



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cragmont Elementary	01-61143-6090195	May 14, 2024	June 12, 2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program
Additional Targeted Support and Improvement
The purpose of this plan is to describe how Cragmont Elementary 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.

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Resource Inequities 3
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - ELPAC Results 12
 - California School Dashboard 16
- Goals, Strategies, & Proposed Expenditures..... 30
 - Goal 1..... 30
 - Goal 2..... 34
 - Goal 3..... 38
 - Goal 4..... 43
 - Goal 5..... 46
- Budget Summary 49
 - Budget Summary 49
 - Other Federal, State, and Local Funds 49
- Budgeted Funds and Expenditures in this Plan 50
 - Funds Budgeted to the School by Funding Source..... 50
 - Expenditures by Funding Source 50
 - Expenditures by Budget Reference 50
 - Expenditures by Budget Reference and Funding Source 50
 - Expenditures by Goal 51
- School Site Council Membership 52
- Recommendations and Assurances 53

Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe how Cragmont Elementary 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.

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.

Educational Partner Involvement

How, when, and with whom did Cragmont Elementary 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 Cragmont 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.

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

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 0.2 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, due in part to not having BUSD after school transportation.

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Attendance is our biggest area of need for improvement. We will work with our OFEE site coordinator, admin assistant/attendance officer, and principal to reach out and work with our chronically absent families.

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

Our African American student sub group shows to have more chronically absent students than our other sub groups.

Other Needs

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

Cragmont has a need to math intervention, just like the literacy model. However, there is not enough money to fund personnel for the amount of math intervention that we need.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.3%	1.35%	0.99%	4	4	3
African American	15.0%	10.81%	9.57%	47	32	29
Asian	9.0%	11.15%	9.9%	28	33	30
Filipino	1.6%	1.69%	1.65%	5	5	5
Hispanic/Latino	17.9%	19.93%	18.81%	56	59	57
Pacific Islander	0.3%	0.34%	0.33%	1	1	1
White	38.3%	38.51%	40.92%	120	114	124
Multiple/No Response	15.7%	15.20%	16.83%	49	45	51
Total Enrollment				313	296	303

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 but has leveled off in the last 2 years.
2. Cragmont's white population continues to increase while our African American population continues to decrease.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	64	0	43	61	0	43	61	0.0	93.5	95.3
Grade 4	39	43	46	0	42	45	0	42	45	0.0	97.7	97.8
Grade 5	37	47	44	0	46	41	0	46	41	0.0	97.9	93.2
All Grades	110	136	154	0	131	147	0	131	147	0.0	96.3	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2456.		41.86	40.98		34.88	24.59		6.98	14.75		16.28	19.67
Grade 4		2521.	2524.		52.38	48.89		11.90	20.00		19.05	17.78		16.67	13.33
Grade 5		2546.	2564.		32.61	51.22		39.13	21.95		15.22	12.20		13.04	14.63
All Grades	N/A	N/A	N/A		41.98	46.26		29.01	22.45		13.74	14.97		15.27	16.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.91	21.31		67.44	60.66		4.65	18.03
Grade 4		38.10	26.67		54.76	66.67		7.14	6.67
Grade 5		34.78	41.46		54.35	48.78		10.87	9.76
All Grades		33.59	28.57		58.78	59.18		7.63	12.24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.88	27.87		48.84	54.10		16.28	18.03
Grade 4		30.95	35.56		50.00	53.33		19.05	11.11
Grade 5		30.43	31.71		56.52	56.10		13.04	12.20
All Grades		32.06	31.29		51.91	54.42		16.03	14.29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	21.31		72.09	77.05		9.30	1.64
Grade 4		30.95	24.44		59.52	68.89		9.52	6.67
Grade 5		15.22	12.20		82.61	80.49		2.17	7.32
All Grades		21.37	19.73		71.76	75.51		6.87	4.76

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	32.79		51.16	54.10		11.63	13.11
Grade 4		23.81	28.89		59.52	71.11		16.67	0.00
Grade 5		26.09	34.15		63.04	53.66		10.87	12.20
All Grades		29.01	31.97		58.02	59.18		12.98	8.84

