas of school development.

Classroom Observations

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

The Observation Protocol for Teachers of English Learners (OPTEL) is an observation protocol that is designed to meet the requirements of AB 1808 and will be implemented during the 2022-23 school year.

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

Beginning of the Year: Staff uses self-evaluation tool to identify current practice
Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement
Observations: Conduct informal walkthroughs, pre, and post conferences, two formal observations, conference following each observation
Summative Evaluation: Evaluation turned into personnel by May 15

On average the site administrator visits classrooms and collects qualitative data on teacher effectiveness at least twice a month. During these visits data was gathered and it was evident that there was small group instruction in grades TK-8 in ELA. Units in grades 6-8 were integrated and cross curricular. Math instruction was differentiated for students in grades 4-8 with small group instruction taking place in these grade levels.

Based on the data collected from these visits math instructions was performed mostly whole group in grades K-3.

Identified needs are small group math instruction for students in grades TK-3 and the use of data to form small group instruction. Another identified need is to increase the use of GLAD strategies to reach all learners.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local Assessments include: iReady ELA, iReady Math, English Language Proficiency
State Assessments: ELPAC, CAASPP, CAST, Physical Fitness Testing

Based on iReady data we have 35% of student in the Tier 3 at risk group for reading and 27% for mathematics.

Based on our local Fountas and Pinnell assessment data we saw the largest amount of student growth in our 4th grade class with an average increase in 2.25 grade levels.

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. In grade level or subject area collaboration and at staff meetings teachers have opportunities to analyze data and make decisions on how to modify instruction and/or programs in order to make changes to increase student engagement and achievement.
This allows teachers to create a personalized learning path for students and modify instruction individually for students as needed.

Due to COVID 19 teacher collaboration time was extremely limited. This year made us realize how crucial it is time to release teachers to analyze data and plan instruction. We have added teacher release time to our plan and budget to ensure we have teacher collaboration and release time for the 2022-23 school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated and classified staff are vetted through the personnel department and meet requirements for highly qualified staff.

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley personnel department.
All teachers have access to instructional material training throughout the initial curricular adoptions, CVUSD Modern Curriculum, digital badging, staff meetings, Modern Teacher Portal and academies. Common core instructional materials are available in all grade levels for mathematics, English language arts, science, social studies/history, and English Language Development.

After this year we have need for more PL in Modern Teacher as well a refresher on GLAD strategies. Although most teachers have participated in Cognitive Guided Instruction (CGI) PL most are not using these strategies during math instruction.

Identified needs are opportunities to plan integrated GLAD lessons and more PL around CGI and Modern Teacher.

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

Professional learning opportunities include: Digital badges, Academies, Staff Meetings, Release Time, Additional Time
Professional Learning Areas include: English Learner Development, Family and Community Engagement, Social and Emotional Learning, World of Work, GLAD, iReady, Science, Content Standard Alignment, District Initiatives, Special Education, new adoptions. assessment

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

District Level Content Facilitators will provide ongoing instructional support in the areas of World of Work, Personal Finance, Social Emotional Learning, Science, English Language Arts, Mathematics, English Learner Strategies, and Computer Coding.

After this year we will continue to utilize the district facilitators for continued instructional support in World of Work, Personal Finance and English Learner Strategies.

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

Minimum Day:
3 Mondays a Month: 1-hour staff meeting plus 1 hour of grade-level or subject area collaboration
1 Monday a Month: 2-hour staff meeting to include professional learning
Elementary: grade level release collaboration: Full day each trimester to analyze data and design instructional experiences that meet the needs of specific subgroups and/or at-risk students.

Teaching and Learning

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

English Language Arts, Mathematics, Social Studies, and English Language Development is aligned with State standards. The CVUSD School District is currently working on creating an Open Resource Science curriculum aligned to State standards.

Additionally, students receive intervention support in the following state approved intervention programs: SRA REACH, Imagine Learning English, iReady and American Reading Company- 100 Book Challenge.

We do not have any needs in this area at this time.

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

Teachers follow state recommendations for instructional minutes as well as recommendations from the teacher's guide and manual.
During collaborative planning, teachers create daily schedules that include intervention and 30 minutes of Designated English Language Development for all English Learners. Additional Special Academic Instruction minutes are provided for all students based on their Individual Education Plans. (IEP)

Teachers adhere to state recommended instructional minutes:
K-5 ELA, 2 hours of core replacement instruction including UA time, plus 30 minuets of strategic intervention
K-5 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
K-5 ELD, a minimum of 30 minutes ELD instruction per day.

We need to focus in integrated units of study for students in grades TK-4. In addition we need to focus on strategic and data and driven math instruction.

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

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

We have a need to personalize student schedules based on student ability and student growth. We will start to create personalized schedules around Priority Standards and student ability, not necessarily on grade level.

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

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

We do not a need for teachers to access standards based instructional materials. We have what we need at this time.

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

Standards-Aligned CV Adopted Curriculum: (K-5)
English Language Arts /ELD Nat Geo "Reach For Reading"
Mathematics Houghton Mifflin Go Math
Science Macmillan/McGraw-Hill, California Science
Social Science Scott Foresman, History/Social Science for California

We have all the standards based materials we need to student instruction at this time.

Opportunity and Equal Educational Access

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

Current adoptions for language arts and math provide instructional supports for below, at and above grade level learners. District supported interventions for underperforming students:
iReady Math
iReady ELA
School Counselor
Special Education Classroom Assistant

iReady math and ELA supported our underperforming students. This program supported teachers in grouping students by skill and targeting instructional need on the individual students. Our school counselor was able to support our students with social emotional well being which supported academic performance. Our SECA's were also able to support our students by supporting small group instruction as well as independent work. We do not have a community liaison at our site. That was not a support for us.

Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning and Attendance
Teacher Collaboration focused on Data Analysis and Instructional Planning
Number Talks & Problem Solving
Cognitively Guided Instruction for Mathematics
Mathematical Reasoning
Guided Language Acquisition and Design Strategies (GLAD)
Small-Group Instruction
Plan Do Study Act
Needs Assessment

Needs assessment, teacher collaboration and focused on data and instructional planning both worked as evidence based practices to raise student achievement. We will continue to implement a MTSS support for academics and social emotional learning to raise student achievement. We will need to continue to focus on CGI, mathematical reasoning and number talks during teacher collaboration and planning to raise student achievement.

Parental Engagement

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

Counselor
Family Teacher Teams
Student Study Team Process (SST)
Site Needs Assessment (SSC)
School Parent Walkthroughs and Program Evaluation

School counselor, student study teams, site needs assessment and parent walkthroughs supported with student achievement. We were unable to have formal family teacher teams due to COVID restrictions. In addition to this we held a second parent teacher conference in the spring for students who were under achieving.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, students, staff, and community members provide input and assist with the needs assessment through the LCAP and SSC process. Open community meetings, School Site Council Meeting and Town Hall Meetings.

Town Hall Meetings via zoom was a great way to get the community involved in what was happening at our school. In addition to open town hall meetings, school site council meetings gave the opportunity to staff and parents and community members to come together and get involved in what was happening at school. We offer in person open community meetings to our families and community to continue open lines of communication and working together as a network for our school site.

Funding

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

Adaptive Curriculum: iReady Math, iReady Language Arts
After School Tutoring
Special Education Classified Assistant
School Counselor
Professional Development

Adaptive curriculum, after school and peer tutoring as well as our school counselor all supported and helped our under performing students meet standards. We had great success in peer tutoring opportunities.

Fiscal support (EPC)

Title I,II,III, IV
Supplemental and Concentration
Grant: Cal New Kaiser

Supplemental funds helped us reach our goals. We were able to add multiple grade levels, offer in person full time learning during the COVID 19 pandemic as well as take student on experiential learning opportunities that directly align with standards as well as World of Work curriculum.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, 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. The SSC reviews all LCAP and site goals as well as completes a Site Needs Assessment and Program Evaluation each year. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum.
1. The English Learner Advisory Committee responsibilities are given to the School Site Council since we have less than 10 English Language Learners. We discuss the needs of English Learners, and conduct a needs assessment around the activities and programs implemented on our site for English Learners. Based on data, discussion, and recommendations the SSC committee makes recommendations towards the development of the SPSA.

2. The School Site Council (SSC) meets multiple times throughout the year. The meeting in May is the accumulating input meeting when the SPSA is reviewed with input from the ELAC requirements and needs assessment outcomes. During this meeting, we review all areas of the SPSA and revised sections that need editing. We make sure the budget aligns to expenditures. Final SPSA plan approval, including budget approval, occurs in late September following a final SSC review meeting in early September to address any last-minute needs or budgetary changes that occurred over the Summer.

3. The site staff meets multiple times throughout the year to gather input on goals, monitor progress, and discuss action items. This year we met in person and offered opportunities for numerous Town Hall meetings to provide meaningful engagement to our families regarding in person learning.

