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
Cragmont Elementary	01-61143-6090195	May 10, 2023	June 7, 2023

Purpose and Description

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

> Schoolwide Program
> Additional Targeted Support and Improvement
> The purpose of this plan is to describe how our school is providing a robust school-wide program to support all students and to provide details of our comprehensive and targeted support systems for our focal students.

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.

> The goals of the district's Local Control and Accountability Plan (LCAP) are used to guide the plan for, and align with Cragmont's school site plan.

Comprehensive Needs Assessment Components

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

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

The School Site Council will review data from a site survey provided to families at the beginning of the 2023-2024 school year.

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 principal is visible in the school. She visits classrooms for quick walk through visits, and longer classroom observations. The principal meets weekly with Coordination of Services (CoST) Team to discuss student progress and academic needs. The teaching staff is evaluated every other year through formal observations. Site staff development and professional development priorities are based on needs determined by our Site Plan for Student Achievement (SPSA), leadership, and district teams.

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)

Each fall, winter, and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading and writing and math assessments. These informal assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year.

Local assessments are given in reading, math, and writing to guide instruction. Assessments for phonics (Fast Track, DIBELS), reading (running records, TCRWP), district math assessments, and electronic STAR 360 assessments in reading and math for our 3rd-5th grades are also used to assess student performance. TCRWP assessments are given 3 times yearly, and record student comprehension and fluency levels. Assessments are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The Literacy Coach guides staff on administering and scoring the on-demand writing assessments given each trimester. BUSD benchmark math assessments are given at the end of each trimester. The RTI Teacher, Math Intervention Teacher, Math Teacher Leader (MTL), and Literacy Coach collaborate with teachers and other staff in using school wide Assessment Wall data to post most-recent reading/writing and math student information. The ELPAC is administered to all EL students each spring to provide information on their academic progress.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. All assessment data is used to guide the individualized development of curriculum units, instruction, and strategies. Staff meetings, whole school professional development days, and grade-level collaborative meetings are provided for teachers to study assessment data, develop meaningful and effective curriculum mapping, and work on specific classroom plans for differentiating instruction to meet the learning needs of all students.

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

By grade level, teachers map out an entire year's curriculum, matching the Common Core standards to specific content areas and themes. Student assessments guide instruction, and use of strategies to improve student learning. Staff meetings and collaboration meetings are provided for teachers to study assessment data, plan, and work on instruction and strategies for targeting students who might need intervention.

Weekly gathered data, running records, and phonics assessments (K-3) guide the development of strategy groups and designate book levels for guided reading instruction. The RTI team uses this assessment information along with Illuminate and EduClimber information to identify students for intervention services.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff at Cragmont are certificated and teaching within their credentialed area. In addition, all staff are CLAD certified, enabling them to teach English Language Learners (ELL).

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

Teachers receive whole group Literacy and Math training on Wednesday afternoons. This training is conducted either at the school site or at a district-designated site for grade level teachers in the school district. The leadership team schedules PD based on staff selected professional development needs. Staff development guides teachers in using BUSD and State standards to instruct and assess students. Teachers meet in whole group site meetings, site grade-level teams, and BUSD grade-level teams throughout the school year, to collaborate in teaching, assessing, and using the best strategies of instruction.

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

All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to increase student achievement.

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

The District math coach models lessons, works with site math intervention teacher and math teacher leaders and helps teachers to best implement Eureka Math curriculum to set up yearly math teaching plans with pacing, assessment, and supplementing the program.

The RTI district coach meets with the site RTI teachers to collaborate on intervention services and cycles, and calibrate programs district-wide. The RTI site teacher works with teachers in data collection, identifying students in need of extra support academically and behaviorally, and coordinating services for students. The RTI teacher works in conjunction with general education teachers, the literacy coach, the math intervention teacher, counselors, the principal, and the ELD teacher at both the tier one and tier two levels.

The Berkeley Research, Evaluation, and Assessment (BREA) office has teachers on special assignment, who prepare and present student assessment data to teachers, and instruct teachers on how to use data to inform instruction.

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

Teachers collaborate a minimum of four hours each month. This collaboration includes curriculum planning, analysis of student work, and planning lesson strategies and materials. The focus for site-based collaboration is determined by the Leadership team. In addition, district-based collaboration occurs throughout the year and provides teachers an opportunity to network and collaborate with grade-level colleagues from other sites.

Teaching and Learning

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

Teachers follow the designated grade-level Common Core Standards and use district provided curriculum. All teachers use state and BUSD mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress.

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

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.)

Daily minutes:
95 English Language Arts (some of the language arts' minutes can be combined with social studies and science curriculums)
30 English Learner Development
71 Math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.

Daily minutes:
120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)
30 English Learner Development
67 Math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:
80 English Language Arts
30 English Learner Development and other ELA interventions
50 Math, including interventions

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

To ensure that all students receive the complete standards-based curriculum, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade levels in August and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams.

BREA has created, refined the 2018 pacing guide for math which ensures that all students receive the complete standards-based curriculum in this area. Local assessments are aligned with the pacing guide.

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

Standards' based instructional materials are used at every grade level. If the major state mandated materials do not address the needs of sub-groups of students, such as English Learners, additional state-acceptable materials are selected and used to ensure that every group is instructed in learning the standards. Cragmont teachers use the English Learner curriculum, EL-specific guided reading books, and Teacher's College Reading and Writing Project (TCRWP) Units of Study to better meet the needs of English Learner students.

The RTI team, including the English Language Development teacher, assists the teachers by instructing small groups of students with the standards' based strategies that specifically address how the English Learner students learn best. Similar differentiated focus is used to meet the needs of focus for Special Education students. Science Curriculum is moving toward the Next Generation Science Standards based for K-5. Until this curriculum is completed, BUSD Science teachers work together to coordinate curriculum and supplies for our FOSS units of study to be used in all science classrooms across BUSD. Teachers study all materials to determine if they are grade-level appropriate and include the grade-level standards. Students are instructed in grade level content. Wilson Language Program, Orton-Gillingham techniques, Heggerty curriculum (K-1), are used in grades 1-5 to assist students who are below grade level in reading and are taught to targeted students individually, or in small groups during and beyond the school day.

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

Teachers use State Board of Education (SBE)-adopted, standards-aligned instructional materials for the core curriculum.

Opportunity and Equal Educational Access

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

There are during school and after school support services available that enable under performing students to meet standards.

Evidence-based educational practices to raise student achievement

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. Teachers use research-based practices when teaching guided reading, phonics, spelling, and math. Specialists support individual students with the delivery of targeted educational strategies and methods. Instructional Assistants receive training/instruction from our intervention staff to support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals and objectives.

Parental Engagement

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

Parents/guardians receive information and resources through Parent-Teacher Conferences, IEP goals, and SST meetings. Back to School Night and Open House encourage parent participation, help staff receive input, and enable the staff to communicate standards and opportunities for assistance. Teacher, Principal, and PTA Newsletters keep families informed. Free and Reduced price meals help students receive balanced nutrition.

Our Special Education teacher and staff provide a range of services for students in Special Education. In addition, our RtI teacher works towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program. The BUSD School Psychologist provides testing during the assessment process and provide some counseling services. Our school counselor, contracted employee from Bay Area Community Resources (BACR) provides student/family support for targeted students. Other support services include: Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan.

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)

School Site Council (SSC) is composed of parents and staff who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents/guardians are encouraged to join the nomination/voting process to become members of this team. A goal is to have the make up of the SSC represent the demographics of our student population in order to have full representation and voice from all groups. At the site level there is continued involvement of all constituents in the planning and implementation of the site plan.

Funding

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

The school allocates much of its limited categorical funds on meeting the needs of underperforming students.

Fiscal support (EPC)

Fiscal school support is provided through the BUSD general fund, district and teacher/parent generated grants, parent fund raising, and State and Federal monies. In addition, the city BSEP funds support the school with educational materials, lower class sizes, a Librarian and books, music for students grades 3-5, and staff professional development.

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

The School Site Committee (SSC) was established through an election process in early September and is comprised of parents/guardians, teachers, the principal and other staff. The SSC meets monthly to review data and the Site Plan for Student Achievement (SPSA) to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff, and the principal attend the meetings and fully participate equitably in the development and oversight process. An important goal for the involvement is to recruit a diverse site council that is representative of our diverse student population.

Resource Inequities

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

There are far more students identified as needing intervention support than there is capacity for in the allocated resources for Tier 2 and Tier 3 support. The school will receive a small amount of Title

I funding, to be spent this year on a 0.3 FTE math intervention teacher, however, there are still a relatively high number of unduplicated students who will not receive intervention services due to limited staff FTE.

Time is a continued challenge. There are students who need multiple layers of support and it is difficult to find time within the school day to provide support.

There are several barriers which may interfere with student achievement at our school. Attendance problems and tardiness keep students out of school or with inconsistent participation in classroom instruction and intervention programs. The school day is not of sufficient length to provide intervention support for lowest-achieving students, and not all under-performing students are able to participate in after school programs.