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The number of students scoring below the reading standards rose significantly in 2022-2023.
2. The number of students scoring below in the writing standards decreased in 2022-2023.
3. More students scored above standard and less students scored below standard in Research/Inquiry than in the previous year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	64	0	43	61	0	43	61	0.0	93.5	95.3
Grade 4	39	43	46	0	42	46	0	42	46	0.0	97.7	100.0
Grade 5	37	47	44	0	46	43	0	46	43	0.0	97.9	97.7
All Grades	110	136	154	0	131	150	0	131	150	0.0	96.3	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2461.		46.51	32.79		30.23	31.15		9.30	18.03		13.95	18.03
Grade 4		2514.	2521.		47.62	43.48		16.67	26.09		16.67	13.04		19.05	17.39
Grade 5		2551.	2541.		43.48	41.86		19.57	18.60		19.57	20.93		17.39	18.60
All Grades	N/A	N/A	N/A		45.80	38.67		22.14	26.00		15.27	17.33		16.79	18.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		51.16	44.26		37.21	31.15		11.63	24.59
Grade 4		50.00	52.17		28.57	26.09		21.43	21.74
Grade 5		52.17	41.86		23.91	34.88		23.91	23.26
All Grades		51.15	46.00		29.77	30.67		19.08	23.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.51	40.98		44.19	40.98		9.30	18.03
Grade 4		45.24	34.78		35.71	45.65		19.05	19.57
Grade 5		41.30	46.51		43.48	30.23		15.22	23.26
All Grades		44.27	40.67		41.22	39.33		14.50	20.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	34.43		37.21	55.74		11.63	9.84
Grade 4		50.00	47.83		33.33	41.30		16.67	10.87
Grade 5		32.61	13.95		47.83	69.77		19.57	16.28
All Grades		44.27	32.67		39.69	55.33		16.03	12.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Over 95% of 3rd-5th graders took the math portion of the CAASPP in 2022-2023.
2. 64.67% of 3rd-5th graders met or exceeded the standard for their grade level in overall achievement on the math portion of the CAASPP in 2022-2023.
3. 35.33% did not meet the overall standard on the math portion of the CAASPP in 2022-2023.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	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	6	
1	*	*	*	*	*	*	*	*	*	*	*	5	
2	*	*	*	*	*	*	*	*	*	*	5	*	
3	*	*	*	*	*	*	*	*	*	*	*	6	
4		*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*	
All Grades											8	19	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	10.53	12.00	*	42.11	36.00	*	15.79	32.00	*	31.58	20.00	*	19	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	31.58	36.00	*	31.58	36.00	*	26.32	8.00	*	10.53	20.00	*	19	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	5.26	0.00	*	26.32	20.00	*	21.05	40.00	*	47.37	40.00	*	19	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*	*	*	*	
4		*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*	
All Grades	*	42.11	32.00	*	47.37	48.00	*	10.53	20.00	*	19	25	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades	*	15.79	56.00	*	73.68	24.00	*	10.53	20.00	*	19	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades	*	10.53	0.00	*	47.37	56.00	*	42.11	44.00	*	19	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades	*	10.53	4.00	*	57.89	56.00	*	31.58	40.00	*	19	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. N/A

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
303	26.7	8.3	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	8.3
Foster Youth		
Homeless	3	1
Socioeconomically Disadvantaged	81	26.7
Students with Disabilities	36	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	9.6
American Indian	3	1
Asian	30	9.9
Filipino	5	1.7
Hispanic	57	18.8
Two or More Races	51	16.8
Pacific Islander	1	0.3
White	124	40.9

Conclusions based on this data:

1. BUSD demographics have shifted dramatically in the last decade. Cragmont's population has followed the BUSD trend.
2. Our students with disabilities (up from 9.1) and our English Learner numbers (up from 6.1) have risen more than any other identified group.
3. Our demographics have changed. All populations have decreased except for Two or More Races (up from 15.2) and White (up from 38.5).