Resource Inequities

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

Crest school has 69 percent ATSI. All students have a very high absentee rate, specifically white, hispanic, socio disadvantaged, and students with disabilities. Students with disabilities are very low in ELA and Math. To address this we are increasing our family and community and engagement by

visiting families before the school year starts and throughout the school year. Additionally, we are making positive phone calls home to share the student celebrations and successes and specifically sharing growth we see from students while on school campus.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	0.41%	1.16%	1	1	3
African American	2.6%	2.44%	1.93%	3	6	5
Asian	1.7%	0.81%	0.39%	2	2	1
Filipino	%	%	0%			0
Hispanic/Latino	23.9%	22.36%	25.48%	28	55	66
Pacific Islander	%	%	1.16%			3
White	52.1%	58.54%	57.14%	61	144	148
Multiple/No Response	6.0%	4.88%	3.86%	7	12	10
			Total Enrollment	117	246	259

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	21	22	26
Grade 1	17	26	18
Grade 2	24	27	29
Grade3	16	26	29
Grade 4	18	30	31
Grade 5	21	28	30
Grade 6		33	32
Grade 7		26	40
Grade 8		28	24
Total Enrollment	117	246	259

Student Enrollment by Grade Level

Conclusions based on this data:

1. We continue to be a diverse community of learners with a variety of needs. We have had a small increase of Hispanic/Latino students gaining an additional 10 plus students each year over the last three years. This presents a need to ensure curriculum and delivery of instruction is culturally responsive and meets the needs of individual students.

2. Our overall enrollment has increased 142 students over the last three years we have noticed is that our enrollment has had a steady incline.

3. The data shows an increase in enrollment each year in all grades except 1st grade over the last three years. This presents a need for goals to increase our family and community engagement opportunities in first grade in order to retain these students. We must create a sense of connectedness that has a positive impact on student learning and achievement.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	5	9	9	4.30%	3.7%	3.5%
Fluent English Proficient (FEP)	0	6	5	0.00%	2.4%	1.9%
Reclassified Fluent English Proficient (RFEP)	0	2	2	0.0%	25%	28.57%

Conclusions based on this data:

1. Our English learner student count has remained consistent over the last two years with a slight 0.2% decrease. 100% of our EL's speak Spanish.

2. We have a increase in the number of students who are classified as Fluent English Proficient over the past three years. Two years ago, 2019-2020 had zero students. In 2022-1023 we have 5 students. We will continue to focus on English Learner growth by supporting teachers in deepening thier practice with instructing English learners within all content areas. We have identified vocabulary as a large area of need and have set goals to intentionally plan and focus on academic and content-area vocabulary within all lessons and units.

3. We have a stable number of students who are being reclassified as fluent English proficient. Teachers will continue to participate in data analysis activities during the collaboration for English Learners and then design lessons and units that include effective and engaging strategies for all learners, with special attention given to EL Standards and skills.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	21	26		0	26		0	26		0.0	100.0	
Grade 4	32	28		0	26		0	26		0.0	92.9	
Grade 5	26	28		0	28		0	28		0.0	100.0	
Grade 6	22	37		0	36		0	36		0.0	97.3	
Grade 7	21	27		0	27		0	27		0.0	100.0	
Grade 8	19	28		0	26		0	26		0.0	92.9	
All Grades	141	174		0	169		0	169		0.0	97.1	

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2375.			7.69			15.38			42.31			34.62	
Grade 4		2420.			15.38			19.23			19.23			46.15	
Grade 5		2433.			7.14			17.86			25.00			50.00	
Grade 6		2497.			11.11			16.67			36.11			36.11	
Grade 7		2520.			7.41			37.04			29.63			25.93	
Grade 8		2484.			3.85			23.08			34.62			38.46	
All Grades	N/A	N/A	N/A		8.88			21.30			31.36			38.46	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		13.89			58.33			27.78	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		11.24			60.95			27.81	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		0.00			58.33			41.67	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		5.33			49.11			45.56	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		13.89			72.22			13.89	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		11.83			66.86			21.30	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		11.11			77.78			11.11	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		7.69			69.23			23.08	

Conclusions based on this data:

1. 30% of students met/exceeded the standard in ELA, compared to 55% in 2019; when including those who almost met the standard, the percentage is 61%. 38% did not meet the standard which is a 15% increase from 2019 year.

2. Reading an Writing continue to be the areas of greatest need, with 79.07% of Crest students at/near or above standard in Reading and 69.77% in Writing based on 2019 scores.

3. Listening and Research/Inquiry are the strongest areas in ELA with 90.7% of Crest students at/near or above standard in Listening and 81.4% in Research/Inquiry based on 2019 scores.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	21	26		0	26		0	26		0.0	100.0	
Grade 4	32	28		0	26		0	26		0.0	92.9	
Grade 5	26	28		0	28		0	28		0.0	100.0	
Grade 6	22	37		0	36		0	36		0.0	97.3	
Grade 7	21	27		0	27		0	27		0.0	100.0	
Grade 8	19	28		0	26		0	26		0.0	92.9	
All Grades	141	174		0	169		0	169		0.0	97.1	

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2409.			7.69			23.08			42.31			26.92	
Grade 4		2446.			3.85			34.62			26.92			34.62	
Grade 5		2416.			3.57			3.57			21.43			71.43	
Grade 6		2493.			8.33			11.11			44.44			36.11	
Grade 7		2515.			3.70			25.93			40.74			29.63	
Grade 8		2495.			3.85			11.54			38.46			46.15	
All Grades	N/A	N/A	N/A		5.33			17.75			36.09			40.83	

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		2.78			55.56			41.67	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		6.51			54.44			39.05	

Concepts & Procedures
Applying mathematical concepts and procedures

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		5.56			61.11			33.33	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		7.69			57.40			34.91	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		8.33			69.44			22.22	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		6.51			62.13			31.36	

Conclusions based on this data:

1. 23.08% of Crest students met/exceeded standard in Math, a decrease of 11.8% from 2019.

2. Crest students were lowest in the area of Concepts & Procedures with 53.49%% of students at/near or above standard based on 2019 data. Crest students were most successful in Communicating and Reasoning with 72.09% at/near or above standard based on 2019 data.

3. Further analysis is done on an ongoing basis by grade level teams/teachers to identify and address specific concepts and skills in which students need more explicit instruction and/or practice.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
All Grades										6	8	

Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Conclusions based on this data:

1. Our English learner population is too small to display disaggregated data by subgroup. Crest had five EL students in the 2022-2023 school year.

2. Crest Outdoor Immersion is committed to providing students with a structured English immersion program with a curriculum and presentation designed for pupils who are learning English.

3. All students who have been identified as at risk will have funding allocated to provide additional language development assistance for at risk students in an effort to ensure that they acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
246	**22.4**	**3.7**	**0.8**
Total Number of Students enrolled in Crest 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	9	3.7
Foster Youth	2	0.8
Homeless		
Socioeconomically Disadvantaged	55	22.4
Students with Disabilities	51	20.7

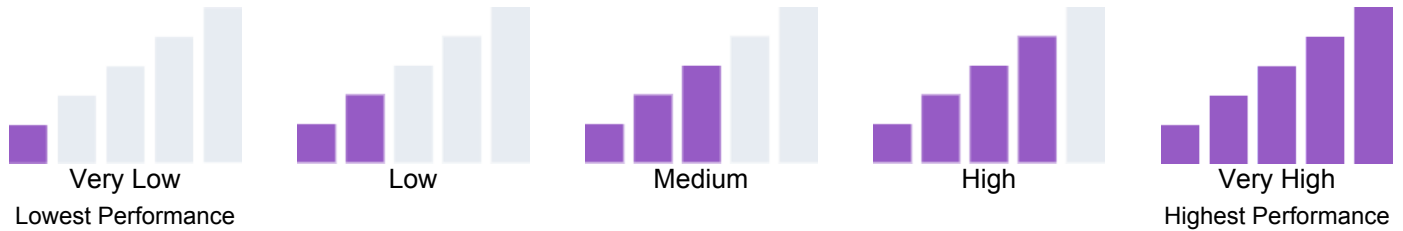| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	2.4
American Indian	1	0.4
Asian	2	0.8
Filipino		
Hispanic	55	22.4
Two or More Races	12	4.9
Pacific Islander		
White	144	58.5

Conclusions based on this data:

1. | Over 1/3 of the Crest students, 22.4% are socioeconomically disadvantaged.