Key Barriers:

*Tardies, inconsistent attendance, and lack of participation in extended day programs impact available instructional time for some students
*Lack of district provided transportation (late bus) prohibits student participation in extended day programs
*Behavioral, emotional, and social issues which impact student engagement or student achievement
*Lack of adequate instructional minutes to provide interventions for students below grade level
*Inadequate resources such as personal transportation, or strategies to encourage active participation of all parents
*Language barriers which impede the school's outreach to English Learners

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	52	58	64
Grade 1	65	41	45
Grade 2	53	66	45
Grade3	50	42	62
Grade 4	42	44	45
Grade 5	51	45	42
Total Enrollment	313	296	303

Conclusions based on this data:

1. Cragmont Elementary enrollment has declined in the last decade.

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	17	18	25	5.40%	6.1%	8.3%
Fluent English Proficient (FEP)	33	33	33	10.50%	11.1%	10.9%
Reclassified Fluent English Proficient (RFEP)	1			5.9%		

Conclusions based on this data:

1. Cragmont's EL enrollment has risen to pre-pandemic numbers.

2. Our FEP and RFEP numbers have been fairly consistent these last few years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# 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	34	46		0	43		0	43		0.0	93.5	
Grade 4	39	43		0	42		0	42		0.0	97.7	
Grade 5	37	47		0	46		0	46		0.0	97.9	
All Grades	110	136		0	131		0	131		0.0	96.3	

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

Grade Level	Overall Achievement for All Students														
	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		2468.			41.86			34.88			6.98			16.28	
Grade 4		2521.			52.38			11.90			19.05			16.67	
Grade 5		2546.			32.61			39.13			15.22			13.04	
All Grades	N/A	N/A	N/A		41.98			29.01			13.74			15.27	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% 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		27.91			67.44			4.65	
Grade 4		38.10			54.76			7.14	
Grade 5		34.78			54.35			10.87	
All Grades		33.59			58.78			7.63	

Grade Level	Writing Producing clear and purposeful writing								
	% 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		34.88			48.84			16.28	
Grade 4		30.95			50.00			19.05	
Grade 5		30.43			56.52			13.04	
All Grades		32.06			51.91			16.03	

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		18.60			72.09			9.30	
Grade 4		30.95			59.52			9.52	
Grade 5		15.22			82.61			2.17	
All Grades		21.37			71.76			6.87	

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		37.21			51.16			11.63	
Grade 4		23.81			59.52			16.67	
Grade 5		26.09			63.04			10.87	
All Grades		29.01			58.02			12.98	

Conclusions based on this data:

1. Last year was the first year since 2019 that the CAASPP was administered. 2021-2022 school year's CAASPP was a modified state assessment.

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	34	46		0	43		0	43		0.0	93.5	
Grade 4	39	43		0	42		0	42		0.0	97.7	
Grade 5	37	47		0	46		0	46		0.0	97.9	
All Grades	110	136		0	131		0	131		0.0	96.3	

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		2481.			46.51			30.23			9.30			13.95	
Grade 4		2514.			47.62			16.67			16.67			19.05	
Grade 5		2551.			43.48			19.57			19.57			17.39	
All Grades	N/A	N/A	N/A		45.80			22.14			15.27			16.79	

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		51.16			37.21			11.63	
Grade 4		50.00			28.57			21.43	
Grade 5		52.17			23.91			23.91	
All Grades		51.15			29.77			19.08	

Concepts & Procedures — Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.51			44.19			9.30	
Grade 4		45.24			35.71			19.05	
Grade 5		41.30			43.48			15.22	
All Grades		44.27			41.22			14.50	

Problem Solving & Modeling/Data Analysis — Using appropriate tools and strategies to solve real world and mathematical problems

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		51.16			37.21			11.63	
Grade 4		50.00			33.33			16.67	
Grade 5		32.61			47.83			19.57	
All Grades		44.27			39.69			16.03	

Conclusions based on this data:

1. Last year was the first year since 2019 that the CAASPP was administered. 2021-2022 school year's CAASPP was a modified state assessment.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	5	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	5	
3	*	*		*	*		*	*		*	*	
All Grades										8	19	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
All Grades	*	10.53		*	42.11		*	15.79		*	31.58		*	19	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
All Grades	*	31.58		*	31.58		*	26.32		*	10.53		*	19	

Written Language Percentage of Students at Each Performance Level for All Students																				
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
All Grades	*	5.26		*	26.32		*	21.05		*	47.37		*	19	

Listening Domain Percentage of Students by Domain Performance Level for All Students																				
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
All Grades	*	42.11		*	47.37		*	10.53		*	19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students																				
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
All Grades	*	15.79		*	73.68		*	10.53		*	19	

Reading Domain Percentage of Students by Domain Performance Level for All Students																				
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
All Grades	*	10.53		*	47.37		*	42.11		*	19	

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
All Grades	*	10.53		*	57.89		*	31.58		*	19	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. N/A

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**
296	**25.7**	**6.1**	**0.3**
Total Number of Students enrolled in Cragmont Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	18	6.1
Foster Youth	1	0.3
Homeless	5	1.7
Socioeconomically Disadvantaged	76	25.7
Students with Disabilities	27	9.1

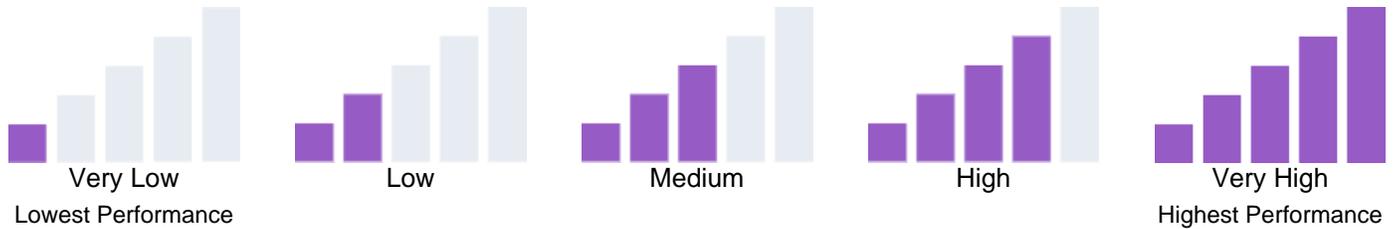| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	32	10.8
American Indian	4	1.4
Asian	33	11.1
Filipino	5	1.7
Hispanic	59	19.9
Two or More Races	45	15.2
Pacific Islander	1	0.3
White	114	38.5

Conclusions based on this data:

1. BUSD demographics have shifted dramatically in the last decade. Cragmont's population has followed the BUSD trend.
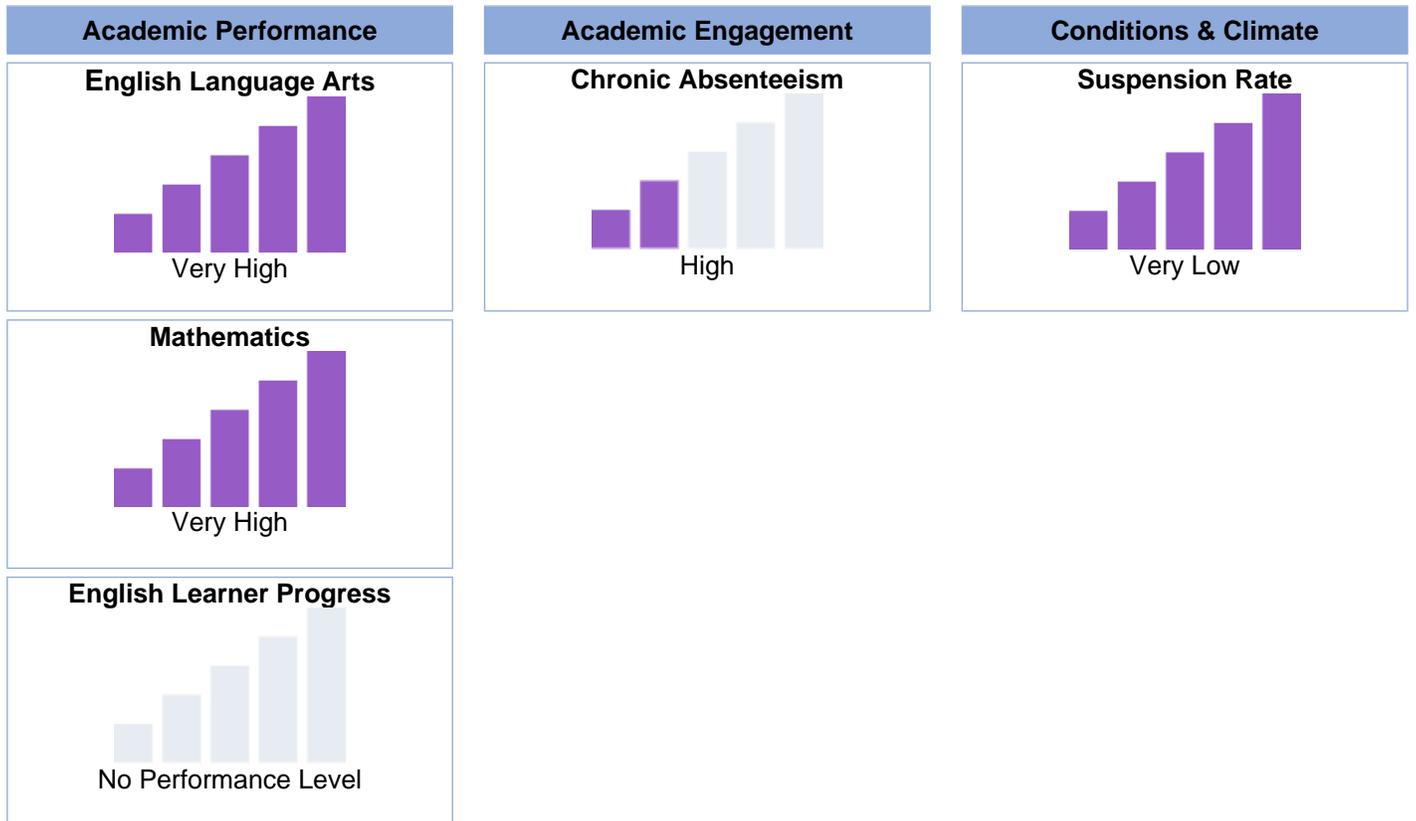
School and Student Performance Data