School and Student Performance Data

Overall Performance





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

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Red	Suspension Rate  Green
Mathematics  Green		

Conclusions based on this data:

1. Cragmont's chronic absenteeism is very high.
2. Our suspension rate appears high for an elementary school.

School and Student Performance Data

Academic Performance English Language Arts

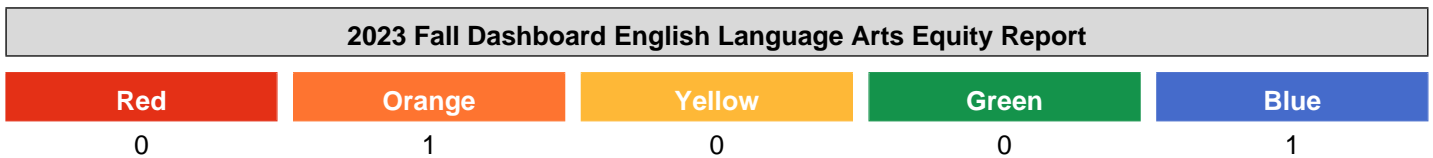
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 42.8 points above standard Decreased -6.9 points 144 Students	English Learners 11.6 points below standard 12 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Orange 33.3 points below standard Decreased -8.7 points 45 Students	Students with Disabilities 18 points below standard Increased Significantly +37.6 points 25 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>81.8 points below standard</p> <p>Decreased -6.1 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>80.4 points above standard</p> <p>Increased Significantly +25.1 points</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>3.3 points above standard</p> <p>Decreased Significantly - 42.3 points</p> <p>31 Students</p>	<p>44.2 points above standard</p> <p>Maintained +1.8 points</p> <p>23 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>84.9 points above standard</p> <p>Increased +3.9 points</p> <p>53 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students</p> <p>7 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>48.7 points above standard</p> <p>Maintained +0.1 points</p> <p>115 Students</p>

Conclusions based on this data:

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

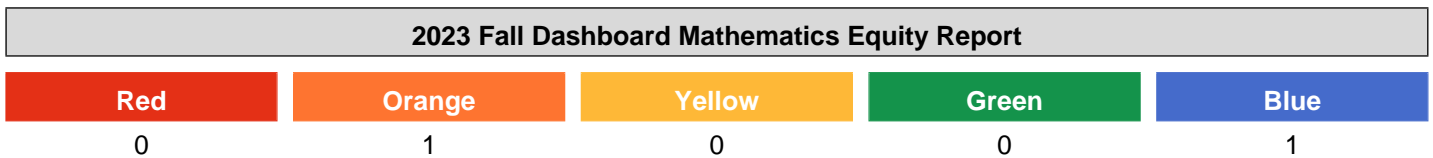
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 25.8 points above standard Decreased -12.5 points 144 Students	English Learners 56.2 points below standard 13 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Orange 43.3 points below standard Decreased Significantly -17.5 points 45 Students	Students with Disabilities 39.6 points below standard Increased Significantly +17.2 points 25 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>109.6 points below standard</p> <p>Decreased Significantly - 39.5 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>81.8 points above standard</p> <p>Increased Significantly +27.5 points</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>4 points below standard</p> <p>Decreased Significantly - 47.9 points</p> <p>31 Students</p>	<p>7.7 points above standard</p> <p>Decreased -8.1 points</p> <p>23 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>73.3 points above standard</p> <p>Maintained +1.3 points</p> <p>53 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students</p> <p>8 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>28.8 points above standard</p> <p>Decreased -8.3 points</p> <p>115 Students</p>

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

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
42.9 points above standard making progress towards English language proficiency
Number of EL Students: 14 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.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	4	2	4

Conclusions based on this data:

1. Cragmont's EL students are making significant progress toward English language proficiency.
2. The same number of students progressed at least one ELPI level as dropped at least one ELPI level.
3. ELD teacher will work closely with the intervention team to examine data to determine which students are falling below and what differentiated instruction can be implemented. ELD teacher will work closely with classroom teachers to integrate ELD strategies into classroom practice.