2. | The highest ethnicity groups are Hispanic (22.4%) and White (58.5%)

3. | Students with disabilities are 20.7% of the total enrollment.
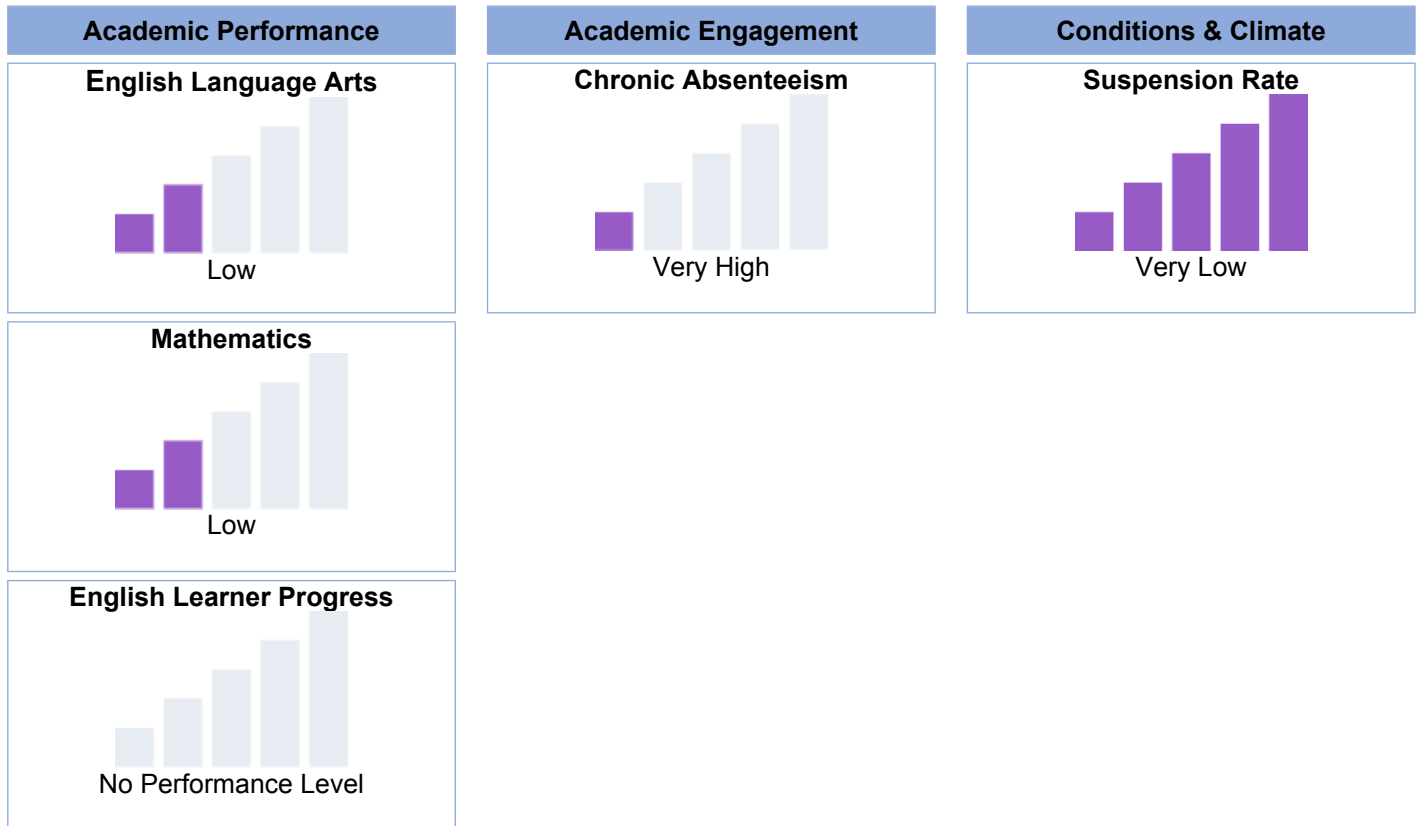
School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Chronic Absenteeism** Very High	**Suspension Rate** Very Low
Mathematics Low		
English Learner Progress No Performance Level		

Conclusions based on this data:

1. Our overall academic progress in English Language Arts and Mathematics scored in the low level. All teachers will implement CGI Math strategies to improve a deeper understanding of math concepts and principals.

2. Suspension data shows that suspensions are very low. Our MTSS team is committed to continue honing interventions and revising the SST process so that all needs are met and learning thrives. Suspensions do not solve