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

English Language Arts

Very High

Mathematics

Very High

English Learner Progress

No Performance Level

Academic Engagement

Chronic Absenteeism

High

Conditions & Climate

Suspension Rate

Very Low

Conclusions based on this data:

1. Cragmont's chronic absenteeism is very high.
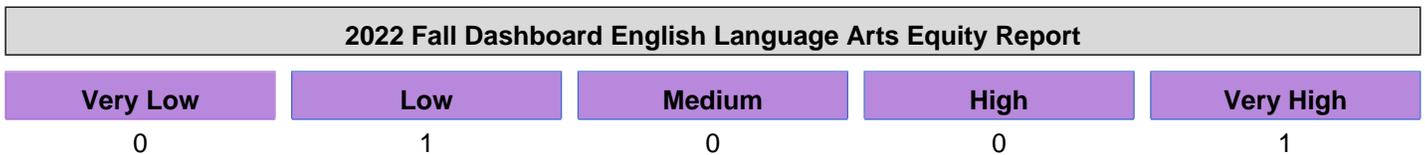
School and Student Performance Data

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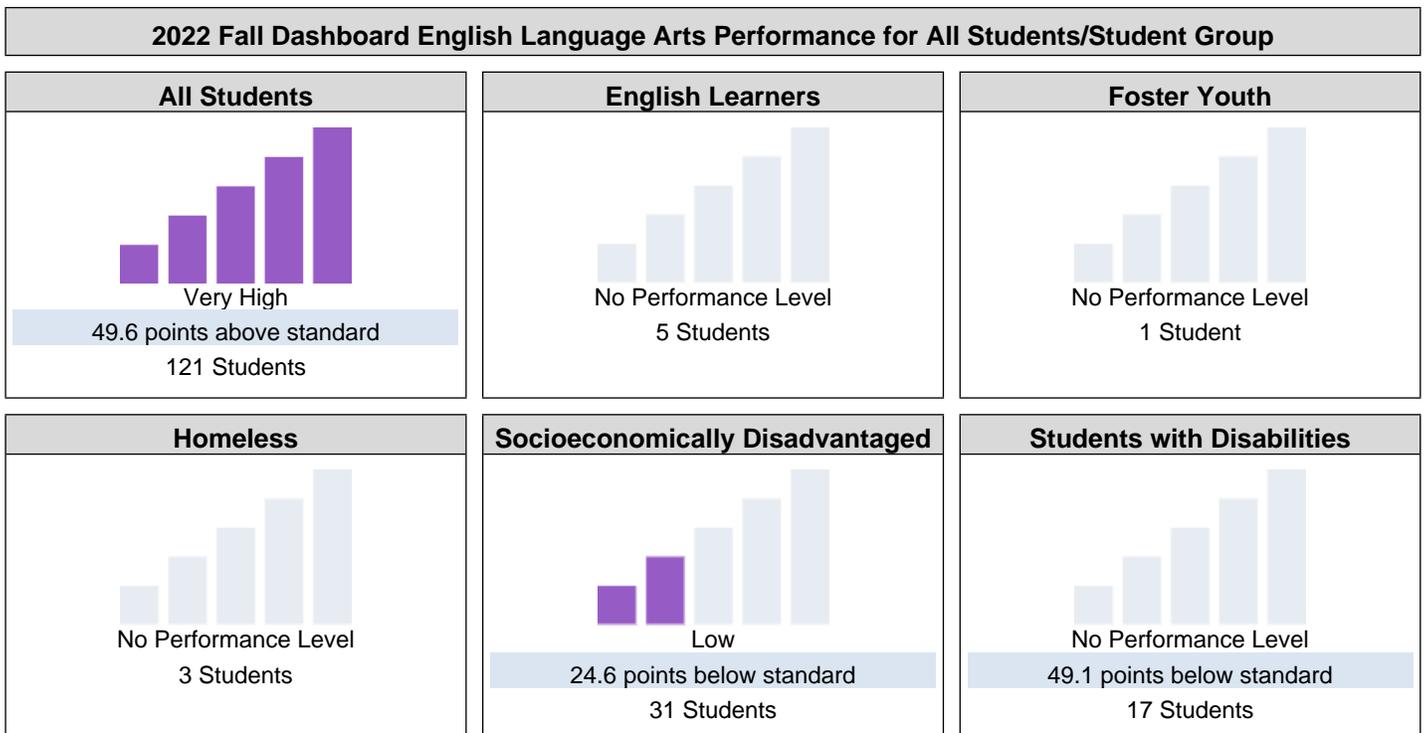
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
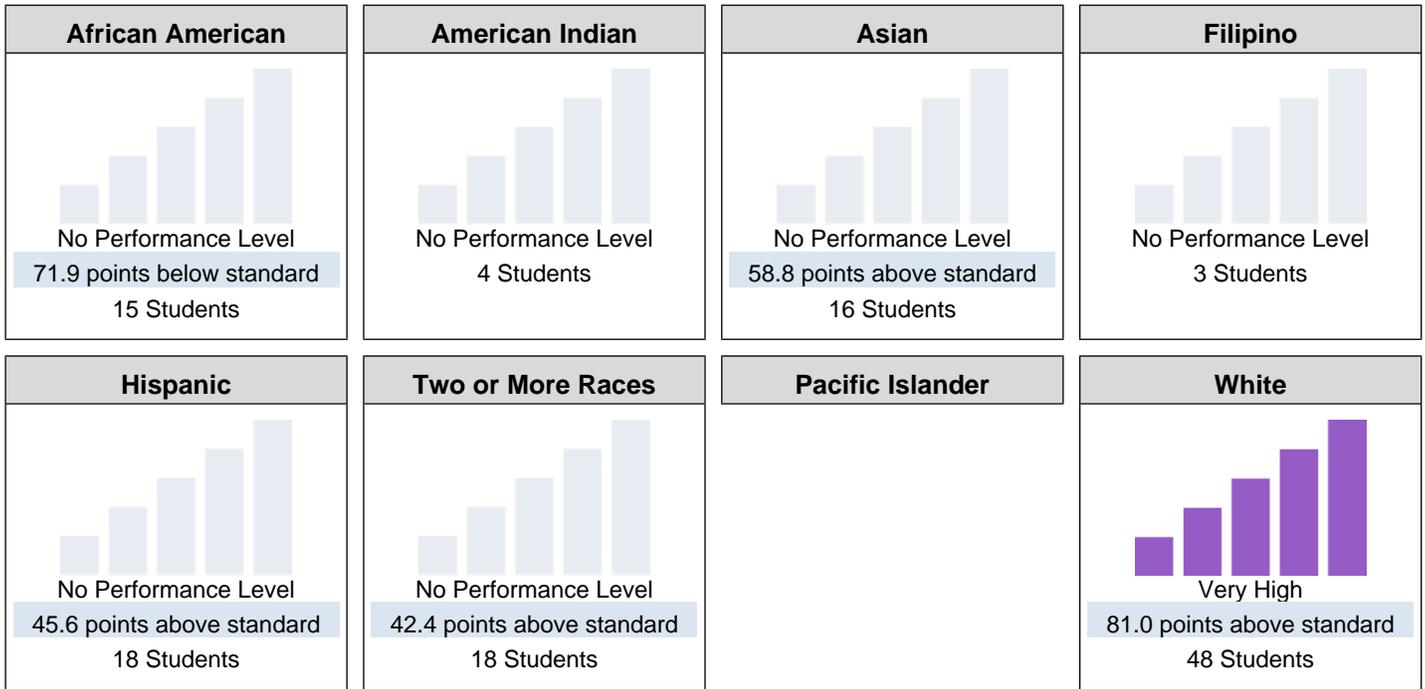
| Very Low | Low | Medium | High | Very High |