School and Student Performance Data

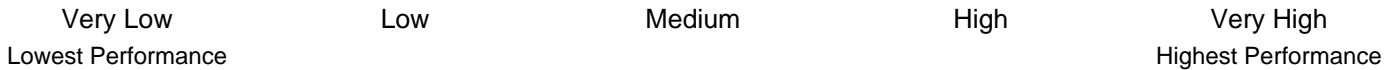
Academic Performance College/Career Report

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

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

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

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



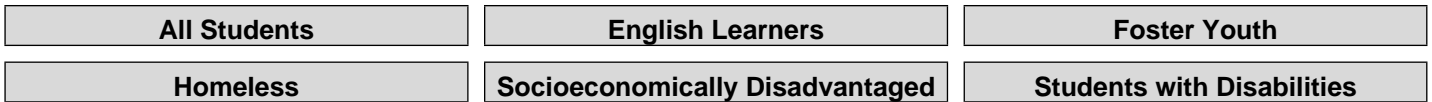
This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report



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

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 21.7% Chronically Absent Increased Significantly 5.2 313 Students	36.7% Chronically Absent Increased 18.1 30 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 8 Students	 Red 42.4% Chronically Absent Increased 7 92 Students	 Red 30.2% Chronically Absent Increased 6.9 43 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 46.9% Chronically Absent Declined -7.7 32 Students	Less than 11 Students 3 Students	 Orange 16.7% Chronically Absent Increased 8.6 30 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 27.6% Chronically Absent Declined -1.7 58 Students	 Orange 18.5% Chronically Absent Increased 9.1 54 Students	Less than 11 Students 1 Student	 Orange 16.8% Chronically Absent Increased 11.7 131 Students

Conclusions based on this data:

1. Cragmont has some chronically absent students.
2. Cragmont is in the orange band for every category.
3. Working with OFEE helped to increase attendance with 2 Cragmont families.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

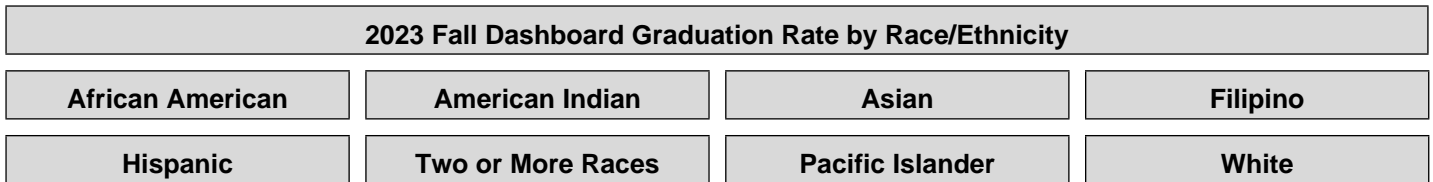
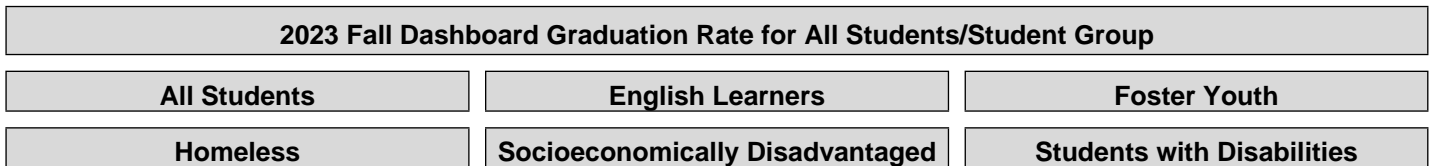
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

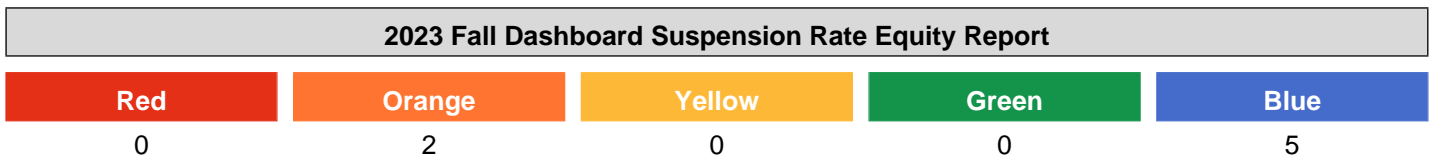
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.3% suspended at least one day Increased 0.3 315 Students	English Learners 0% suspended at least one day Maintained 0 30 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0 94 Students	Students with Disabilities  Orange 2.3% suspended at least one day Increased 2.3 43 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 2.9% suspended at least one day Increased 2.9 34 Students	Less than 11 Students 3 Students	 Blue 0% suspended at least one day Maintained 0 30 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 58 Students	 Blue 0% suspended at least one day Maintained 0 54 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 131 Students