the problems that are underlying, we remain committed to intervening before suspension is necessary. Our action goals will reflect social emotional and restorative practices to support staff relationships with students.
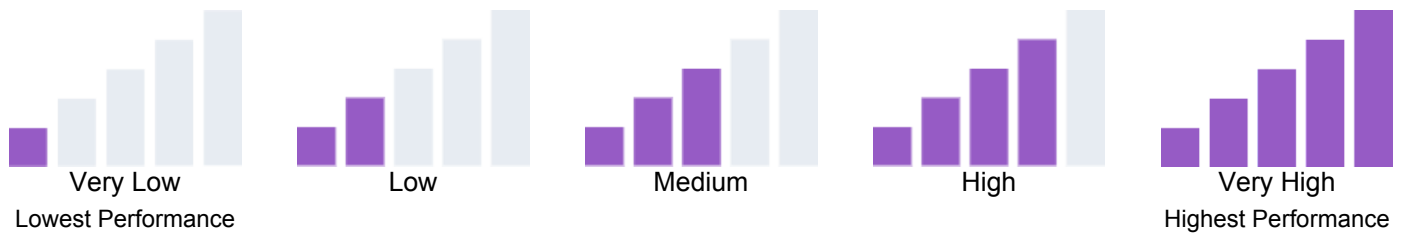
3. Chronic absenteeism is at the very high level. We will keep students engaged in school and support their individual needs to keep them at school. Teachers will continue to develop integrated units of study that increase engagement, support individual and personalized intervention plans in a Multi-Tiered-System of Support. Teachers will have the support of their principal and counselor as they analyze data, design and adjust interventions and deliver effective instruction.
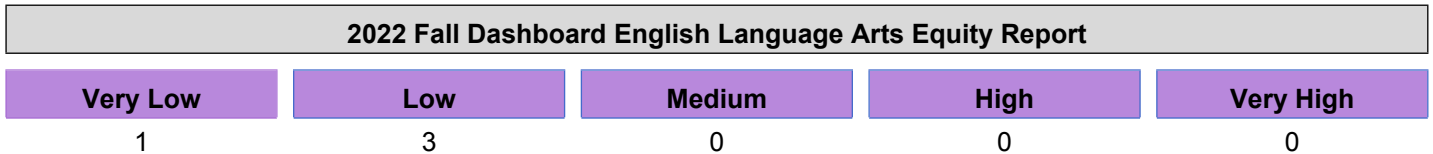
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
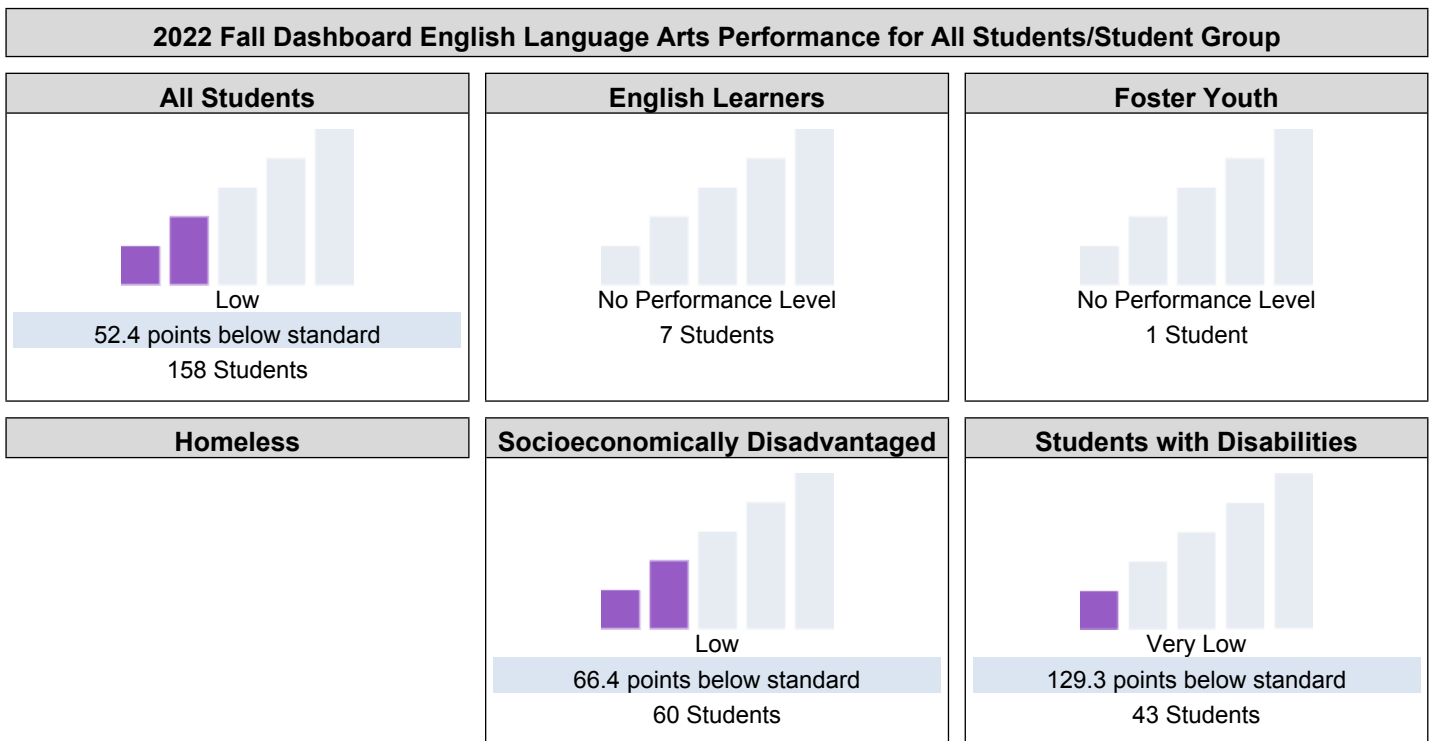
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
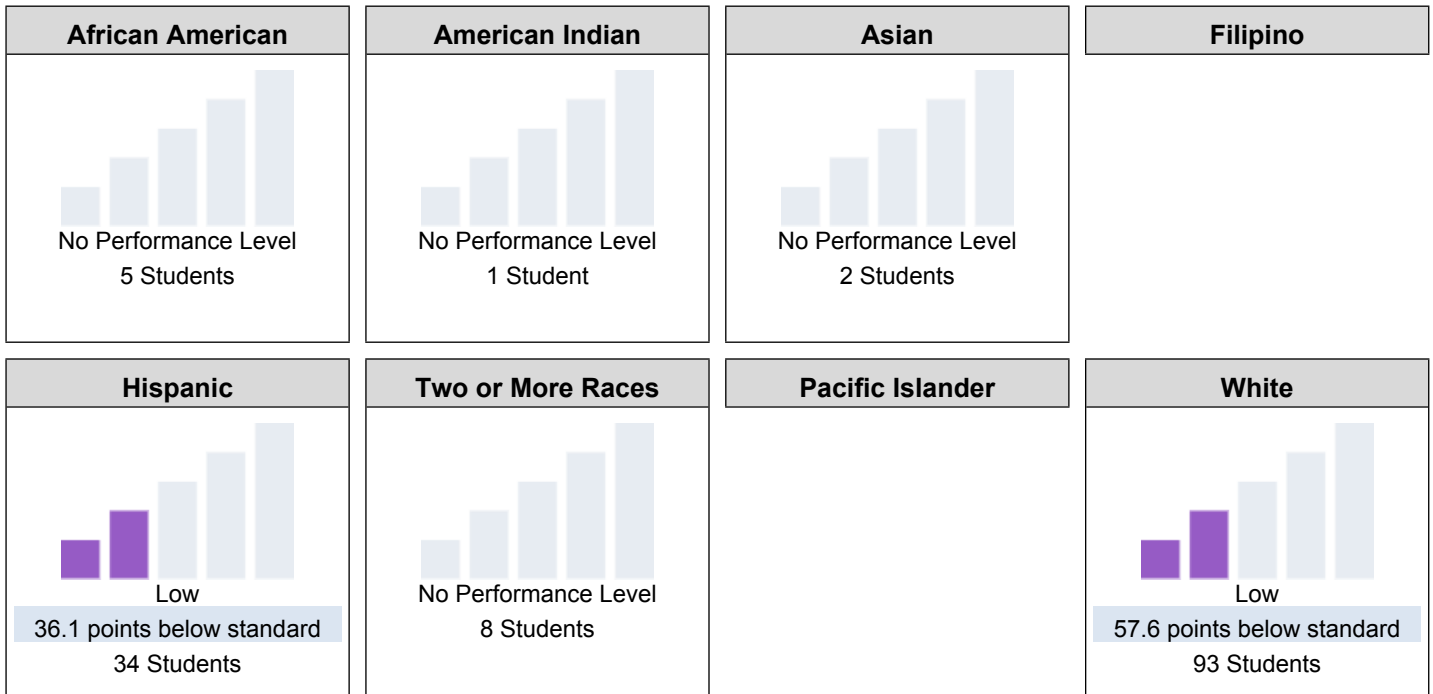
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	No Performance Level	No Performance Level
52.4 points below standard	7 Students	1 Student
158 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Low	Very Low
	66.4 points below standard	129.3 points below standard
	60 Students	43 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 5 Students	No Performance Level 1 Student	No Performance Level 2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low 36.1 points below standard 34 Students	No Performance Level 8 Students		Low 57.6 points below standard 93 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

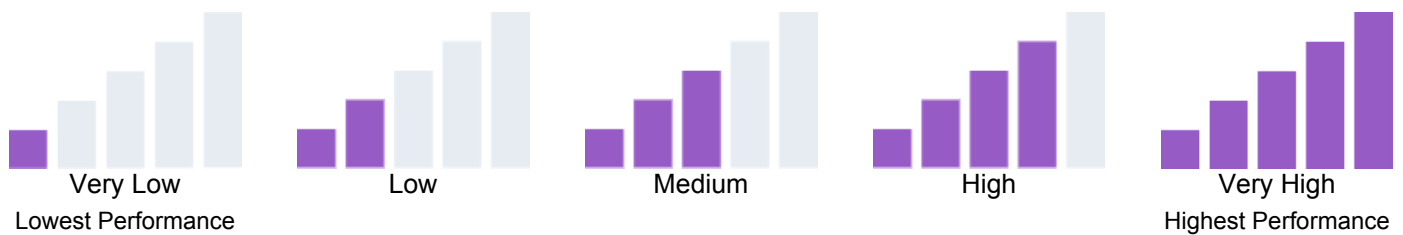| Current English Learner	Reclassified English Learners	English Only
6 Students	1 Student	50.3 points below standard 148 Students

Conclusions based on this data:

1. Crest students fall within the low area for English Language Arts. Crest teachers will continue to participate in professional learning to focus on improving student learning outcomes in English Language Arts.

2. Socioeconomically Disadvantaged subgroup is performing 66.4 points below standard in English Language Arts. Teachers will continue to provide strategic, intentionally differentiated and rigorous instruction.

