School Year: **2026-27**

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 18, 2026	June 17, 2026

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the 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.

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Plan Description

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

This plan is being used by 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 of the involvement process 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 Cragmont's RtI teacher and ELD teacher salaries. 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. Without consistent attendance, students miss out on consistent 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 to academic achievement at Cragmont:

*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.

Cragmont Elementary did not have any state indicators in the Red or Orange categories on the California School Dashboard. The school will continue to monitor student outcomes using Dashboard data and local measures to ensure sustained performance and to identify areas for growth. Through MTSS, data-informed instruction, and targeted supports, the school remains committed to continuous improvement and equitable outcomes for all students, with attention to focal groups.

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.

Cragmont has received an Additional Targeted Support and Improvement designation from the state because our Students with Disabilities subgroup has been underperforming in the area of school attendance for the last 2 years.

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 provide 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	8.84%	10.00%	8.22%	26	29	24
Asian	9.86%	8.62%	8.22%	29	25	24
Filipino	1.36%	1.38%	0.68%	4	4	2
Hispanic/Latino	21.77%	22.76%	22.95%	64	66	67
Pacific Islander	1.02%	0.34%	0.34%	3	1	1
White	37.07%	37.93%	37.67%	109	110	110
Multiple/No Response	19.39%	18.28%	21.58%	57	53	63
			Total Enrollment	294	290	292

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		15	40
Kindergarten	41	40	32
Grade 1	45	47	42
Grade 2	41	43	45
Grade3	46	42	44
Grade 4	59	47	42
Grade 5	42	56	47
Total Enrollment	294	290	292

Conclusions based on this data:

1. Cragmont Elementary enrollment declined drastically after 2019 but has remained consistent since the distance learning time, 2020-2021.
2. Cragmont's 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	19	22	17	8.3%	6.3%	5.8%
Fluent English Proficient (FEP)	28	21	21	10.9%	9.4%	7.2%

Conclusions based on this data:

1. Cragmont's EL enrollment remains fairly consistent over the last 4 years, although is decreasing.
2. Our FEP numbers have been decreasing as the enrollment decreases.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	64	45	43	61	45	43	61	45	43	95.3	100	100
Grade 4	46	58	48	45	58	48	45	58	48	97.8	100	100
Grade 5	44	42	58	41	42	56	41	42	56	93.2	100	96.6
All Grades	154	145	149	147	145	147	147	145	147	95.5	100	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2456.	2452.	2498.	40.98	44.44	58.14	24.59	17.78	16.28	14.75	15.56	13.95	19.67	22.22	11.63
Grade 4	2524.	2528.	2513.	48.89	51.72	37.50	20.00	18.97	25.00	17.78	17.24	20.83	13.33	12.07	16.67
Grade 5	2564.	2582.	2566.	51.22	52.38	46.43	21.95	30.95	30.36	12.20	7.14	10.71	14.63	9.52	12.50
All Grades	N/A	N/A	N/A	46.26	49.66	46.94	22.45	22.07	24.49	14.97	13.79	14.97	16.33	14.48	13.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.31	37.78	41.86	60.66	46.67	48.84	18.03	15.56	9.30
Grade 4	26.67	31.03	33.33	66.67	63.79	52.08	6.67	5.17	14.58
Grade 5	41.46	38.10	41.07	48.78	52.38	53.57	9.76	9.52	5.36
All Grades	28.57	35.17	38.78	59.18	55.17	51.70	12.24	9.66	9.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.87	33.33	34.88	54.10	46.67	53.49	18.03	20.00	11.63
Grade 4	35.56	29.31	29.17	53.33	58.62	60.42	11.11	12.07	10.42
Grade 5	31.71	38.10	44.64	56.10	57.14	42.86	12.20	4.76	12.50
All Grades	31.29	33.10	36.73	54.42	54.48	51.70	14.29	12.41	11.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.31	17.78	20.93	77.05	64.44	74.42	1.64	17.78	4.65
Grade 4	24.44	27.59	14.58	68.89	60.34	68.75	6.67	12.07	16.67
Grade 5	12.20	38.10	21.43	80.49	59.52	73.21	7.32	2.38	5.36
All Grades	19.73	27.59	19.05	75.51	61.38	72.11	4.76	11.03	8.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32.79	15.56	30.23	54.10	66.67	58.14	13.11	17.78	11.63
Grade 4	28.89	36.21	22.92	71.11	56.90	72.92	0.00	6.90	4.17
Grade 5	34.15	45.24	28.57	53.66	50.00	66.07	12.20	4.76	5.36
All Grades	31.97	32.41	27.21	59.18	57.93	65.99	8.84	9.66	6.80

Conclusions based on this data:

1. About 90% of 3rd-5th graders met or exceeded the reading standard in 2024-2025.
2. The number of students scoring at or above grade level in writing has increased over the last 3 years.
3. Over 70% of 3rd-5th graders met or exceeded the overall standards in ELA in 2024-2025, similar to 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	64	45	43	61	45	43	61	45	43	95.3	100	100
Grade 4	46	58	48	46	57	48	46	57	48	100.0	98.3	100
Grade 5	44	42	58	43	42	56	43	42	56	97.7	100	96.6
All Grades	154	145	149	150	144	147	150	144	147	97.4	99.3	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2461.	2478.	2472.	32.79	46.67	46.51	31.15	28.89	25.58	18.03	8.89	9.30	18.03	15.56	18.60
Grade 4	2521.	2514.	2521.	43.48	35.09	43.75	26.09	22.81	27.08	13.04	26.32	16.67	17.39	15.79	12.50
Grade 5	2541.	2563.	2549.	41.86	52.38	46.43	18.60	11.90	17.86	20.93	16.67	21.43	18.60	19.05	14.29
Grade 11															
All Grades	N/A	N/A	N/A	38.67	43.75	45.58	26.00	21.53	23.13	17.33	18.06	16.33	18.00	16.67	14.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.26	57.78	48.84	31.15	28.89	41.86	24.59	13.33	9.30
Grade 4	52.17	36.84	56.25	26.09	40.35	29.17	21.74	22.81	14.58
Grade 5	41.86	52.38	39.29	34.88	26.19	44.64	23.26	21.43	16.07
Grade 11									
All Grades	46.00	47.92	47.62	30.67	32.64	38.78	23.33	19.44	13.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40.98	46.67	37.21	40.98	37.78	44.19	18.03	15.56	18.60
Grade 4	34.78	31.58	41.67	45.65	52.63	41.67	19.57	15.79	16.67
Grade 5	46.51	47.62	33.93	30.23	38.10	50.00	23.26	14.29	16.07
All Grades	40.67	40.97	37.41	39.33	43.75	45.58	20.00	15.28	17.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.43	33.33	41.86	55.74	51.11	44.19	9.84	15.56	13.95
Grade 4	47.83	33.33	35.42	41.30	54.39	45.83	10.87	12.28	18.75
Grade 5	13.95	33.33	33.93	69.77	57.14	53.57	16.28	9.52	12.50
All Grades	32.67	33.33	36.73	55.33	54.17	48.30	12.00	12.50	14.97

Conclusions based on this data:

1. Over 98.7% of 3rd-5th graders took the math portion of the CAASPP in 2024-2025.
2. 68.71% of 3rd-5th graders met or exceeded the standard for their grade level in overall achievement on the math portion of the CAASPP in 2024-2025.
3. 31.3% did not meet the overall standard on the math portion of the CAASPP in 2024-2025.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	6	7	6
1	*	*	*	*	*	*	*	*	*	5	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	6	*	*
4	*	*	*	*	*	*	*	*	*	*	5	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										25	18	16

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.00	27.78	31.25	36.00	38.89	31.25	32.00	11.11	31.25	20.00	22.22	6.25	25	18	16

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.00	66.67	37.50	36.00	0.00	37.50	8.00	16.67	25.00	20.00	16.67	0.00	25	18	16

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	0.00	16.67	18.75	20.00	22.22	25.00	40.00	38.89	43.75	40.00	22.22	12.50	25	18	16

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.00	55.56	31.25	48.00	22.22	62.50	20.00	22.22	6.25	25	18	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.00	55.56	50.00	24.00	33.33	50.00	20.00	11.11	0.00	25	18	16

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	16.67	18.75	56.00	55.56	56.25	44.00	27.78	25.00	25	18	16

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.00	16.67	18.75	56.00	50.00	62.50	40.00	33.33	18.75	25	18	16

Conclusions based on this data:

1. N/A

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
290	**29%**	**7.6%**	**0.0%**
Total Number of Students enrolled in Cragmont Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	22	7.6%
Foster Youth	0	0.0%
Homeless	5	1.7%
Socioeconomically Disadvantaged	84	29%
Students with Disabilities	31	10.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	29	10%
American Indian	0	0.0%
Asian	25	8.6%
Filipino	4	1.4%
Hispanic	66	22.8%
Two or More Races	53	18.3%
Pacific Islander	1	0.3%
White	110	37.9%

Conclusions based on this data:

1. Cragmont's SWD subgroup decreased 13.4% to 10.7% of the student population according to EduClimber.

2. Cragmont's EL population increased from 6.1% to 7.6% according to EduClimber.

3. Cragmont's SED student population increased slightly from 28.2% to 29% according to EduClimber.

School and Student Performance Data

Overall Performance

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Cragmont's chronic absenteeism continues to be high.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
57.5 points above standard	Fewer than 11 students - No Data for Privacy	
Increased 6.2 points	10 Students	
142 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	3.5 points below standard
	5 Students	Increased 20 points
		44 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
18.2 points below standard	48.9 points below standard	Fewer than 11 students - No Data for Privacy
Declined 15.5 points	Increased 3.5 points	2 Students
17 Students	20 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	44.4 points above standard
9 Students	2 Students	Increased 24.5 points
		28 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
79.3 points above standard	Fewer than 11 students - No Data for Privacy	102.7 points above standard
Increased 28.2 points	1 Student	Declined 10.8 points
22 Students		57 Students