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**
0	1	0	0	1

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**
Very High	No Performance Level	No Performance Level
49.6 points above standard	5 Students	1 Student
121 Students		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
3 Students	24.6 points below standard	49.1 points below standard
	31 Students	17 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level

71.9 points below standard

15 Students

American Indian

No Performance Level

4 Students

Asian

No Performance Level

58.8 points above standard

16 Students

Filipino

No Performance Level

3 Students

Hispanic

No Performance Level

45.6 points above standard

18 Students

Two or More Races

No Performance Level

42.4 points above standard

18 Students

Pacific Islander

White

Very High

81.0 points above standard

48 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

2 Students

Reclassified English Learners

3 Students

English Only

48.7 points above standard

104 Students

Conclusions based on this data:

1. Overall, Cragmont's students are doing well academically.

2. Cragmont's socioeconomically-disadvantaged student population is not achieving as well as hoped. Work needs to be done in this area.
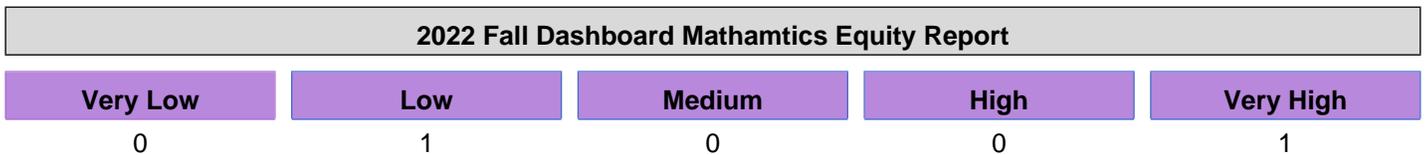
School and Student Performance Data

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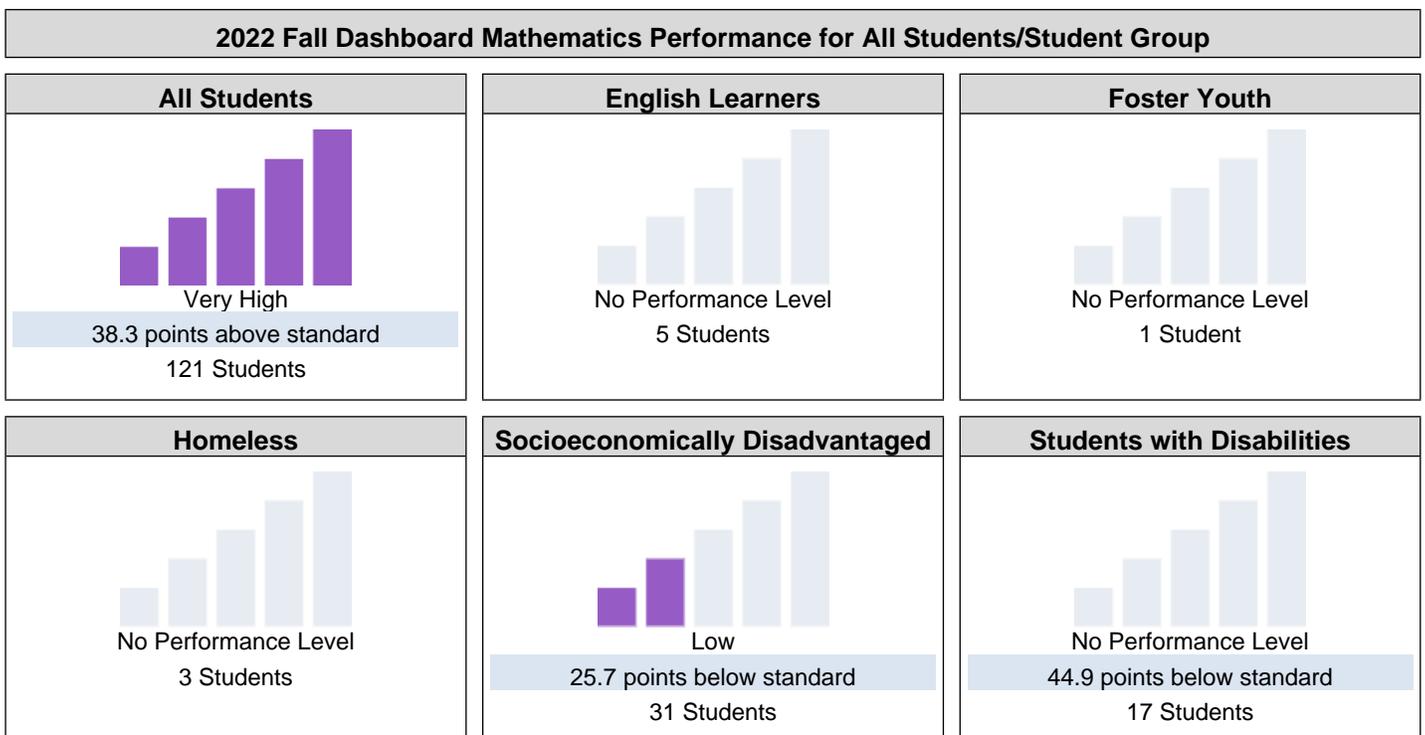
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
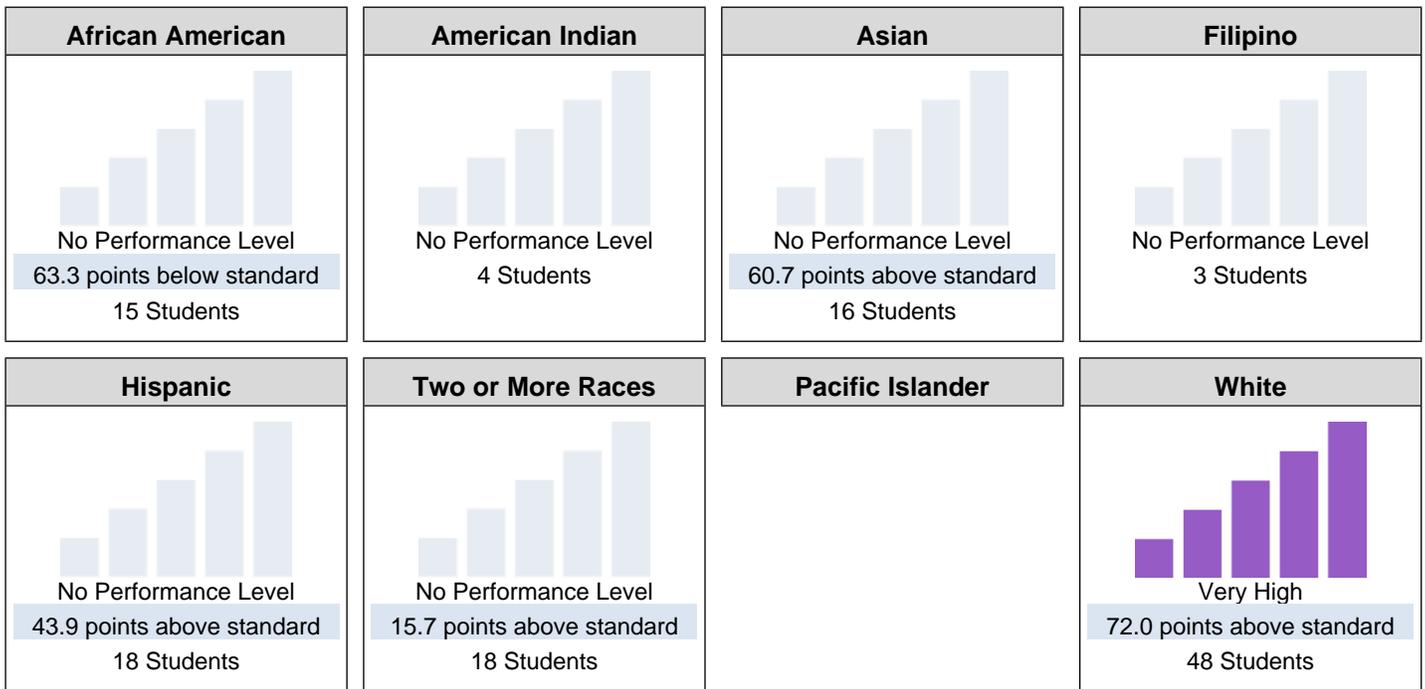
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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**
Very High 38.3 points above standard 121 Students	No Performance Level 5 Students	No Performance Level 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 3 Students	Low 25.7 points below standard 31 Students	No Performance Level 44.9 points below standard 17 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
No Performance Level
63.3 points below standard
15 Students

American Indian
No Performance Level
4 Students

Asian
No Performance Level
60.7 points above standard
16 Students

Filipino
No Performance Level
3 Students

Hispanic
No Performance Level
43.9 points above standard
18 Students

Two or More Races
No Performance Level
15.7 points above standard
18 Students

Pacific Islander

White
Very High
72.0 points above standard
48 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
2 Students

Reclassified English Learners
3 Students

English Only
37.1 points above standard
104 Students

Conclusions based on this data:

1. Cragmont's socioeconomically-disadvantaged student population is not achieving as well as hoped. Work needs to be done in this area.