3. Our Hispanic population is preforming 36.1 points below standard. Teachers will continue to include GLAD strategies in addition to planning and implementing researched based approaches to teaching at risk learners and track accountability for implementation.
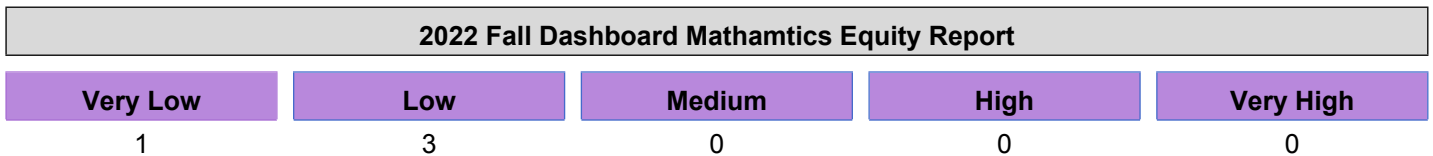
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
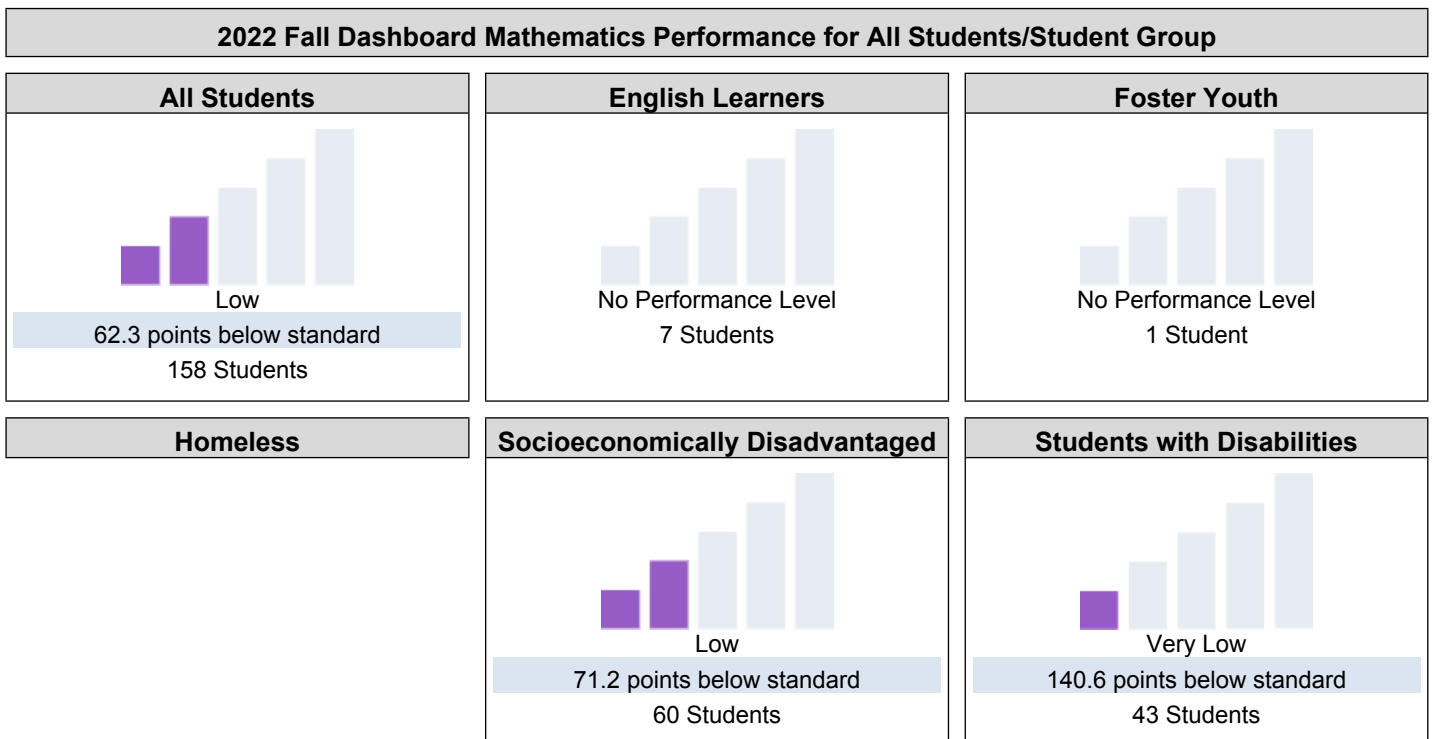
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
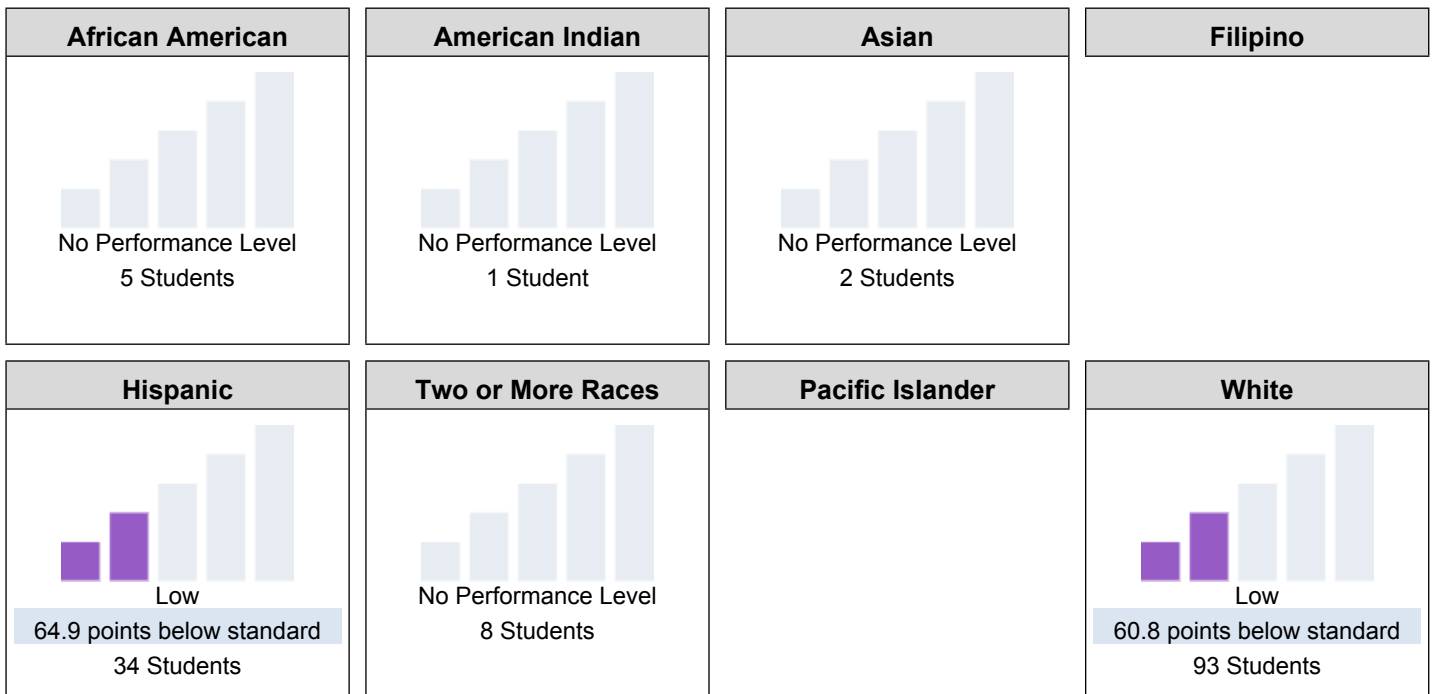

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	No Performance Level
62.3 points below standard	7 Students	1 Student
158 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	Very Low
	71.2 points below standard	140.6 points below standard
	60 Students	43 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 5 Students	No Performance Level 1 Student	No Performance Level 2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low 64.9 points below standard 34 Students	No Performance Level 8 Students		Low 60.8 points below standard 93 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	1 Student	57.8 points below standard 148 Students

Conclusions based on this data:

1. Our student population scored in the low range and were 62.3 points below standard in Mathematics.

2. Our Socioeconomically Disadvantaged students scored 71.2 points below standard in Mathematics.

**3.** Our Hispanic students scored 64.9 points below standard in Mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
making progress towards English language proficiency
Number of EL Students: 6 Students
Performance Level: No Performance Level
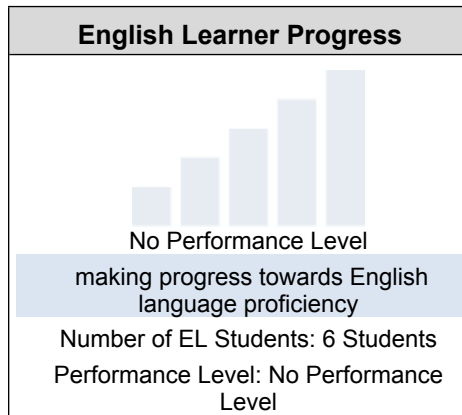
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

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

2. Students are in grades 4 and 5 who are at risk of becoming long term English learners will have supports in place to assist these students in moving forward with their English Learner development.

3. We will continue to intentionally plan for language development within our integrated units and designated ELD times. Frequent data collection on student progress using iReady and Fountas and Pinnell will assist us in designing personalized language development plans for students.