Conclusions based on this data:

1. Overall, Cragmont's students are doing well academically.
2. Cragmont's Students with Disabilities and African American subgroups are achieving well below standard. Work needs to be done in this area.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
32.8 points above standard	Fewer than 11 students - No Data for Privacy	
Maintained -2.6 points	10 Students	
142 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	21.7 points below standard
	5 Students	Increased 4 points
		44 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
75.3 points below standard	80.1 points below standard	Fewer than 11 students - No Data for Privacy
Declined 89.8 points	Declined 9.7 points	2 Students
17 Students	20 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	24.4 points above standard
9 Students	2 Students	Increased 6.1 points
		28 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
39.5 points above standard	Fewer than 11 students - No Data for Privacy	73 points above standard
Increased 7.2 points	1 Student	Declined 14.7 points
22 Students		57 Students

Conclusions based on this data:

1. Cragmont's socioeconomically-disadvantaged student population is not achieving as well as hoped. Work needs to be done in this area.
2. Several subgroups are performing below the standard. More work needs to be done to make math more accessible to Cragmont students in these subgroups: African American, SED, and EL.

School and Student Performance Data

Academic Performance
Science

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
70.8 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained -0.9 points	5 Students	
54 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	56.3 science points
	2 Students	Declined 5.6 points
		18 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
8 Students	8 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	70.4 science points
3 Students	1 Student	13 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	79.8 science points
8 Students		Declined 9 points
		20 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
63.6 making progress.	making progress.
Number Students: 11 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
10%	20%	10%	60%

Conclusions based on this data:

1. Cragmont's EL students are making significant progress toward English language proficiency.
2. A significant number of EL students progressed at least one ELPI level this past year.
3. The 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. The 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 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	No Performance Color	
15.9% Chronically Absent	22.7% Chronically Absent	
Declined 2.8	Declined 4.5	
302 Students	22 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
0 Students	Fewer than 11 students - No Data for Privacy	39.4% Chronically Absent
	10 Students	Increased 3.9
		99 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
41.7% Chronically Absent	41.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 7.5	Increased 4.9	2 Students
36 Students	31 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
16% Chronically Absent	Fewer than 11 students - No Data for Privacy	32.8% Chronically Absent
Increased 2.2	4 Students	Increased 2.1
25 Students		67 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
7.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	4.3% Chronically Absent
Declined 12.5	1 Student	Declined 4.7
56 Students		116 Students

Conclusions based on this data:

1. Cragmont has a number of chronically absent students.
2. Cragmont has been identified as an ATSI school in the Students With Disabilities (SWD) category. The special education staff, principal, administrative assistant, and Student Services will work closely to help families reduce the number of absences for SWD.
3. Students in the African American, Hispanic, Students with Disablilities, and Socioeconomically Disadvanted categories experience more chronic absenteeism than other subgroups.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	4

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
0.3% suspended at least one day	0% suspended at least one day	
Increased 0.3%	Maintained 0%	
310 Students	23 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	1% suspended at least one day
	10 Students	Increased 1%
		103 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	3% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Increased 3%	2 Students
37 Students	33 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	4 Students	Maintained 0%
26 Students		68 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	1 Student	Maintained 0%
58 Students		118 Students

Conclusions based on this data:

1. No suspensions were recorded in 2023-2024.
2. One suspension was recorded in 2024-2025.

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.

Academic Excellence & Equitable Outcomes
Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

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 focused on 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-5 DIBELS (Dynamic Indicators of Basic Early Literacy Skills 3rd-5th gr STAR Reading	DIBELS Kindergarten DIBELS EOY: 51.5% 1st gr DIBELS EOY: 75.6% 2nd gr DIBELS EOY: 95.2% 3rd gr DIBELS EOY: 81% 4th gr DIBELS EOY: 74.4% 5th gr DIBELS EOY: 76.6% State Benchmarks STAR Reading 3rd EOY: 85.7% STAR Reading 4th gr EOY: 81.4% STAR Reading 5th gr EOY: 76.6%	DIBELS Kindergarten DIBELS EOY: 80% 1st gr DIBELS EOY: 80% 2nd gr DIBELS EOY: 95% 3rd gr DIBELS EOY: 95% 4th gr DIBELS EOY: 85% 5th gr DIBELS EOY: 80% State Benchmarks STAR READING 3rd gr EOY: 80% STAR READING 4th gr EOY: 85% STAR READING 5th gr EOY: 80%
STAR Math 3rd-5th	STAR Math State Benchmarks 3rd gr EOY: 57.1%	STAR Math State Benchmarks 3rd gr EOY: 70%