2. Math Intervention teacher, Math Teacher Leader, and BUSD Math TSA will work with Cragmont teachers to review assessments and determine best classroom practices for increased understanding of math concepts.

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: 8 Students

Performance Level: No Performance Level
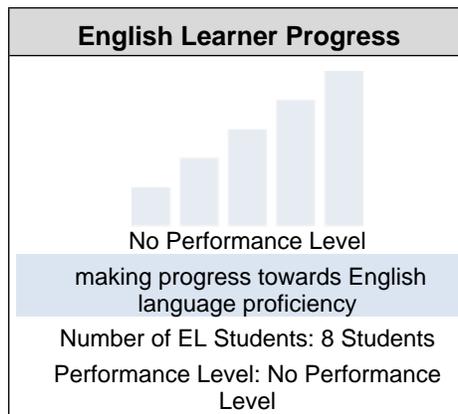
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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. ELD teacher will work closely with the intervention team to examine data to determine which students are falling below and what diffentiated instruction can be implemented. ELD teacher will work closely with classroom teachers to integrate ELD strategies into classroom practice.

2. New BUSD multi-lingual plan will be implemented in the 2023-2024 school year.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

1. N/A

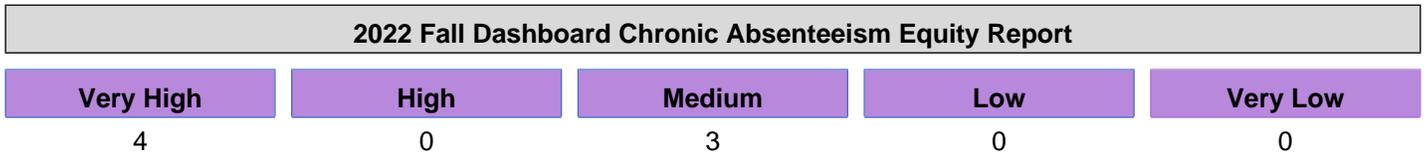# School and Student Performance Data

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).
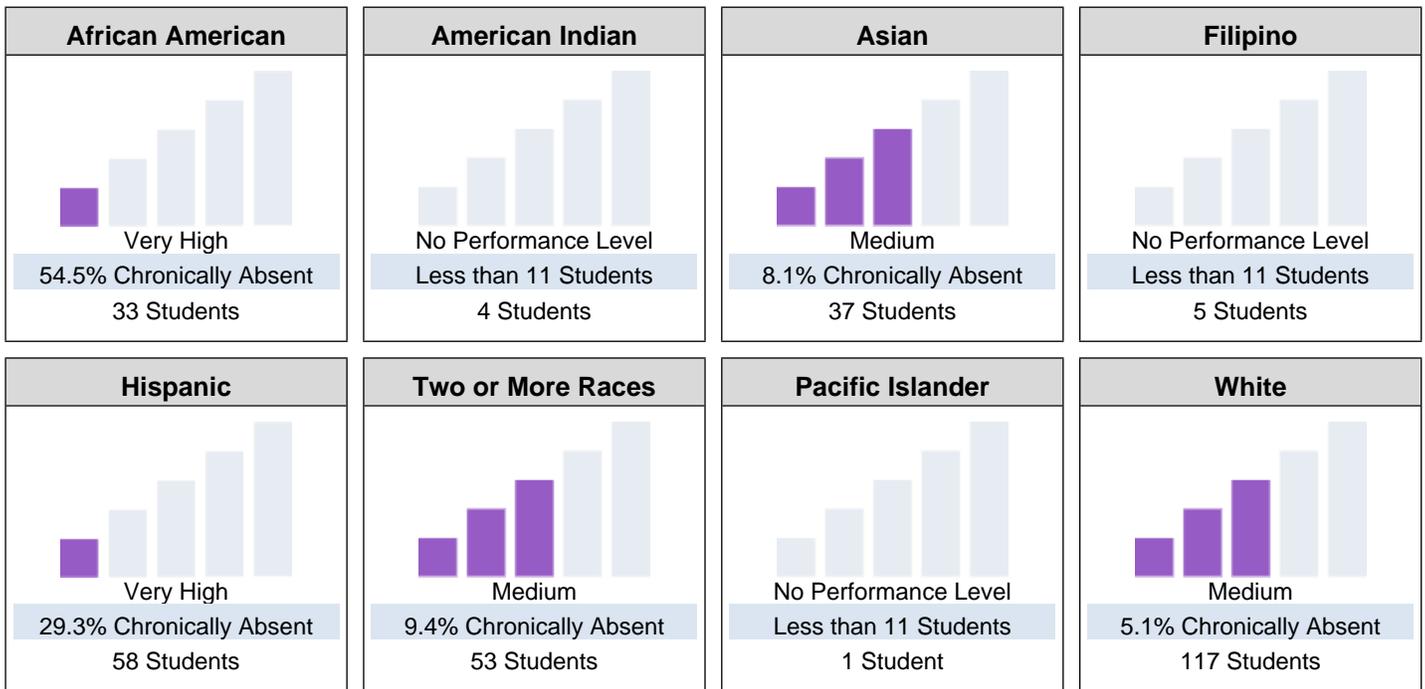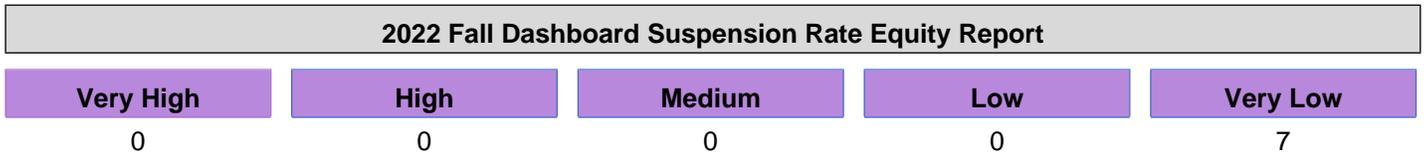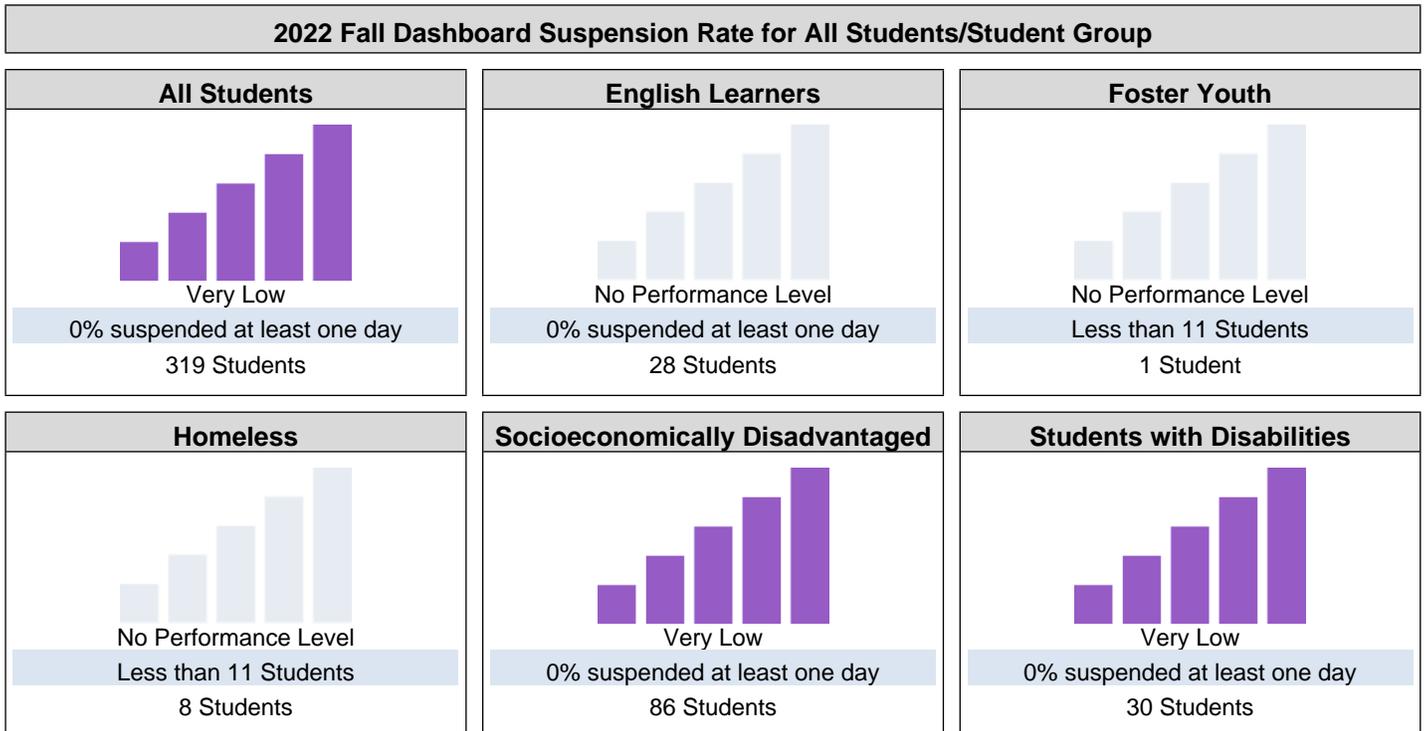
Very High	High	Medium	Low	Very Low