School and Student Performance Data

Academic Performance
College/Career Report

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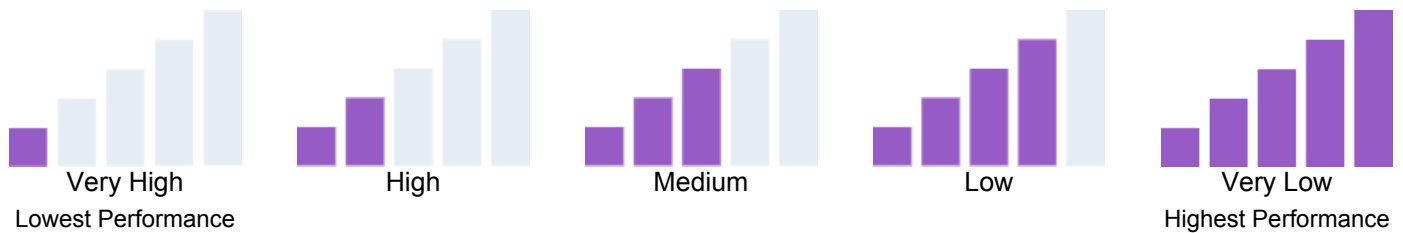
Conclusions based on this data:
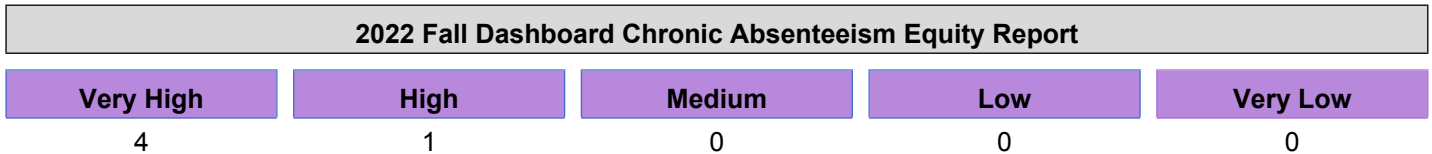
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School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
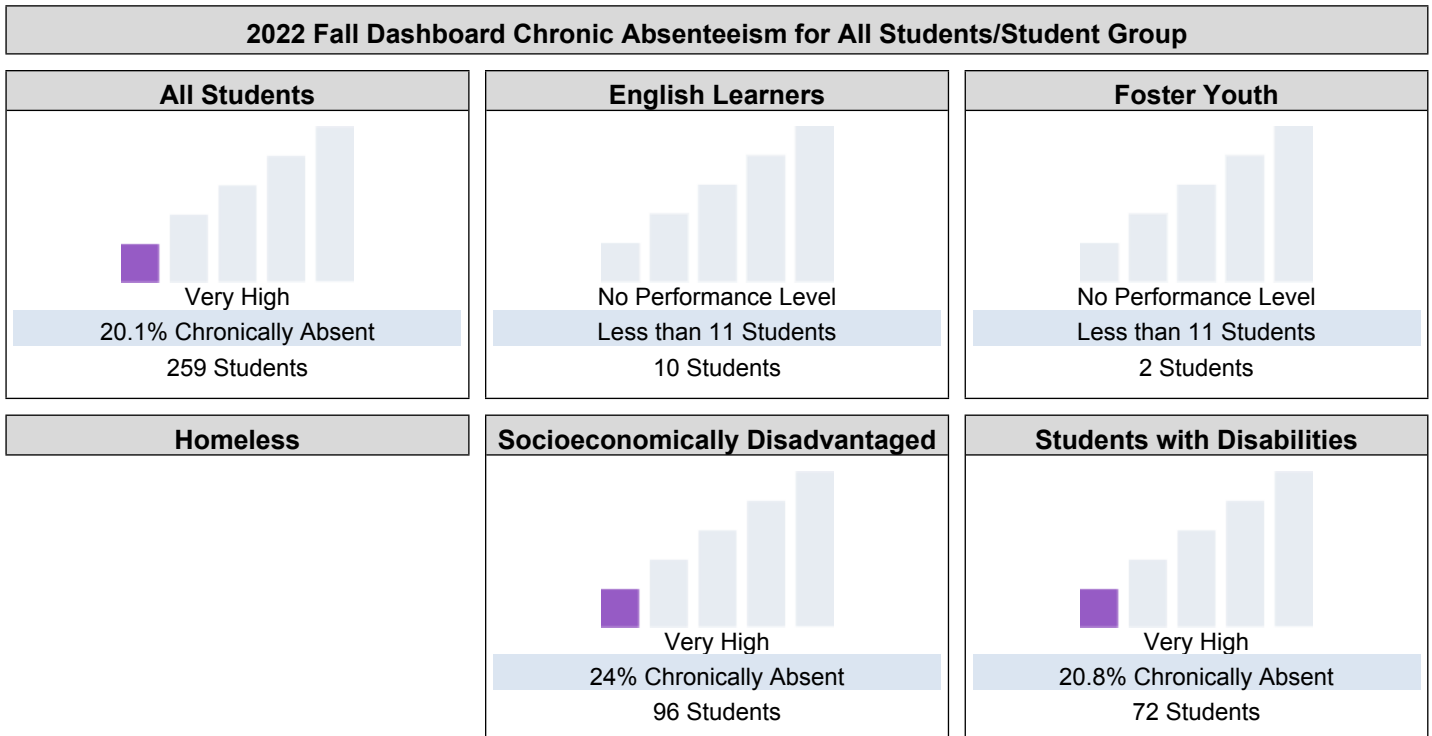
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
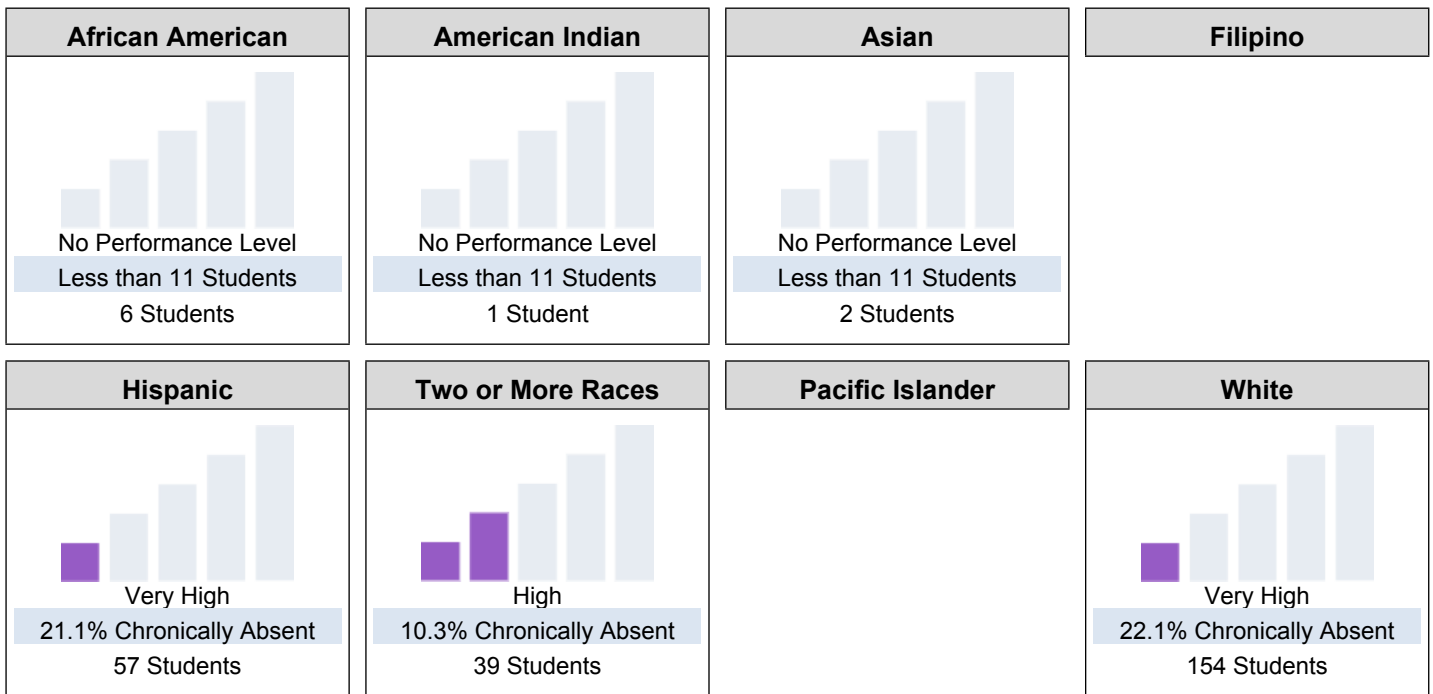
Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	1	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
20.1% Chronically Absent	Less than 11 Students	Less than 11 Students
259 Students	10 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Very High	Very High
	24% Chronically Absent	20.8% Chronically Absent
	96 Students	72 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
6 Students	1 Student	2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very High	High		Very High
21.1% Chronically Absent	10.3% Chronically Absent		22.1% Chronically Absent
57 Students	39 Students		154 Students

Conclusions based on this data:

1. Our chronic absenteeism is in the very high range, 20.1% of Crest students are chronically absent.

2. Chronic absenteeism is a problem in several subgroups. Both White and Hispanic subgroups are considered very high. Hispanic is 21.1% and White is 22.1%. When this data is analyzed at the student level, we are able to see trends within families. Our school counselor will continue to connect and provide resources for families.