Conclusions based on this data:

1. 2 students were suspended during 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

Title and Description of School Goal

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

High Quality Instruction and Curriculum

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	DIBELS Kindergarten DIBELS EOY: 79%	DIBELS Kindergarten DIBELS EOY: 80%
	1st gr DIBELS EOY: 91%	1st gr DIBELS EOY: 85%
	2nd gr DIBELS EOY: 90%	2nd gr DIBELS EOY: 95%
3rd-5th gr STAR Reading	State Benchmarks STAR Reading 3rd EOY: 75%	3rd gr STAR EOY: 77%
	STAR Reading 4th gr EOY: 78%	4th gr STAR EOY: 80%
	STAR Reading 5th gr EOY: 81%	5th gr STAR EOY: 83%
STAR Math 3rd-5th	STAR Math State Benchmarks	STAR Math State Benchmarks
	3rd gr EOY: 47.3% 2023-2024: 64%	3rd gr EOY: 70%
	4th gr EOY: 57.2% 2023-2024: 59%	4th gr EOY: 70%
	5th gr EOY: 52.2% 2023-2024: 54%	5th gr EOY: 70%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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), until a new ELA curriculum is adopted. Grades Kindergarten through 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, along with the pilot curriculums, with the support of the Literacy coach and RTI coordinator. Staff will attend on-site and district professional development for TCWRP, Shifting the Balance (site based training and collaboration, 2023-2024), and CORE training (BUSD provided).	All Students	
1.2	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 \$32,779 from BSEP and \$5269 from our BSEP funds, listed as unallocated reserve.	All students	32779 BSEP 5269 BSEP
1.3	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 Rtl teacher. Students served by our BUILD tutors will need to be enrolled in our LEARNS program since the BUILD program takes place afterschool.	Students identified by CoST, Intervention teachers	
1.4	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	All Students	
1.5	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 Rtl teacher.	All Students	

	The data will be uploaded onto Illuminate and the BUSD BRE 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.		
1.7	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, and by backpack mail, with reminders in the principal's Family Letters. This information will be available at the beginning of the year and by request throughout the school year.	All students	
1.8	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 updating the Cragmont Google drive folder of resources for teaching math.	All students	
1.9	The MTL will facilitate at least 3 staff meetings throughout the 2024-2025 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.	All students	
1.10	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.	All students	2000 BSEP Carryover
1.12	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. All Cragmont students will receive one 45-minute period per week of art instruction with the art Instructional Specialist. This is a 0.56 FTE position that will be funded as follows: 0.355 FTE will be paid for with CA Proposition 28 funds and the remaining 0.21 will be funded by our Cragmont PTA. The art IS will also be funded by the arts anchor program for arts integration, 0.08 FTE. There is a personnel variance of \$1869 in the Prop 28 budget, and \$271 designated for art materials and supplies.	All students	37,381 Other 21586 PTA 1869 Other 271 Other

1.13	The principal will work with AASF to provide assistance and training to staff to run affinity groups to promote a sense of belonging and cultural awareness for students.	All students	
1.14	Title I funds will provide a 0.2 FTE math intervention teacher for the 2024-2025 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. There is \$1578 of Title 1 funds being used for a personnel variance. \$841 of our Title 1 has be designated for Cragmont materials and supplies.	All students	25670 Title I A - Basic Funding 841 Title I A - Basic Funding 1578 Title I A - Basic Funding
1.15	Classroom supplies and materials will be purchased as needed. Examples are, but not limited to, copy paper, recess equipment, books.	All students	2549 BSEP
1.16	Literacy Coach, principal, and OFEE site coordinator will organize a Family Literacy Night in Novemeber, 2024, with the support of parent and community volunteers, and the BUILD program (in conjunction with UC Berkeley). All Cragmont students will be invited to participate in this evening event, but our Title 1 students, reading intervention students, and unduplicated students will be the target of this event. Teachers and staff will lead workshops for families and be paid teacher/classified hourly for 2.5 hours each. Dinner will be served. Incentive door prizes will be given out to families through a raffle. This will be funded through a private funding source.	Title 1, intervention, unduplicated students	1500 BSEP Carryover