	4th gr EOY: 62.8% 5th gr EOY: 48.9%	4th gr EOY: 72% 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 continue to implement Fishtank and Functional Phonics and Morphology curricula with a focus on instructional fidelity and student outcomes. All K-5 teachers will receive ongoing, site-based professional development to deepen their understanding and application of evidence-based literacy practices. The BSEP-funded Literacy Coach will provide regular, job-embedded coaching, including co-planning, modeling lessons, and providing feedback through classroom observations. Site leaders will collaborate with the Literacy Coach to conduct instructional walkthroughs, monitor curriculum implementation fidelity, and support continuous improvement cycles. Professional development will include differentiated sessions to address teacher needs, data-driven instructional strategies, and alignment with district literacy goals. Measurement for 1.1: During ELA PD at staff meetings, the site administrator and lit coach will survey the staff to find out what areas of the new curriculum need more support and/or time for preparation. This support will come from BUSD Literacy Coordinator, site lit coach, site RtI teacher, and site administrator.	All Students	
1.2	The literacy coach will provide ongoing professional learning focused on the continued implementation and refinement of the ELA/phonics/morphology curriculum during staff meetings at least once per month. Funded at 25% FTE through site BSEP funds, the literacy coach will also support teachers through co-teaching, model lessons, collaborative planning, and data-informed instructional support for all grade levels. This work will strengthen instructional practice, differentiation, and consistent implementation of the adopted literacy curriculum across classrooms.	All students	38224 BSEP 5730 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 RtI 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	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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 RtI teacher. The data will be uploaded onto Illuminate and the BUSD BREA team will upload site data to EduClimber where all staff have access to this academic data. EduClimber can aggregate, synthesize the data so teachers can analyze the data in various ways.	All Students	
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 newsletter. This information will be available at the beginning of the year and by request throughout the school year.	All students	
1.8	The MTL will facilitate at least 3 staff meetings throughout the 2026-27 school year to advance the teaching of mathematics. The 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. These meetings will include discussions on math talks, group problem solving strategies, differentiation, math fluency, and building math vocabulary. 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		All students	
1.10	During the 2026–2027 school year, as part of Year 2 implementation of the adopted ELA/phonics curriculum and in preparation for the upcoming math curriculum adoption, teachers will be provided release time (via hourly and full-day substitutes) to strengthen instructional practice. This will include opportunities for peer observation of literacy (including writing) and math lessons/units, collaborative planning aligned to curriculum expectations, data analysis and instructional decision-making, and participation in relevant professional development. These structures will support deeper implementation of ELA and build readiness for rigorous, standards-aligned math instruction.	All students	10000 BSEP Carryover
1.12	Students are encouraged to express their knowledge, ideas and creativity through all forms of	All students	37978 Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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. The Art IS will work with teachers to integrate the art curriculum with the new ELA curriculum. This is a 0.64 FTE position that will be funded as follows: 0.36 FTE will be paid for with CA Proposition 28 funds, 0.18 will be funded by our Cragmont PTA, and 0.1 will be funded by the arts anchor funding. There is $1139 of unallocated reserve from the PTA.		18989 PTA 1139 PTA
1.15	Classroom supplies and materials will be purchased as needed. Examples are, but not limited to, copy paper, recess equipment, books.	All students	12000 BSEP Carryover

Annual Review

SPSA Year Reviewed: 2025-26

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.

In the 2025–2026 school year, the Cragmont Math Teacher Leader (MTL) consistently attended all BUSD MTL meetings and facilitated four site-based math workshops during staff meetings. These sessions were positively received by staff and contributed to shifts in instructional practice, including increased use of discourse-based strategies, alignment to standards, and greater emphasis on conceptual understanding in mathematics. As a result, teachers demonstrated increased confidence and consistency in implementing effective math instruction. Building on this progress, math-focused professional learning led by the MTL will continue in 2026–2027 (Strategy 1.8) to further deepen instructional practice and support readiness for the upcoming math curriculum adoption.

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

There were no major differences between the intended implementation and the actual implementation of the strategies and activities aligned to this goal. Planned actions were carried out as described, and budgeted expenditures closely matched what was originally allocated. Any minor adjustments were routine and did not significantly impact the overall implementation or progress toward the goal.

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

The goal of the second year of implementation of the ELA/phonics/morphology curriculum is to refining instructional practice, differentiation, and data-informed instruction. In preparation for the upcoming math curriculum adoption, additional collaboration and professional learning opportunities in mathematics will also be incorporated. Continued release time and substitute coverage will support teachers, interventionists, and instructional assistants in observing, planning, collaborating, and participating in professional learning during the school day. These changes are reflected in Strategies 1.2 and 1.10.

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.

Academic Excellence & Equitable Outcomes
Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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.