3. Student with Disabilities is in the very high range as well with 20.8%.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

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

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:
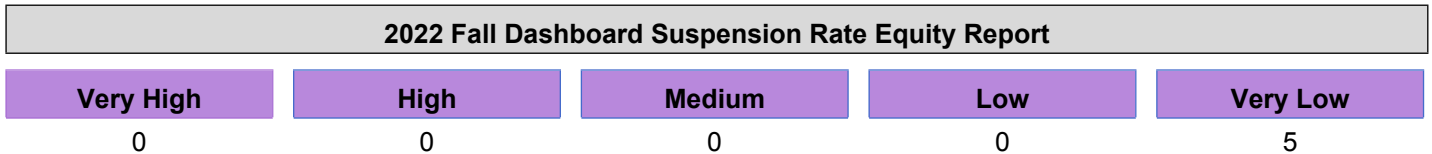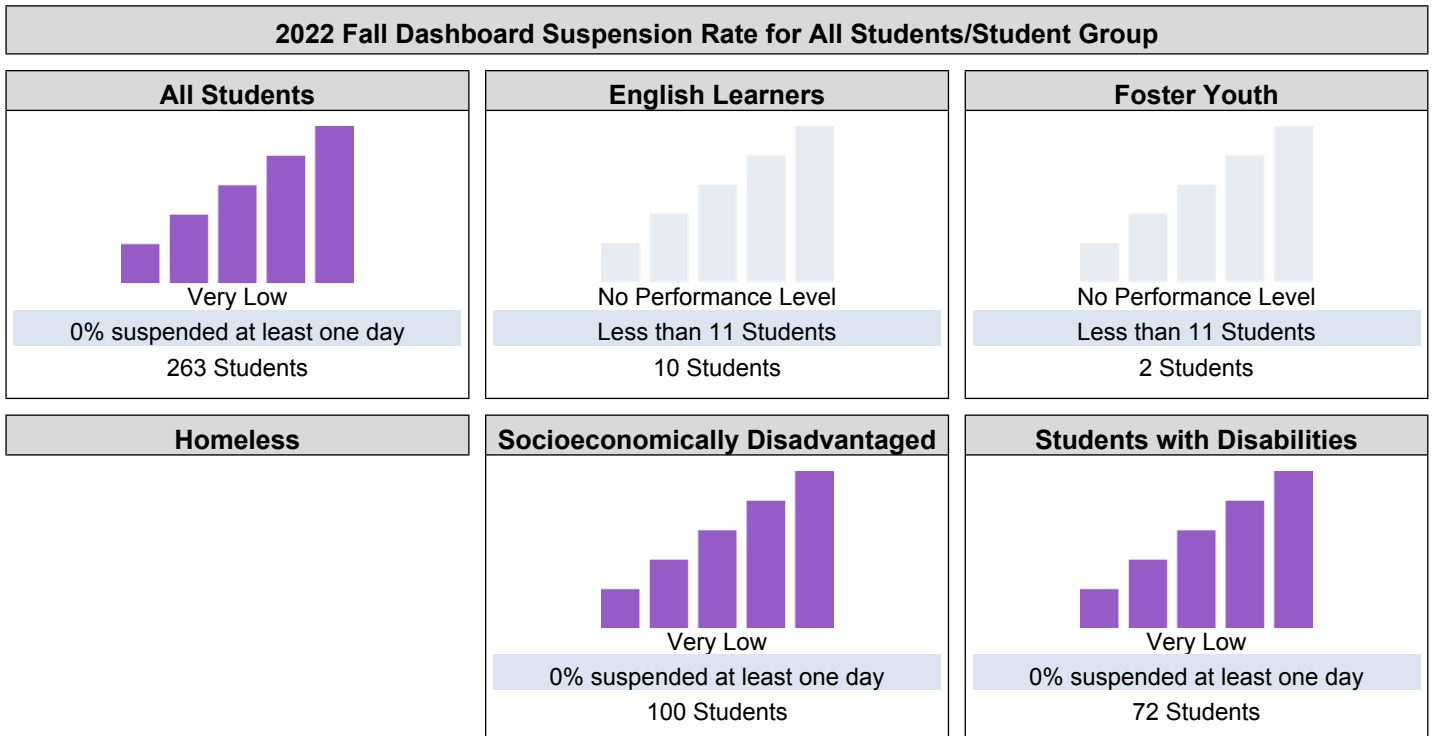
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School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	5

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students
263 Students	10 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very Low	Very Low
	0% suspended at least one day	0% suspended at least one day
	100 Students	72 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
6 Students	1 Student	2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Very Low		Very Low
0% suspended at least one day	0% suspended at least one day		0% suspended at least one day
59 Students	39 Students		156 Students

Conclusions based on this data:

1. Our overall student suspension rate is 0. We need to continue systematically planning for our social emotional learning as a means to support all students.

2. The suspension rate for Socioeconomically Disadvantaged has maintained at zero.

3. Students with Disabilities has also maintained a zero rate. We will need to continue to revise and adjust our MTSS approach to behavior.

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

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

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	53	59
English Learner % of Students On Track to Meet Typical Growth Goal	--	--
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	64	63
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	48	62

22-23 Reading Diagnostic Assessments

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

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	--	--
Black or African American % of Students On Track to Meet Typical Growth Goal	--	--
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	47	57

Conclusions based on this data:

1. Socioeconomically disadvantaged students out performed all students in annual typical growth during diagnostic two and three.

2. Students with disabilities did not show as much growth as all students. All students scored 5% percent higher.

3. Socioeconomically disadvantaged students scored higher than students with disabilities with a score that was 16 percent higher.

School and Student Performance Data

22-23 iReady Math Diagnostic Growth Reports

22-23 Math Diagnostic Assessments

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

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	55	58
English Learner % of Students On Track to Meet Typical Growth Goal	--	--
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	64	51
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	57	66

22-23 Math Diagnostic Assessments

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

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	--	--
Black or African American % of Students On Track to Meet Typical Growth Goal	--	--
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	53	56

Conclusions based on this data:

1. Students with disabilities out performed all students on both Diagnostic two and three.

2. Social economically disadvantaged students were the highest performing subgroup on diagnostic 3 at 64%, 6% short of the 70% goal.

3. The subgroup of identified white students scored 53% on diagnostic 3, 22% from the goal of 70%.

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	17	50	33
19-20 Parent Survey	33	58	9
20-21 Parent Survey	69	26	4
21-22 Parent Survey	55	39	6

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.51	90	10
I feel proud to be a parent at my child's school.	4.65	89	11
This school is perfect for my child.	4.50	88	12

Conclusions based on this data:

1. Crest had a decrease of 14 percent of parents fully engaged and an increase in actively disengaged parents of 2 percent. We need to increase our family engagement. In order to do this we need to provide more family engagement opportunities.

2. We had an increase of families that feel indifferent about their engagement at Crest. We need to conduct a survey to find out why they feel indifferent.

3. 12 percent of families do not feel as though Crest is perfect for their child. We need to conduct a survey to find out what adjustments we can make to make them feel as though Crest is a better fit.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	--	--	--
19-20 Student Survey	--	--	--
20-21 Student Survey	72	28	--
21-22 Student Survey	64	21	15

Gallup Student Engagement Items

2021-22 Mean Scores	Crest School Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	4.15	3.89
At this school, I get to do what I do best every day	3.75	3.55
My teachers make me feel my schoolwork is important	4.28	4.01
I feel safe in this school.	4.04	3.84
I have fun at school.	4.28	3.77
I have a best friend at school	4.46	4.44
In the last seven days, someone has told me I have done good work at school.	3.83	3.58
In the last seven days, I have learned something interesting at school.	3.92	3.82
The adults at my school care about me.	4.43	3.91
I have at least one teacher who makes me excited about the future.	4.27	4.02

Crest School

Conclusions based on this data:

1. There was a decrease in student overall engagement.

2. We need to focus on meaningful and powerful student learning that aligns with student interest and values.

3. We have a lot to be proud of and more work to do to keep our students engaged and learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Course Access

LEA/LCAP Goal

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

Goal 1

All students will engage in a Modern Curriculum that will prepare them for the World of Work that aligns with the outdoors and experiential learning opportunities and directly aligns with Cajon Valley Priority standards, based on their strengths, interests, and values. By June 2024, 96% of all students in Grades 2-8 will complete the RIASEC interest survey and will complete assigned Beable courses in World of Work. In addition, we will increase our student engagement score by 2%.

Identified Need

Students must study integrated, standards-aligned units that allow them to explore their strengths, interests and values in ways that take them beyond the 4 walls of the classroom, into the real world, and call them to create meaningful connections to their future self. Students need time to interact and engage in meaningful ways with reading, writing, speaking and physical activity based on strengths, interests and values.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of the Beable RIASEC survey	As of May 2023, 98 percent of students in grades 2-8 have completed the RIASEC survey.	Crest will maintain 98 percent (or higher) of students in grades 2-8 complete the RIASEC survey.
Student Gallup	May 2023 overall student engagement is 55 percent. "At this school, I get to do what I do best every day." - 80 percent of students agree "I really felt a part of my school's community." - 54 percent of students in grades (6-8) agree	We will increase overall student engagement from 55 percent to 58 percent. Increase students doing what they do best at school every day from 80 percent to 82 percent. Increase or maintain students feeling a part of the school's community at 54 percent or higher.

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 and socio-economically disadvantaged students, EL learners, LTEL's, and students with disabilities.