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	0	3	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**
High	No Performance Level	No Performance Level
16.6% Chronically Absent	18.5% Chronically Absent	Less than 11 Students
308 Students	27 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	35.4% Chronically Absent	23.3% Chronically Absent
8 Students	82 Students	30 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

Very High

54.5% Chronically Absent

33 Students

American Indian

No Performance Level

Less than 11 Students

4 Students

Asian

Medium

8.1% Chronically Absent

37 Students

Filipino

No Performance Level

Less than 11 Students

5 Students

Hispanic

Very High

29.3% Chronically Absent

58 Students

Two or More Races

Medium

9.4% Chronically Absent

53 Students

Pacific Islander

No Performance Level

Less than 11 Students

1 Student

White

Medium

5.1% Chronically Absent

117 Students

Conclusions based on this data:

1. Cragmont has some chronically absent students.

2. Work with OFEE and the Office of Student Services helped with attendance in 2022-2023.

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:

1. N/A

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	7

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	0% suspended at least one day	Less than 11 Students
319 Students	28 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
8 Students	86 Students	30 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very Low	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
36 Students	4 Students	39 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low	Very Low	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
63 Students	53 Students	1 Student	118 Students

Conclusions based on this data:

1. No one was suspended in the 2022-2023 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

Identified Need

Goal #1 is Tier 1 teaching. In Tier 1, systems serve as the foundation upon which all other tiers are built. With school-wide systems in place, we strive to ensure students and staff are thriving and we quickly identify which students need additional support. In Tier 1, we use differentiated, culturally responsive teaching strategies in all of our planning and delivery of curriculum. Formative assessments are used to adjust and modify instruction to meet the needs of all learners. All teachers use the BUSD grade level standards that are aligned with the Common Core Standards to plan their curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 3rd-5th gr STAR Reading	DIBELS Kindergarten DIBELS EOY: 77.8% 1st gr DIBELS EOY: 97% 2nd gr DIBELS EOY: 96% State Benchmarks STAR Reading 3rd EOY: 61% STAR Reading 4th gr EOY: 72.7% STAR Reading 5th gr EOY: 70.8%	DIBELS Kindergarten DIBELS EOY: 80% proficient 1st gr DIBELS EOY: 85% proficient 2nd gr DIBELS EOY: 90% proficient 3rd gr STAR EOY: 70% 4th gr STAR EOY: 70% 5th gr STAR EOY: 80%
STAR Math 3rd-5th	STAR Math State Benchmarks 3rd gr EOY: 47.3% 4th gr EOY: 57.2% 5th gr EOY: 52.2%	STAR Math State Benchmarks 3rd gr EOY: 60% 4th gr EOY: 60% 5th gr EOY: 70%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Cragmont teachers and staff will implement a balanced, high quality English Language Arts program using the district adopted curriculum, Teachers' College of Reading and Writing Program (TCRWP). Grades 1-3 will include the Fast Track Phonics Program. Kindergarten and 1st grades will daily supplement Fast Track Phonics with the Heggerty curriculum. The Cragmont 2nd grade teachers will include Bridge the Gap, phonemic awareness program from Heggerty. All Cragmont teachers will continue to implement TCRWP with the support of the Literacy coach and RTI coordinator. Staff will attend on-site and district professional development for TCWRP and Shifting the Balance (site based training and collaboration, 2023-2024).

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

All students

Strategy/Activity

Literacy coach will provide ongoing literacy training at staff meetings at least once a month. The lit coach may also co-teach with classroom teachers and do model lessons in grade levels to be determined by the lit coach and principal. 25% of our literacy coach's FTE is funded by site BSEP funds. There is also a personnel variance in the Cragmont budget to cover personnel costs that exceed expectations. This year, Cragmont will have $2446 from BSEP and $798 from our BSEP Carryover funds, listed as unallocated reserve.

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)
33061	BSEP
2446	BSEP
798	BSEP Carryover

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

Students identified by CoST, Intervention teachers

Strategy/Activity

Literacy Coach, with the support of the parent and community volunteers, will manage and supervise our Dragon Readers Program and our BUILD program (in conjunction with UC Berkeley) to provide reading support to targeted students, K-5. These students will be identified by our CoST, classroom teachers, lit coach, and RtI teacher. Students served by our BUILD tutors will need to be enrolled in our LEARNS program since the BUILD program takes place afterschool.

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 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

At least three times a year, staff meeting time will be devoted to analysis of student writing samples based on agreed upon district standards and rubric to reduce the opportunity gap, promote early and successful literacy skills, and to affirm the district's ongoing commitment to equity for its 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 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

At least 5 staff meetings a year will be devoted to looking at STAR 360, DIBELS, CAASPP, report card, district math assessment, and writing data to inform classroom instruction. These data meetings will be led by our literacy coach and RtI teacher. Our RtI teacher is funded with BSEP site funds for 75% of his FTE. The data will be uploaded onto Illuminate and the BUSD BREA

team will upload site data to EduClimber where all staff have access to this academic data. EduClimber can aggregate, synthesize the data so teachers can analyze the data in various ways.

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)
75087	BSEP

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Families will receive information about our STAR and DIBELS assessments at the beginning of the year. This informational letter will include why these assessments are valuable, how families can access their child's scores, and the assessment windows throughout the school year. This letter will be delivered by email, in the principal's weekly Family Letter, and by backpack mail. This information will be available at the beginning of the year and by request throughout the school year.

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 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

During the school year, K-5 Math Teacher Leaders (MTLs) will lead site professional development to support Common Core State Standards, facilitate grade level and whole school planning, provide access to BUSD/CA state math-related resources, and support teachers in grades TK-5 with high quality, differentiated common-core aligned instruction with a concentrated focus on unduplicated students, African American students, and students with disabilities. The Cragmont MTL will provide resources to the Cragmont staff by creating a Google drive folder of resources for teaching math.

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 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The MTL will facilitate at least 3 staff meetings throughout the 2023-2024 school year to advance the teaching of mathematics. These meetings will include discussions on math talks, group problem solving strategies, differentiation, math fluency, and building math vocabulary.

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 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers may be released (using hourly and full day substitutes) for peer observations of literacy or math lessons/units, to plan curriculum and instruction, to examine data and strategize, and/or to attend professional development opportunities when available.

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)

2000   BSEP Carryover

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students are encouraged to express their knowledge, ideas and creativity through all forms of visual art, including drawing, painting, and three dimensional arts. The visual art instructional specialist encourages skill building and guides students through standards based projects on a weekly basis. Cragmont's TK, K, 4th, and 5th graders will receive art with an art instructional specialist once a week, a 0.32 FTE position, in a designated art room. If Proposition 28 funds from the state are disbursed, grades 1st-3rd will also receive art instruction from the art instructional

specialist, for a total of 0.54 FTE. The art IS will so be responsible for art projects throughout Cragmont using Arts Anchor funds. Projects to be determined by a collaboration between art IS and classroom teachers. The PTA will reserve $894 for any personnel variance.

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)
29816.19	PTA
20499	Other
894	PTA

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

AASF will sponsor Culturally Relevant professional learning sessions with staff to provide direct support in research based instructional practices for creating inclusive learning environments for African American 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 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Title I funds will provide a 0.31 FTE math intervention teacher for the 2023-2024 school year. This teacher will work closely with the RtI teacher to analyze data, select students, and make curriculum decisions for students needing math intervention. The math intervention teacher will work with the MTL to provide Cragmont teachers with supplemental math materials, and help with math assessments.

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)
45087	Title I A - Basic Funding

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Classroom supplies and materials will be purchased as needed. Examples are, not limited to, copy paper, recess equipment, books.

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)
10000	BSEP Carryover

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.

This is a new goal for the 2023-2024 school year.

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

This is a new goal for the 2023-2024 school year.

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.