Based on schoolwide need and TSA caseload capacity, students who are below benchmark in literacy or math will be selected for intervention cycles with classroom teacher or intervention teachers. Teachers will utilize a pull out model, push in model, differentiated small groups, and other creative configurations to academically support students. 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-5 DIBELS (Dynamic Indicators of Basic Early Literacy Skills 3rd-5th gr STAR Reading	DIBELS Kindergarten DIBELS EOY: 48.5% in red/yellow bands 1st gr DIBELS EOY: 24.4% in red/yellow bands 2nd gr DIBELS EOY: 4.8% in red/yellow bands 3rd gr DIBELS EOY: 19% in red/yellow bands 4th gr DIBELS EOY: 25.6% in red/yellow bands 5th gr DIBELS EOY: 23.4% in red/yellow bands State Benchmarks STAR Reading 3rd EOY: 14.3% in red/yellow bands STAR Reading 4th gr EOY: 18.6% in red/yellow bands STAR Reading 5th gr EOY: 23.4% in red/yellow bands	DIBELS Kindergarten DIBELS EOY: < 20% in red/yellow bands 1st gr DIBELS EOY: < 30% in red/yellow bands 2nd gr DIBELS EOY: < 10% in red/yellow bands 3rd gr DIBELS EOY: < 7% in red/yellow bands 4th gr DIBELS EOY: < 20% in red/yellow bands 5th gr DIBELS EOY: < 20% in red/yellow bands State Benchmarks 3rd gr STAR EOY: < 20% below benchmark 4th gr STAR EOY: < 15% below benchmark 5th gr STAR EOY: < 20% below benchmark
STAR Math 3rd-5th	STAR Math State Benchmarks 3rd gr EOY: 42.9% below benchmark 4th gr EOY: 37.2% below benchmark 5th gr EOY: 51.1% below benchmark	STAR Math State Benchmarks 3rd gr EOY: < 35% below benchmark 4th gr EOY: < 28% below benchmark 5th gr EOY: < 30% 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	Academic and behavioral intervention strategies will support all Cragmont students based on multiple data sources (e.g., DIBELS, STAR, ELA CBM, Math CBM), with an emphasis on early identification and intervention for students in grades 1–3. The goal is to build a strong foundation for academic and behavioral success and reduce the need for intensive intervention in the upper grades. Students receiving support will be progress monitored regularly, and results will be proactively communicated with families. Students in 3rd-5th grades will be monitored closely to ensure they are keeping pace with math standards. Teachers will be provided professional development opportunities and planning time to prepare intervention tailored to the needs of Title 1 students.	All students, Title 1 Students	1286 Title I A - Basic Funding 1509 Title I A - Basic Funding

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	The Lit Coach and RtI teacher will communicate with the families of students who will be in intervention groups. The intervention teachers will send letters to families informing them of these interventions, communicate mid cycle, and at the end of the intervention cycle to inform families of their child's progress in the intervention group.	All students	
2.3	The CoST will meet weekly and collaborate to report on the progress of students and monitor success of evidence-based strategies toward meeting the academic, behavioral, and social-emotional needs of students — recommending Tier 1, Tier 2, and Tier 3 supports to maintain accelerated growth. The agenda will be created and the meeting led by the RtI teacher, who is 1.0 FTE. The RtI teacher funding comes from BSEP site funds (0.52FTE), Title 1 funds (0.08FTE), and centrally funded BSEP funds (0.1FTE). CoST will: • Create and maintain spreadsheets and use EduClimber 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); • Strategize ways to increase diversity and access for historically disadvantaged groups in summer and enrichment programs • Promote BUSD summer school by dispensing the appropriate summer school registration materials in a timely manner and by contacting families personally	All students	81591 BSEP 12553 Title I A - Basic Funding
2.4	The PBIS committee will meet at least 3x year to identify areas to be highlighted for the staff and build systems to support positive student behavior.	All Students	
2.6	SST meetings will be scheduled by the RtI teacher as needed and monitored throughout the year for those who need family collaboration and/or are not progressing in an accelerated manner to current intervention plans. Records of SST meetings will be maintained.	All students in sub-groups as identified by the state of CA	
2.7	Cragmont staff will build community through academic-focused evenings such as Literacy Night and Math Night. All Cragmont students will be invited, but additional emphasis for programming will be placed on welcoming historically disadvantaged groups to the event. Dinner will be served. Teachers and staff will lead workshops for families and be paid teacher/classified hourly for 2.5 hours each.	Title 1, intervention, unduplicated students	4000 BSEP Carryover