Strategy/Activity

Performance for socio-economically disadvantaged students and EL learners will be analyzed, and interventions will be provided utilizing the interventions below.
Teacher release time to attend PD and collaborate around EL GLAD strategies
Teacher release to plan experiential learning opportunities for all students.
After school reading intervention for students who are at risk.
Provide Experiential Learning and RIASEC activities 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)	Source(s)
1678.25	S/C 4000-4999: Books And Supplies Outdoor Education, Science and Experiential Learning and RIASEC materials and supplies
2500	S/C 1000-1999: Certificated Personnel Salaries Additional Time for teachers - Before/After School Tutoring
2000	S/C 4000-4999: Books And Supplies Support materials for integrated cross curricular units that support Outdoor Education
500	S/C 4000-4999: Books And Supplies Presentation Literacy and the Arts
9678.25	S/C 5700-5799: Transfers Of Direct Costs Transportation
1500	S/C

	Experiential Learning Trip Expenses
519	S/C Carryover
	Teacher PD

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students at Crest

Strategy/Activity

All students will participate in experiential learning trips aligned with World of Work and Science Curriculum to give them a hands on real world experience and help make meaning of their learning.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Students showed an increase in ELA and Mathematics based on Diagnostic 3, 2022 iReady data. 53 percent of students show typical growth in ELA. 34 percent of students show typical growth in math. 84 percent of 2nd and 3rd-grade students are at grade level based on Fountas and Pinnell running records. 58 percent of 4th-grade students have reached the end-of-year reading level by May 2023. The average increase in reading level based on Fountas and Pinnell data is 1.5 -grade levels from Jan. 2023 to April 2023. All students participated in a variety of experiential learning trips that aligned with our World of Work curriculum and our student's RIASEC themes.

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

The major differences between the intended implementation and the budgeted expenditures to implement the strategies to meet the goal was our shift in taking our students beyond the four walls of the classroom to give students connections to curriculum in the classroom.

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 make adjustments to this goal by making direct connections and integrating WOW curriculum to our ELA and math instruction and provide at least 5 experiential learning trips to students in grades K-8.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

Goal 2

All students, staff, and families feel safe, empowered, and respected. By May 2024, Crest school will increase parent, staff and student engagement by 5% as measured by the annual Gallup surveys. In 2023/24 school year, all classrooms will implement social emotional curriculum daily for 20 minutes. By June 2024, chronic absenteeism of all students will decrease from 15% to 13%.

Identified Need

Increased feeling of connectedness, involvement and engagement in the school for our entire school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Data:	As of May 9, 2003 chronic absentee rates are at 15 percent	By June 2024, Reduce chronic absenteeism by 2 percent
Annual Parent Gallup Survey	May 2023 overall parent engagement is 81 percent. "My child's school always delivers on what it promises." - 77 percent	By June 2024, Increase overall parent engagement from 81% percent to 83% percent. Increase the percentage of parents stating that, "My child's school always delivers on what it promises" by 2%.
Annual Student Gallup Survey	May 2023 overall student engagement 55 percent	By June 2024 , Increase student engagement from 55 percent to 57 percent.
Twenty minutes of social emotional curriculum daily	We will implement this next year on all class schedules.	By August 2023, 100 percent of staff will have 20 minutes of social emotional lessons in their daily schedules.

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 including ELs and students with disabilities.

Strategy/Activity

Our staff will increase parent connection to the school community, as well as, to their child's educational experience in order for parents to be able to support their child socially, emotionally, and academically. We will achieve this through:
Family Teacher Teams: Outdoor Experiential Learning Night, Crest Fest, & Crest History Walking Tour.
Community Engagement Events, Activities, and Opportunities
Increasing parent contact regarding student's personalized learning path
Monthly Family Events - Live and Virtual: monthly informational events for families and the community

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)
700	S/C 4000-4999: Books And Supplies Daily SEL lessons and support materials for self-regulation
1000	S/C 4000-4999: Books And Supplies Community Building Activities
800	S/C 4000-4999: Books And Supplies Classroom Culture and Morale Items
800	S/C 4000-4999: Books And Supplies Family Teacher Teams, Community Engagement

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Numerous Town Hall Meetings, SSC, PTA, and family events were conducted in person during the 2022-2023 school year in order to provide meaningful engagement with our families regarding the social and emotional needs of our students and keep our school and community connected. We also discussed best instructional practices and accommodations that were needed post-pandemic. Parents and students were able to participate in 2 school surveys this year that provided feedback on the perceived culture and climate of our school. This data is used to drive change. We also held student assemblies, Crest Fest, and after-school programs such as Tennis, Gardening, and sports.

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

The differences between the intended implementation and the articulated goal is that we were unable to provide all the family engagements planned due to time and resources.

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 add more inclusive community and school wide events. Our school is the core of our Crest community and our families want to see an increase in student led events. We will also make time for more buddy up activities across grade levels.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State standards, student outcomes, and student achievement

LEA/LCAP Goal

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

Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. They will apply their learning to real-world experiences. By June 2022, Crest School will improve academic achievement in ELA from % meeting the standard to 58% as measured by the CAASPP Summative Assessment. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 65% of students are making Typical Growth on Diagnostic #3.

Identified Need

All students, including students with disabilities need access to targeted instruction and hands on and experiential learning opportunities that support achievement in ELA, Math, and Science.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA iReady Math	iReady ELA overall scores: February 2023 Diagnostic Results Tier 1: 42% Tier 2: 30% Tier 3: 28% iReady Math overall scores: Tier 1: 26% Tier 2: 45 % Tier 3: 27%	Increase iReady ELA data in Tier 1 by 5% Decrease iReady ELA data in Tier 2 by 5% Decrease iReady ELA data in Tier 3 by 5% Increase iReady Math data in Tier 1 by 5% Decrease iReady Math data in Tier 2 by 5% Decrease iReady ELA data in Tier 3 by 5%
Fountas and Pinnell Running Records	All students are given the Fountas and Pinnel running records assessment 3 times a year. In May 2023, 72% of students are at grade level.	75% of students at grade level based on Fountas and Pinnell Running Records.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Experiential Learning Trips: Science & PE	As of May 2023 Students in K-3 participate in an average of 10 Experiential Learning Trips a year Students in 4-5 participate in an average of 15 Experiential Learning Trips a year Students 6-8 participate in an average of 80 Experiential Learning Trips a year	Students in K-3 participate in a minimum of 10 Experiential Learning Trips each year Students in 4-5 participate in a minimum of 15 Experiential Learning Trips each year Students 6-8 participate in a minimum of 80 Experiential Learning Trips each year
Beable	As of May 2022, Crest students are completing on average two Beable lessons each week.	Students in grades 2-8 will participate in 2 required Beable assignments each week.

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 including EL's and students with disabilities

Strategy/Activity

All students will participate and outdoor activities that include physical activities and align with WOW and science, social studies and math curriculum.

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)
3135	S/C 4000-4999: Books And Supplies Outdoor Education
6956.50	S/C 1000-1999: Certificated Personnel Salaries Teacher Release/Professional Learning
782	S/C 4000-4999: Books And Supplies Online Programs

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Crest students including students with disabilities

Strategy/Activity

Science materials will be purchased for projects aligned to science standards to support hand on learning opportunities for our students.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Crest students including students with dissabilities

Strategy/Activity

Teachers will be released to visit other classrooms and gain insight and learn by observing teaching strategies of their colleagues.
Teachers will also be released to analyze data and plan and collaborate based on student need.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

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

We have implemented small group instruction across all grade levels in ELA based on data collection. Students have been making progress according to iReady data and F&P. We also added Fountas and Pinnell leveled readers to our TK-4th grade classes. Our Learning Loss Intervention Teacher focused on small group targeted instruction.

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

We allowed for $4000 for Outdoor Education. These outdoor experiences increased student engagement and allowed for students to make connections in ELA and math to the outside world around them. This supported student performance and outcomes.

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.

Due to school size and limitations of subs due to COVID has limited our ability to participate in district led PD this year. Next year we will plan for release time for professional learning.

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	$32,549.00

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 ($)

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	$32,030.00
S/C Carryover	$519.00

Subtotal of state or local funds included for this school: $32,549.00

Total of federal, state, and/or local funds for this school: $32,549.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
S/C	32030	0.00
S/C Carryover		

Expenditures by Funding Source

Funding Source	Amount
S/C	32,030.00
S/C Carryover	519.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,456.50
4000-4999: Books And Supplies	11,395.25
5700-5799: Transfers Of Direct Costs	9,678.25

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	S/C	1,500.00
1000-1999: Certificated Personnel Salaries	S/C	9,456.50
4000-4999: Books And Supplies	S/C	11,395.25
5700-5799: Transfers Of Direct Costs	S/C	9,678.25
	S/C Carryover	519.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,375.50
Goal 2	3,300.00
Goal 3	10,873.50

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

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

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

This SPSA was adopted by the SSC at a public meeting on 6-8-23.

Attested:

Sabrina Copeland	Principal, Sabrina Copeland on 6-8-23
V Rios	SSC Chairperson, Vivian Rios on 6-8-23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

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

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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