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The addition of a math intervention teacher for the school year 2023-2024 has shown growth on our math screeners for most of the students who were in our math intervention groups.

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

Proposition 28 funds were not available to CA schools until late in the 2023-2024 so the Cragmont PTA had to pay for 0.24 of the art Instructional Specialist's salary. The art strategy will need to altered in the 2024-2025 plan.

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.

Cragmont's work with the AASF will change from a focus on staff to more of a focus on our students' sense of equity, inclusion, belonging, and social justice (Goal 1, Strategy 1.13).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Cultural and Linguistic Responsiveness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	DIBELS Kindergarten DIBELS EOY: 21% in red/yellow bands	DIBELS Kindergarten DIBELS EOY: < 20% in red/yellow bands
3rd-5th gr STAR Reading	1st gr DIBELS EOY: 9% in red/yellow bands 2nd gr DIBELS EOY: 10% in red/yellow bands State Benchmarks STAR Reading 3rd EOY: 25% below benchmark STAR Reading 4th gr EOY: 22% below benchmark STAR Reading 5th gr EOY: 19% below benchmark	1st gr DIBELS EOY: <15% in red/yellow bands 2nd gr DIBELS EOY: <5% in red/yellwo bands State Benchmarks 3rd gr STAR EOY: <18% below benchmark 4th gr STAR EOY: <18% below benchmark 5th gr STAR EOY: <17% below benchmark
STAR Math 3rd-5th	STAR Math State Benchmarks 3rd gr EOY: 33.3% below benchmark 4th gr EOY: 41% below benchmark 5th gr EOY: 45.2% below benchmark	STAR Math State Benchmarks 3rd gr EOY: <28% below benchmark 4th gr EOY: <30% below benchmark 5th gr EOY: <35% below benchmark

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The Cragmont literacy coach, Rtl TSA, and math intervention teacher will communicate regularly to review data, and collaborate around interventions and instructional strategies/materials for students.	All students	
2.2	The Literacy Coach will create, maintain, and facilitate literacy Assessment Wall meetings throughout the year, meeting with grade level teams every 6-8 weeks.	All students	
2.3	The CoST will meet weekly and collaborate in deciding interventions and strategies to be used for meeting the 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 Rtl teacher, who is 1.0 FTE. The Rtl teacher funding comes from BSEP site funds (0.555FTE), Title 1 funds (0.045FTE), and centrally funded BSEP funds (0.1FTE).	All students	72593 BSEP 5886 Title I A - Basic Funding
2.4	The PBIS committee will meet 3x year to identify areas to be highlighted for the staff and build plans to support positive student behavior.	All Students	
2.5	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 weeks 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 in a timely manner and by contacting families personally *SST meetings will be scheduled as needed and monitored throughout the year	All students	
2.6	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	All students in sub-groups as identified by the state of CA	

	the student's academic growth. Our Rtl teacher will schedule our SSTs, take notes, run the meeting, and keep the spreadsheet of SSTs updated.		
2.7	The intervention team will put an emphasis on early intervention in K-2 to provide a strong foundation for success in upper grades.	Targeted students	
2.9	The Rtl TSA, literacy coach, and math intervention teacher will work with IAs during parent/teacher conference week on intervention techniques and strategies in literacy and math. The budget for paying teachers will be \$1000 and will be funded by BSEP carryover. The IAs will work with individual students or small groups afterschool using these techniques. The budget for IA hourly for this work will be \$2000 and be funded with BSEP carryover money.	targeted students	2000 BSEP Carryover 1000 BSEP Carryover
2.10	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.	targeted students determined by CoST and classroom teacher	2228 District Allocation
2.11	Intervention teachers have the following curriculums available to them as of the 2024-2025 school year: *Wilson Foundations *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	All students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our Rtl teacher, Lit Coach, and math intervention teacher worked together this year to communicate with families of students being served in their small groups to inform families of why their child was in intervention, what they would be doing in their groups, and how families could support their child at home (Strategy 1).