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.8	$12,600 of our Title 1 money will be used to fund a 0.08 intervention teacher to work with students in the 2026-2027 either in a push in model or a pull out model, depending on the need. This position will help to serve students who would ordinarily work with our lit coach, who will be assisting teachers with the ELA curriculum.	Title 1 and intervention students	12600 Title I A - Basic Funding
2.9	The RtI TSA, literacy coach, and specialty teachers will work with IAs during parent/teacher conference week on intervention techniques and strategies in literacy, math, and specialty classes (art, dance). The budget for paying teachers will be $2000 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 $3000 and be funded with BSEP carryover money.	targeted students	3000 BSEP Carryover 2000 BSEP Carryover
2.10	Classroom teachers will collaborate with the CoST to identify students in need of after-school intervention support. Title IV funds will be used to compensate teachers for up to 29 hours of intervention services at the BUSD hourly rate. In addition, Kindergarten and 1st grade schedules will move toward block scheduling to streamline and strengthen intervention services for students.	targeted students determined by CoST and classroom teacher	
2.11	Intervention teachers have the following curriculums available to them as of the 2026-2027 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) • Benchmark/Heggerty Decodable Test Sets • Supplemental materials from ELA curriculum: Fish Tank and Foundational Phonics and Morphology • Integrow Math • The Toolbox Project	All students	
2.12	Cragmont's certificated dance teacher will teach a class each week designed to serve students with extensive support needs (ESN). This class will include their instructional assistants. Including instructional assistants will provide structured involvement for aides ensuring consistency and reinforcement of movement practices, enhancing students' overall experience. This dedicated weekly class will provide a more individualized and adaptive approach to creative movement and composition so these students can fully engage in the artistic and expressive benefits of dance. This class will be funded using Arts Anchor money to support inclusive arts education, ensuring equitable access to creative movement opportunities for all students. There is $1139 of unallocated reserve from Prop 28 monies.	ESN students	4067 Other 2279 Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.13	The dance teacher will collaborate with Instructional Assistants and classroom teachers to share common vocabulary and techniques so there is common language throughout the day for ESN students to hear, understand, and use. These collaborations will use BSEP carryover IA and teacher hourly to pay for monthly meetings outside the school day.	ESN students	
2.14	SpEd staff will provide training for general education teachers on 504 accommodations and how to best implement them. This training will occur during regularly scheduled staff meeting time.	504 students	

Annual Review

SPSA Year Reviewed: 2025-26

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 RtI teachers and Literacy Coach 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 intervention groups, and how families could support their child at home (Strategy 2).

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 met 2x in 2025-2026 to refine PBIS systems. Continued work on building those systems will occur in 26-27.

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.

Goal 2, Strategy 10 will improve the intervention that students receive by streamlining the scheduling to include common intervention blocks in Kindergarten and 1st grade. Common intervention blocks will allow students to participate more fully in the Tier 1 instruction, while also receiving Tier 2 support from interventionists and/or classroom teachers. Goal 2, Strategy 11 now includes math intervention curricula. Our interventionist will include math intervention as part of their schedule.

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.

Wellness, Belonging, and Safety
Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

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 a review of Dashboard and local data, continued growth is needed in the areas of family engagement, attendance, and equitable access to support for all student groups. To address these areas, the BUSD family engagement site coordinator, principal, school staff, after-school staff, and district staff will partner to strengthen connections with families and support student success through collaborative engagement efforts. Key actions include:

- Building relational trust between families, community, and staff
- Linking Cragmont families to student learning
- Leveraging family and community assets
- Developing staff capacity in interactive and culturally responsive ways
- Partnering with families as learning leaders
- Designing systemic, sustained, and integrated family and community engagement programs
- Creating and maintaining 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	Although overall chronic absenteeism dropped 2.8% to 15.9% in the 24-25 school year, chronic absenteeism increased for Socioeconomically Disadvantaged (39.4%), Black/AA (41.9%), and Students with Disabilities (41.7%) subgroups.	The overall chronic absenteeism rate will decline by 25% - from 15.9% to 11.4%. The chronic absenteeism rate for Students with Disabilities subgroup absentee rate will decline by 25% - from 41.7% to 31.3%. The chronic absenteeism rate for Black/African American Students will decline by 25% - from 41.9% to 31.4%.

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		All students	District Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	CoST will coordinate promotion of major milestone events to families in collaboration with the school admin assistant to: • assist with transitioning families from pre-school to TK/K and from Cragmont to middle school • contact families about summer opportunities including summer school, ESY, summer camp opportunities • be available and visible during TK/K welcome events • contact families individually to ensure completed middle school applications • continue student support services, including: vision, hearing, dental, homelessness, and other health and social service related services resources. • work with McKinney-Vento Counselor to provide resources to our homeless students and families	All students and transitioning families and students	District Allocation
3.3	Staff will work together to promote, plan, and organize events at Cragmont that create connection, showcase, and educate our community about the diverse groups (not exclusive to ethnicities and cultures) represented at Cragmont. BSEP Carryover funds will be allocated to a staff person who can help facilitate equity nights for multiple affinity groups (based on community demand). PTA funds and carryover money will be used to provide food, childcare, and other materials for these events.	All students	2000 BSEP Carryover 3000 PTA
3.4	Staff will recruit and increase participation of families in school decision making positions. A diverse group of parents will continue to represent the School Site Council, English Learner Advisory Committee (ELAC) and Parent Teacher Association (PTA) and actively support the school by: • actively recruiting a diverse group of parents and families on School Site Council and PTA, and involving them in shared decision-making opportunities • encourage parents to attend district workshops sponsored by the BUSD Family/Community Partnerships Department • continue Site Council visibility at school events and functions	All students	
3.5	Cragmont will provide access to behavioral health services from a contractor or district staff to support	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	students dealing with trauma and other social-emotional needs. There is district-wide funding to provide a contracted part-time counselor at Cragmont.		
3.6	We will use the following strategies in the 2026-2027 school year to help with increased attendance for all Cragmont students: • phone calls from admin assistant to family each day that student is absent using a script that is developed with resources for families • texts home from BUSD attendance system, as possible • communication home from classroom teacher after 2 consecutive days of absence • include attendance question on annual SSC survey (qualitative information) • SART meeting after 5 consecutive days absence without doctor's documentation • possible attendance goal for students with IEPs who have attendance issues	All students	
3.10	The Cragmont Library program serves all students, from TK-5th grade. Every student has access to a variety of reading materials and participates fully in the library program. With the help of the BUSD BSEP, the Cragmont library has a collection that reflects the rich diversity of our world. We strive to create inclusive collections by continuously looking for new books to bring into school libraries while simultaneously taking a critical view of our current holdings. Our Cragmont librarian shares title recommendations regularly at staff meetings with an eye toward expanding our diverse collections. Recommended reading lists such as our "Black Lives Matter" and "Transgender Day of Remembrance" support staff in finding excellent titles for their classroom libraries and classroom book club collections and keep us all focused on ensuring that our collections are culturally responsive to our student needs.	All students	
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	