This is a new goal for the 2023-2024 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Identified Need

Based on schoolwide need and TSA caseload capacity, students that are below benchmark in literacy or math will be selected for intervention cycles with a teacher who is skilled in that subject area to help that child. Progress will be measured by curriculum-based measurement tools before and after each intervention cycle.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills 3rd-5th gr STAR Reading	DIBELS Kindergarten DIBELS EOY: 77.8% 1st gr DIBELS EOY: 97% 2nd gr DIBELS EOY: 96% State Benchmarks STAR Reading 3rd EOY: 61% STAR Reading 4th gr EOY: 72.7% STAR Reading 5th gr EOY: 70.8%	DIBELS Kindergarten DIBELS EOY: 80% proficient 1st gr DIBELS EOY: 85% proficient 2nd gr DIBELS EOY: 90% proficient 3rd gr STAR EOY: 70% 4th gr STAR EOY: 70% 5th gr STAR EOY: 80%
STAR Math 3rd-5th	STAR Math State Benchmarks 3rd gr EOY: 47.3% 4th gr EOY: 57.2% 5th gr EOY: 52.2%	STAR Math State Benchmarks 3rd gr EOY: 60% 4th gr EOY: 60% 5th gr EOY: 70%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The Cragmont literacy coach, RtI TSA, and math intervention teacher will communicate regularly to review data, and collaborate around interventions and instructional strategies/materials for 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 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The Literacy Coach will create, maintain, and facilitate literacy Assessment Wall meetings throughout the year, meeting with grade level teams every 6-8 weeks.

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 students

Strategy/Activity

The COS Team will meet weekly and collaborate in deciding interventions and strategies to be used for meeting that academic, behavioral, and social-emotional needs of students in Tier 1, Tier 2, and Tier 3. The agenda will be created and the meeting led by the RtI teacher.

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 4

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

All Students

Strategy/Activity

The PBIS committee will meet 3x year to identify areas to be highlighted by staff and build plans to support student behavior.

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 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Our active CoS team will:
*Create and maintain a spreadsheets and use EduClimer to monitor and track interventions and services of students. These spreadsheets will be used to guide discussion during weekly CoST meetings;
*Check in with classroom teachers between intervention cycles regarding student's progress;
*Check in with classroom teachers every 4-6 regarding student's progress (during collaboration time);
*Encourage African American students to enroll and participate at a rate of 80% or better in BUSD summer intervention specifically geared to African American students
*Promote BUSD summer school by dispensing the appropriate summer school registration materials and contacting families personally
*SST meetings will be scheduled as needed and monitored throughout the year

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 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in sub-groups as identified by the state of CA

Strategy/Activity

Students who are below grade level and not responding to intervention in Tier 2 pullout will be invited to an SST meeting where a team of parents and Cragmont staff will work collaboratively to generate ideas on how to help students at home, and discuss how current interventions can be modified/intensified with the goal of accelerating the student's academic growth.

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted students

Strategy/Activity

In intervention team will put an emphasis on early intervention in K-2 to provide a strong foundation for success in upper grades.

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 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

targeted students

Strategy/Activity

The RtI TSA, literacy coach, and math intervention teacher will work with IAs in the fall on intervention techniques and strategies in literacy and math. The IAs will work with individual students or small groups afterschool using these techniques. All staff will be paid for their time using teacher hourly and IA hourly rates,.

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)
2000	BSEP Carryover
1000	BSEP Carryover

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

targeted students determined by CoST and classroom teacher

Strategy/Activity

Classroom teachers will work with the CoST to determine which students are in need of afterschool intervention by their classroom teacher. Title IV funds will be used to pay teachers using the BUSD hourly rate.

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)
2069	District Allocation

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Intervention teachers have the following curriculums available to them as of the 2022-2023 school year:
*Wilson Fundations
*Wilson Just Words (4th, 5th grades)
*Wilson Reading System (2nd-5th grades)
*Heggerty Bridge The Gap Phonemic Awareness Intervention Curriculum (2nd-5th grades as needed)
LLI (official district adopted intervention materials, 1st-5th grades)
*UFLI Toolbox Resources
*Benchmark/Heggerty Decodable Test Sets

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.

*Family workshops will be held in K and first grades around how to support your child's reading at home
*SST meetings (and follow up meetings) with caregivers provide additional home and classroom support, progress will be measured by DIBELS/STAR 3x/year
*PBIS plans - success measured by fewer Dragon Reminders and office visits.
*BUILD tutors and Dragon Readers continue this year with 8-week cycles, students to be determined by lit coach and progress will be measured by DIBELS/STAR 3x/year
*Math Dragons on 6-8 week cycles: students to be determined by RtI teacher and progress measured by DIBELS/STAR 3x/year
*Teacher/IA after school intervention on 6-8 week cycles, students determined by classroom teachers, progress measured by DIBELS/STAR 3x/year
*Pull-out, small groups of like-skilled kids 3-4x/wk 30 min, trying to prioritize pullout supplanting that instruction block (i.e. literacy pullout during ELA block, math pullout during math block), measured by curriculum-based assessments before intervention and on 6-8 week cycles, shared with families proactively via letter
*Behavior intervention consists of pull out small groups and individuals with BACR counselor and by school psychologist when possible, measured by fewer Dragon Reminders, office referrals, and office visits
*IEPs have support built into plans, with goals and progress monitoring as per the legal document

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

Cragmont does not have any district approved math intervention materials available to Cragmont intervention teachers.   Cragmont's math intervention teacher will work with BUSD math TSAs to research, purchase, and implement approved math materials.

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.

Money may need to be reallocated to purchase math intervention materials to be used by the 0.31 FTE math intervention teacher. We may need to use money from the materials and supplies line item in Goal 1, Activity 15.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Identified Need

The work of BUSD family engagement site coordinator, the principal, school staff, afterschool staff, and BUSD staff will partner to support and educate parents and families so we can all support their children's education through collaborative connections.
*Build relational trust between families, community, and staff
*Link Cragmont families to learning
*Leverage family and community assets
*Develop capacity in interactive and culturally responsive ways
*Partner with families as learning leaders
*Design systemic, sustained, and integrated family and community engagement programs
*Create and maintain an effective attendance incentive program to encourage daily attendance and reduce the number of absenteeism at Cragmont

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance at Cragmont	9% of students missed more than 15% of the 2022-2023 school year	95% of Cragmont students will attend 90% or more of school, 2023-2024
Participation in Black/African American specific events	22% of families attended Ujima events	50% of families will attend Ujima events in 2023-2024

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

At Cragmont, the Family Engagement Site Coordinator will:
*Continue student support services, including: vision, hearing, dental, homelessness, and other health and social service related services resources.
*work with McKinney-Vento Counselor to provide resources to our homeless students and families.

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)

	District Allocation

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

Transitioning families and students

Strategy/Activity

The OFEE site coordinator, principal, and the CoST will work with students and families by:
*assisting with transitioning families from pre-school to TK/K and from Cragmont to middle school
*contacting families about summer opportunities including summer school, ESY, summer camp opportunities
*being available and visible during TK/K welcome events
*contacting families individually to ensure completed middle school applications
*providing families with incoming Kindergarten welcome packets when they register

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)

African American/Black students and families

Strategy/Activity

Cragmont will continue to work with the African American Success Framework group to:
*sponsor Cragmont family engagement evenings specifically targeted to African American families to encourage participation in school wide and district committees
*identify one to three Cragmont families to invite to participate on the BUSD African American Success Advisory Committee
*launch a "Black-to-School" event to enlist parent support within the first month of the school year
*host an Ujima event in December to celebrate Kwanzaa and reinforce parent engagement with the help of the OFEE site coordinator

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 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Recruit and increase participation of families in school decision making positions. A diverse group of parents will continue to represent the School Site Council, English Learner Advisory Committee (ELAC) and Parent Teacher Association (PTA) and actively support the school by:
- actively recruiting a diverse group of parents and families on School Site Council and PTA, and involving them in shared decision-making opportunities
- encourage parents to attend district workshops sponsored by the BUSD Family/Community Partnerships Department
- continue Site Council visibility at school events and functions.

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 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide increased access to behavioral health services from a contractor or district staff to support students dealing with trauma and other social-emotional needs. Funding is provided by the City of Berkeley, and BUSD. There are other funding sources available and BUSD will provide those as they come to BUSD.

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)
10,000	Other
5000	BSEP Carryover

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Principal, PTA board, Family Engagement Site Coordinator, staff representatives will revise and translate the current Cragmont Parent Handbook for distribution in 2023-2024 school year. A Cragmont Parent Handbook in both English and Spanish and a School Directory provided through an online communication system will be updated and all Cragmont families will be encouraged to create an account through active recruiting by school staff, PTA Executive Board, and School Site Council.
- The Parent Handbook will contain the Cragmont Student Conduct Agreement, which outlines behavioral expectations
- The Parent Handbook will be referred to widely in the principal's Family Letters to help parents and families find answers to questions they may have over the course of the school year. It can also be used to orient new school staff and school volunteers

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 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Cragmont staff

Strategy/Activity

The CoST, Family Engagement Specialist, and afterschool coordinator will assist the principal in planning and conducting a retreat on the BUSD professional development day at the beginning of the 2023-2024 school year to create a focus around race/equity issues, and PBIS school-wide systems.