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

The PBIS committee lost 3 of its 5 members so the committee did not meet until March, 2024 when more members were recruited. PBIS practices were not implemented completely until March.

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.

Instructional Assistants went through literacy training in October during conference week with our lit coach and Rtl teacher to better help IAs target instruction for the students who they work with daily. This may need to be increased to

include professional development for IAs in their monthly IA meetings to better serve our students with IEPs (Goal 2, Strategy 9).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Safe, Welcoming and Inclusive School Climate

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus 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

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

The 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	At Cragmont, the Family Engagement Site Coordinator will: *Continue student support services, including: vision, hearing, dental, homelessness, and other	All students	District Allocation

	<p>health and social service related services resources.</p> <p>*work with McKinney-Vento Counselor to provide resources to our homeless students and families.</p>		
3.2	<p>The OFEE site coordinator, principal, and the CoST will work with students and families by:</p> <p>*assisting with transitioning families from pre-school to TK/K and from Cragmont to middle school</p> <p>*contacting families about summer opportunities including summer school, ESY, summer camp opportunities</p> <p>*being available and visible during TK/K welcome events</p> <p>*contacting families individually to ensure completed middle school applications</p> <p>*providing families with incoming Kindergarten welcome packets when they register</p>	Transitioning families and students	
3.3	<p>Cragmont will continue to work with the African American Success Framework group to:</p> <p>*sponsor Cragmont family engagement evenings specifically targeted to African American families to encourage participation in school wide and district committees</p> <p>*identify one to three Cragmont families to invite to participate on the BUSD African American Success Advisory Committee</p> <p>*launch a “Black-to-School” event to enlist parent support within the first month of the school year</p> <p>*host an Ujima event in December to celebrate Kwanzaa and reinforce parent engagement with the help of the OFEE site coordinator</p>	African American/Black students and families	
3.4	<p>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:</p> <ul style="list-style-type: none"> • 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. 	All students	
3.5	<p>There is district-wide funding to provide a contracted full-time counselor at Cragmont.</p>	All students	
3.6	<p>Principal, PTA board, Family Engagement Site Coordinator, staff representatives will revise and translate the current Cragmont Parent Handbook for distribution in 2024-2025 school year. A Cragmont Parent Handbook in both English and</p>	All students	

	<p>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.</p> <ul style="list-style-type: none"> • 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 		
3.7	<p>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 2024-2025 school year to create a focus around PBIS and curricular changes for the school year.</p>	Cragmont staff	
3.8	<p>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</p>	All Cragmont families	
3.9	<p>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 under parent involvement up to \$462. A translator will need to be recruited through BUSD translation services through the Public Information Officer's office.</p>	All Cragmont families	462 Title I A - Parent Involvement
3.10	<p>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</p>	All students	

	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.		
3.11	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	All students	2000 BSEP Carryover
3.12	The Cragmont safety committee will work with the principal to set monthly emergency drills. These will include fire, earthquake, and active shooter drills.	All students	
3.13	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.	All students	
3.14	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.	all students	
3.15	The Cragmont Family Engagement Site Coordinator will organize and establish a LatinX affinity group with Cragmont families. With the help of the Cragmont administration and staff, the OFEE Site Coordinator will hold an evening event for LatinX families to share a meal, meet other Cragmont families, build community within the larger Cragmont community, learn about Cragmont resources and practices. Carryover money will be used to purchase food, materials, and provide childcare for this event.	LatinX families	1000 BSEP Carryover

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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.