Annual Review

SPSA Year Reviewed: 2025-26

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
4) Provide resources to families concerning access to health and housing 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.

Due to budget issues in BUSD, 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. At this time, the work of the Family Engagement Coordinator will be shared by CoST, the administrative assistant, and the principal.

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.

Partnership and Engagement
Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for 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.

The Cragmont staff will devote staff and CoST meeting time 4 times a year 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	Site School Plan for Student Achievement (SPSA) Evaluation: Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees. Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee. On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.2	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	
4.3	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	
4.4	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. The Cragmont staff will utilize Educlimber to track and monitor student progress.	All Students	
4.5	Share student assessment data through family communications.	All	0
4.6	Recruit and increase participation of families in school decision-making roles. A diverse group of parents and families will continue to represent the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA), and will actively support the school by: • Recruiting and engaging a diverse group of families to participate in the SSC and PTA, with opportunities for shared decision-making • Encouraging families to attend district workshops sponsored by the BUSD Family/Community Partnerships Department • Increasing SSC visibility at school events and functions • Embedding family engagement opportunities into report card and assessment periods, including interactive experiences that help families better understand teaching and learning at the school	All	0
4.7	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	All	0

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	network of volunteers from the community to meet classroom needs • Room Parents will help teachers schedule volunteers for each classroom for specific needs		
4.8	Cragmont staff will, with the support of the OFEE representative: • Establish links between home and school for academic success • Share student assessment data through family communications. • Create behavioral supports for students by helping families and students build trusting relationships with school staff • Inform parents 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. • Encourage parents to attend Cragmont events, BUSD workshops, and workshops sponsored by the BUSD Family/Community Partnerships Department		
4.9			
4.11	Cragmont will continue to effectively communicate with our school community in both English and Spanish through weekly newsletters, the 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 $378. A translator will need to be recruited through BUSD translation services through the Public Information Officer's office.		378 Title I A - Parent Involvement
4.12	Build relational trust through humanizing, culturally responsive relationships between families, students, and BUSD staff. Focus on families of color, families experiencing poverty and/or homelessness, families of Multilingual Language Learners, families of students with disabilities, and families of foster youth. Activities include community events, focal family coaching, interpretation support, and family resource center services. Includes support by the Office of Family Engagement and Equity staff.		
4.13	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.		
4.14	Set aside an indirect cost reserve to provide agency-wide, general management costs such as accounting, budgeting, personnel services, purchases, and centralized data processing.		3225 BSEP Carryover

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5850 BSEP
4.15	Teachers will communicate with families at least once a month through email, newsletters, class bulletins, or other communication platforms to share important classroom information, including upcoming events, field trips, homework expectations, class projects, and current learning activities.		

Annual Review

SPSA Year Reviewed: 2025-26

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 strategies and activities aligned to this goal were implemented throughout the school year and contributed to stronger relationships between families, staff, and the broader school community. Family engagement opportunities, school events, classroom communication, and collaborative decision-making structures such as SSC, ELAC, and PTA helped increase family participation and strengthen connections to student learning. While the SPSA and related goals were not reviewed as frequently as originally indicated in the 2025–2026 plan, staff and educational partners continued to monitor progress and adjust supports based on student and family needs. The school also identified ongoing challenges related to communication access for families whose primary languages are not English or Spanish, as district communications were primarily available only in English and Spanish, creating barriers for some families in accessing important information and fully participating in the school community. Overall, these efforts helped strengthen authentic partnerships, build community trust, and support positive outcomes for students.