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

Amount(s)   Source(s)

| 500 | PTA |

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Cragmont families

Strategy/Activity

Cragmont PTA Executive Committee will provide Room Parent Volunteer Orientation on how to best support the classroom teacher or school.
*A PTA Head Room Parent will be designated by PTA Executive Committee and present during orientation
*Teachers will share ways volunteers can help in classroom and afterschool programs
*Develop a list of focused areas that need additional human resources at Cragmont and develop an increased network of volunteers from the community to meet classroom needs
*Room Parents will help teachers schedule volunteers for each classroom for specific needs

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

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Cragmont families

Strategy/Activity

Cragmont will continue to effectively communicate with our school community in both English and Spanish through weekly Family Letters, online communication system, all calls, and emails as needed. Translation for all Cragmont correspondence will be paid for with Title 1 resource money.

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)

658   Title I A - Parent Involvement

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The Cragmont Library program serves all students, from TK-5th grade. Every student has access to a variety of reading materials and participates fully in the library program. With the help of the BUSD BSEP, the Cragmont library has a collection that reflects the rich diversity of our world. We strive to create inclusive collections by continuously looking for new books to bring into school libraries while simultaneously taking a critical view of our current holdings. Our Cragmont librarian

shares title recommendations regularly at staff meetings with an eye toward expanding our diverse collections. Recommended reading lists such as our "Black Lives Matter" and "Transgender Day of Remembrance" support staff in finding excellent titles for their classroom libraries and classroom book club collections and keep us all focused on ensuring that our collections are culturally responsive to our student needs.

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

Amount(s)	Source(s)
	BSEP

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The Cragmont safety committee will take inventory of the storage container at the beginning of the school year and list all the supplies that need to be updated or replaced. The list of needed supplies will be purchased with the BSEP carryover allotment for emergency supplies

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)
2000	BSEP Carryover

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The Cragmont safety committee will work with the principal to set monthly emergency drills. These will include fire, earthquake, and active shooter drills.

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 13

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

All students

Strategy/Activity

Teachers will be encouraged to inform parents about the classroom at least once a month through email, by newsletter and/or through class bulletins (e.g. field trip schedule, homework expectations, class projects, etc.) about current events taking place in the classroom.

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 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Cragmont will develop an attendance incentive program to encourage our chronically absent and tardy students to be at school on time each day. This program will be developed with the principal, CoST, OFEE Site Coordinator, administrative assistant, and BUSD Office of Student Services. This program will be funded by private donations and grant money.

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.

BUSD provides a family engagement coordinator for all TK-5 schools to partner with parents and guardians to support their children's education through collaborative connections and referrals to school and community resources.

The work of all Office of Family Engagement and Equity (OFEE) staff is to support and educate parents and families in three main focal areas:
1) Establishing links between home and school for academic success
2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
3) Promoting attendance and access to health services.

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

There are many duties that the 0.47 Family Engagement Site Coordinator at Cragmont must see to. A 0.47 position is not enough time to adequately serve the Cragmont community. An increase in FTE by BUSD would facilitate being able to better serve our families and students at Cragmont.

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.

The Office of Family Engagement and Equity may restructure in the 2023-2024 school year. If this happens, Goal #3 will need to be altered to fit the new organization of the OFEE.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Identified Need

The Cragmont staff will devote staff and CoST meeting time monthly to review the Site Plan for Student Achievement so the staff can monitor the progress of the programs laid out in plan. The SPSA is Cragmont's road map for the school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once Per Year
Annual Review of SPSA funds expended	All Funds Expended	All Funds Expended

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, staff, and families

Strategy/Activity

Provide on-going monitoring of the site's School Plan for Student Achievement through site staff meetings, CoST meetings, School Site Council, English Learner Advisory Committee, PTA, and any other school site committees.

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

Cragmont staff

Strategy/Activity

Staff meeting time will be provided for Leadership and CoS Teams to review, discuss, and plan the implementation progress of the Site Plan for Student Achievement with the entire Cragmont staff.

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 students

Strategy/Activity

The Cragmont staff will utilize Educlimber to track and monitor student progress in CoST, staff, and grade level meetings.

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 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Cragmont staff will complete district assessments within the assessment windows. The Cragmont staff will utilize benchmark and program monitoring data to assess student need for interventions in CoST, staff, and grade level meetings.

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 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees.

Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.

On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.

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)

0

Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Program Evaluation Support

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

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)

0

Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

System of Local Assessments

Complete district assessments within the assessment window.

Utilize benchmark and program monitoring data to assess student need for interventions.

Share student assessment data through family communications.

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)

0

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.

New Goal for 2023-2024

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

New Goal for 2023-2024

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.

New Goal for 2023-2024

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Identified Need

Students and families who are experiencing a loss of their home are more likely to have a high absentee rate, need health and wellness assistance, and academic support. Cragmont and BUSD have programs in place to help our families who are temporarily homeless. Cragmont site staff will provide support in three main focal areas:
1) Establishing links between home and school for academic success
2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
3) Promoting attendance and access to health services

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math - 22%	ELA - 35% Math - 30%
Chronic Absentee Rate (CDE Dataquest)	33%	15%
Suspension Rate (CDE Dataquest)	8%	5%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Experiencing Homelessness

Strategy/Activity

Collaborate with the district to provide direct services and support to our McKinney-Vento 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 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with below a 95% attendance rate

Strategy/Activity

The CoST and administrative assistance will review monthly absentee data. A plan will be made for individual students and they will become part of our Cragmont attendance incentive program.

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 McKinney-Vento families and students

Strategy/Activity

Cragmont OFEE Site Coordinator, principal, administrative assistant, CoST will collaborate with BUSD to provide direct services and support our McKinney-Vento families.

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 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Experiencing Homelessness

Strategy/Activity

Supports for Students Experiencing Homelessness:

Collaborate with the district to provide direct services and support to our McKinney-Vento 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)

| 0 | |

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Experiencing Homelessness

Strategy/Activity

Family Engagement - Office of Family Engagement and Equity (OFEE):

Site Staff to provide support in three main focal areas:

1) Establishing links between home and school for academic success
2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
3) Promoting attendance and access to health services

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)

| 0 | |

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Experiencing Homelessness

Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.

On going review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available resources.

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)

0

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.

New Goal for 2023-2024

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

New Goal for 2023-2024

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.

New Goal for 2023-2024

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$242,915.19

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 ($)
	$0.00
BSEP	$110,594.00
BSEP Carryover	$22,798.00
District Allocation	$2,069.00
Other	$30,499.00
PTA	$31,210.19
Title I A - Basic Funding	$45,087.00
Title I A - Parent Involvement	$658.00

Subtotal of state or local funds included for this school: $242,915.19

Total of federal, state, and/or local funds for this school: $242,915.19

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Sheyla Flores	Other School Staff
Kellie McElhaney	Classroom Teacher
Jasmine McCrory	Other School Staff
Candyce Cannon	Principal
Brent Blackaby	Parent or Community Member
Lindsay Nofelt	Parent or Community Member
Aaron Atlas	Parent or Community Member
Pamela Diebel	Classroom Teacher
Larez Davenport	Parent or Community Member
Jumia Simmons	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: Cragmont Staff, Families and Students

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 May 10, 2023.

Attested:

	Principal, Candyce Cannon on May 16, 2023
	SSC Chairperson, Brent Blackaby on May 16, 2023

Kathy Fleming
Director of Local Resources

Kathy Fleming   5/25/23
Signature   Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature   5/25/23
                                   Date

BUDGET SUMMARY 2023-24

Cragmont (112) 5/12/23	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Centrally-Funded BSEP		Other Resources			Sum of FTE
Budget Item			BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	RES.	FTE	RES.	BGT	FTE	
Literacy Coach	1/2	1102	33,061	0.25							0763/0741	0.75				1.00
RTI TSA	1/5	1102	75,087	0.60				0.40								1.00
ELD TSA		1102						0.40					0000	release time	0.64	1.04
Math Intervention TSA	1/12	1102			45,087	0.31										
Dance Teacher		1102											0000	release time	0.24	0.24
Arts Anchor		1102									0753	0.08				0.08
Art IS	1/10	2182							29,816	0.32						0.32
Extended Day After School Intervention	2/9	1116			3,703								Title IV	2,069	36 hrs	
Materials & Supplies		4300											0000	6,969		
Contract (Behavioral Health)	3/5	5800											Dist.-Wide	all available		
Professional Development Retreat	3/7								500							
Parent Involvement	3/9				658											
Unallocated Reserve	1/2, 1/10	4380	2,446		1,353				894							
Total Expenditures			110,594	0.85	50,801	0.31		0.80	31,210	0.32		0.83		9,038	0.88	
Revenue Allocation			**110,595**		**50,801**											
			1		0											

Carryover Priorities

Unallocated Reserve	1/2	4380	798	
Behavioral Health Contract	3/5	5800	5,000	
Materials & Supplies	1/13	4300	10,000	
Subs - Teacher Release	1/9	1103	2,000	
Teacher Hourly providing PD for IAs	2/8	1116	1,000	
IA Hourly - Intervention	2/8	2116	2,000	
Emergency Supplies for Container	3/11	4200	2,000	
Total Carryover Priorities			**22,798**	