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 has been undergoing changes in definition, purpose, and services it offers and promotes. As these changes take place, Cragmont's 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

Title and Description of School Goal

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

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

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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.	All students, staff, and families	
4.2	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.	Cragmont staff	
4.3	The Cragmont staff will utilize Educlimber to track and monitor student progress in CoST, staff, and grade level meetings.	All students	

4.4	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.	All Students	
4.5	<p>Site School Plan for Student Achievement (SPSA) Evaluation:</p> <p>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.</p> <p>Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.</p> <p>On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.</p>	All	0
4.6	<p>Program Evaluation Support</p> <p>On-going meetings with Leadership Team to review data.</p> <p>Utilize Educlimber to track and monitor student progress.</p> <p>Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.</p>	All	0
4.7	<p>System of Local Assessments</p> <p>Complete district assessments within the assessment window.</p> <p>Utilize benchmark and program monitoring data to assess student need for interventions.</p> <p>Share student assessment data through family communications.</p>	All	0

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The Cragmont SPSA was approved by the Office of Categorical and Special Projects and then the Board of Education. As expenditures were made per the Cragmont SPSA, the director questioned them by calling the principal. She subsequently approved all expenditures.

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

The Cragmont ELAC and SSC have not met to discuss the SPSA at all this year. If this strategy is part of the 2024-2025 SPSA, this will need to happen. The principal and ELD teacher will facilitate this meeting.

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.

More review of the SPSA at staff meetings, ELAC, and PTA meetings will need to take place in 2024-2025 than what happened in 2023-2024 (Goal 4, Strategy 4.1).

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Collaborate with the district to provide direct services and support to our McKinney-Vento students.	Experiencing Homelessness	
5.2	The CoST and administrative assistance will review monthly absentee data. A plan will be made for	All students with below a 95% attendance rate	

	individual students and they will become part of our Cragmont attendance incentive program.		
5.3	Cragmont OFEE Site Coordinator, principal, administrative assistant, CoST will collaborate with BUSD to provide direct services and support our McKinney-Vento families.	All McKinney-Vento families and students	
5.4	Supports for Students Experiencing Homelessness: Collaborate with the district to provide direct services and support to our McKinney-Vento students.	Experiencing Homelessness	0
5.5	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	Experiencing Homelessness	0
5.6	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.	Experiencing Homelessness	0

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The connection to the HOPE (McKinney-Vento) office and the site is supposed to be constant and active. This has not been the case in 2023-2024.

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

BUSD policies and procedures that pertain to homeless youth and families is not altogether clear to site administrators and staff.

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.

Chronic absenteeism must be addressed in a more formal and pro-active way. Families should be receiving more frequent notification about their child's absences and ways to assist them in getting their child to school on a regular basis (Goal 5, strategies 5.5 and 5.6).

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$220,462.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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	\$113,190.00
BSEP Carryover	\$9,500.00
District Allocation	\$2,228.00
Other	\$39,521.00
PTA	\$21,586.00
Title I A - Basic Funding	\$33,975.00
Title I A - Parent Involvement	\$462.00

Subtotal of state or local funds included for this school: \$220,462.00

Total of federal, state, and/or local funds for this school: \$220,462.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	113,190.00
BSEP Carryover	9,500.00
District Allocation	2,228.00
Other	39,521.00
PTA	21,586.00
Title I A - Basic Funding	33,975.00
Title I A - Parent Involvement	462.00

Expenditures by Budget Reference

Budget Reference	Amount
	123,217.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	113,190.00
	BSEP Carryover	9,500.00
	District Allocation	2,228.00
	Other	39,521.00
	PTA	21,586.00
	Title I A - Basic Funding	33,975.00
	Title I A - Parent Involvement	462.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	133,293.00
Goal 2	83,707.00
Goal 3	3,462.00
Goal 4	0.00
Goal 5	0.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 4 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
Todd Fulton	Parent or Community Member
Elizabeth Hager-Barnard	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

	English Learner Advisory Committee
	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 14, 2023.

Attested:



	Principal, Candyce Cannon on 5/20/2024
	SSC Chairperson, Brent Blackaby on 5/20/2024

Kathy Fleming
Director of Local Resources



Signature

6-4-24

Date

Jill Hoogendyk
Associate Superintendent, Educational Services



Signature

6-6-24

Date