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

Cragmont was not required to have an ELAC this year, but the ELD teacher met with families of ELD students several times throughout the year to discuss issues related to their students' acquisition of English. Those families did not discuss the SPSA this year. If Cragmont has an ELAC in 2026-2027, the principal and the ELD teacher will facilitate a meeting to review the SPSA with participating families.

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 and PTA meetings will need to take place in 2026-2027 than what happened in 2025-2026 (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.

Equity Multiplier
Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

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 - 26.67% Math - 17.48%	ELA - 35% Math - 30%
Chronic Absentee Rate (CDE Dataquest)	12.9%	15%
Suspension Rate (CDE Dataquest)	1.6%	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 individual students and they will become part of our Cragmont attendance incentive program.	All students with below a 95% attendance rate	
5.3	Cragmont OFEE Site Coordinator, principal, administrative assistant, CoST will collaborate with	All McKinney-Vento families and students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	BUSD to provide direct services and support our McKinney-Vento families.		
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: 2025-26

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 2024-2025.

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	$265,398.00
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	$131,395.00
BSEP Carryover	$38,225.00
Other	$44,324.00
PTA	$23,128.00
Title I A - Basic Funding	$27,948.00
Title I A - Parent Involvement	$378.00

Subtotal of state or local funds included for this school: $265,398.00

Total of federal, state, and/or local funds for this school: $265,398.00

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	131,395.00
BSEP Carryover	38,225.00
Other	44,324.00
PTA	23,128.00
Title I A - Basic Funding	27,948.00
Title I A - Parent Involvement	378.00

Expenditures by Budget Reference

Budget Reference	Amount
	172,493.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	131,395.00
	BSEP Carryover	38,225.00
	Other	44,324.00
	PTA	23,128.00
	Title I A - Basic Funding	27,948.00
	Title I A - Parent Involvement	378.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	124,060.00

Goal 2	124,885.00
Goal 3	7,000.00
Goal 4	9,453.00
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

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Sheyla Flores	Classroom Teacher
Pamela Diebel	Classroom Teacher
Annette Siller	Other School Staff
Rachel Porzig	Principal
Aaron Atlas	Parent or Community Member
Lindsay Nofelt	Parent or Community Member
Matt Tamel	Parent or Community Member
David Benham-Suk	Parent or Community Member
Dianna Mullins	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on May 18, 2026.

Attested:

	Principal, Rachel Porzig on 5/19/2026
	SSC Chairperson, Lindsay Nofelt on 5/19/2026

Kathy Fleming
Director of Local Resources

Signature

6-9-26
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Signature

6/10/26
Date

SITE BUDGET SUMMARY 2026-27

Cragmont (112) May 18, 2026	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		LCAP Resource 0500		Prop 28 Resource 6770		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP		Other Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**FTE**	**RES.**	**BGT**	**FTE**	
Literacy Coach	1/1	1102	38,224	0.25									0763/0741	0.75				1.00
RTI TSA	2/3	1102	81,591	0.52	12,553	0.08		0.30					0763-017	0.10				1.00
ELD TSA	2/8	1102			12,600	0.08		0.60							0000	release time	0.32	1.00
Dance Teacher	1/12	1102											0753	0.04	0000	release time	0.24	0.28
Art IS	1/12	2182							37,978	0.36	18,989	0.18	0753	0.10				0.64
Teacher Hourly/PD supporting Title I Students	2/1	1116			1,286													
Affinity Groups	3/3	4300/2116									3,000							
Extended Day After School Intervention		1116													Title IV			
Materials & Supplies		4300							2,760						0000			
Contract (Professional Development)		5800																
Contract (Behavioral Health)		5800													Dist.-Wide			
Parent Involvement	4/11				378													
Unallocated Reserve	1/1, 1/12, 2/1 2/12	4380	5,730		1,509				2,279		1,319							
Indirect Cost (0852 only)	4/14	7340	5,850															
Total Expenditures			131,396	0.77	28,326	0.16		0.90	43,017	0	23,308	0.180		0.99		0	0.56	
Revenue Allocation			**131,400**		**28,326**				**43,017**									
			4		0				0									

BSEP Site Fund Carryover Priorities:				
Available BSEP site fund carryover: TBD Fall 2026				
Reserve for Personnel Variance	4/14	4380	1,523	
Materials and Supplies	1/15	4300	12,000	
Literacy & Math Nights	2/7	1116	2,000	
Literacy & Math Nights	2/7	4300	2,000	
Affinity Groups	3/3	1116/4300	2,000	
Teacher Hourly, PD and Intervention	1/10	1116/1103	10,000	
IA Hourly, PD and Intervention	2/9	2116	3,000	
Certificated Hourly training Classified Staff	2/9	1116	2,000	
Emergency Supplies for Container	3/11	4355	2,000	
Indirect Cost		7340	1,702	
Total BSEP Site Fund Carryover Priorities:			**38,225**	

Prop 28 Carryover: TBD

In Case of Additional Title I Funds:
Math Intervention Supplies
Intervention