

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cragmont Elementary	01-61143-6090195	Monday, May 9, 2022	June 1, 2022

## Purpose and Description

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

Schoolwide Program

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

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

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

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The School Site Council will review data from a site survey provided to families at the beginning of the 2022-23 school year.

## Classroom Observations

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

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

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

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

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

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

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

## Teaching and Learning

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

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

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

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

Daily minutes:

95 English Language Arts (some of the language arts' minutes can be combined with social studies and science curriculums)

30 English Learner Development

71 Math

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

Daily minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)

30 English Learner Development

67 Math

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

Daily minutes:

80 English Language Arts

30 English Learner Development and other ELA interventions

50 Math, including interventions

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

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

The district has created and provided a pacing guide for math which ensures that all students receive the complete standards-based curriculum in this area. Local assessments are aligned with the pacing guide.

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

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

The RTI team, including the English Language Development teacher, assists the teachers by instructing small groups of students with the standards' based strategies that specifically address how the English Learner students learn best. Similar differentiated focus is used to meet the needs of focus for Special Education students. Science Curriculum is Next Generation Science Standards based for K-5. Teachers study all materials to determine if they are grade-level appropriate and include the grade-level standards. Students are instructed in grade level content. The Leveled Literacy Intervention (LLI) Program, Wilson Language Program, Reading Recovery Program, Heggerty curriculum (K-1), are used in grades 1-5 to assist students who are below grade level in reading and are taught to targeted students individually, or in small groups during and beyond the school day.

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

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

## Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

Parents/guardians receive information and resources through Parent-Teacher Conferences, IEP goals, and SST meetings. Back to School Night and Open House encourage parent participation, help staff receive input, and enable the staff to communicate standards and opportunities for assistance. Teacher, Principal, and PTA Newsletters keep families informed. Free and Reduced price meals help students receive balanced nutrition. Our Special Education teacher and staff provide a range of services for students in Special Education. In addition, our Resource Teacher works towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program. The BUSD School Psychologist provides testing and the school counselor provides student/family support for targeted students. Other support services include: Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan.

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

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

### Funding

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

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

### Fiscal support (EPC)

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

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

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

## **Resource Inequities**

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

There are far more students identified as needing intervention support than there is capacity for in the allocated resources for Tier 2 and Tier 3 support. The school no longer receives Title I funding but still has a relatively high number of unduplicated students.

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

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

Key Barriers:

- Tardies, inconsistent attendance, and lack of participation in extended day programs impact available instructional time for some students
- Behavioral, emotional, and social issues which impact student engagement or student achievement
- Lack of access to sufficient instructional coaching in Common Core State Standards, classroom management techniques and student engagement strategies
- Lack of adequate instructional minutes to provide interventions for students below grade level

Lack of district provided transportation (late bus) prohibits student participation in extended day programs

- Inadequate resources such as personal transportation, or strategies to encourage active participation of all parents
- Language barriers which impede the school's outreach to English Learners

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	68	76	52
Grade 1	59	63	65
Grade 2	45	57	53
Grade3	59	45	50
Grade 4	67	54	42
Grade 5	79	61	51
<b>Total Enrollment</b>	<b>377</b>	<b>356</b>	<b>313</b>

### Conclusions based on this data:

1. Cragmont Elementary enrollment is rapidly declining.
2. Staff will need to be adjusted to fit these attendance numbers. We will have excess staff and they will need to be transferred out of Cragmont to other BUSD schools.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	36	22	17	9.5%	6.2%	5.4%
Fluent English Proficient (FEP)	20	49	33	5.3%	13.8%	10.5%
Reclassified Fluent English Proficient (RFEP)	4	9	1	9.8%	25.0%	4.5%

### Conclusions based on this data:

1. According to this data, Cragmont's EL student population is declining.
2. Cragmont's RFEP numbers dipped way down in 20-21. There is traditionally a lot of growth that happens at the end of the school year and in 20-21, our school year ended with distance learning.
3. Many of our EL families did not have internet or devices at their homes and testing was not done for many of our students during distance learning.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	74	58	34	67	54	0	67	54	0	90.5	93.1	0.0
Grade 4	79	64	39	74	59	0	74	59	0	93.7	92.2	0.0
Grade 5	77	79	37	74	78	0	74	78	0	96.1	98.7	0.0
All Grades	230	201	110	215	191	0	215	191	0	93.5	95	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2448.	2464.		40.30	33.33		20.90	31.48		19.40	27.78		19.40	7.41	
Grade 4	2501.	2485.		51.35	40.68		12.16	22.03		13.51	11.86		22.97	25.42	
Grade 5	2525.	2536.		39.19	41.03		22.97	29.49		16.22	8.97		21.62	20.51	
All Grades	N/A	N/A	N/A	43.72	38.74		18.60	27.75		16.28	15.18		21.40	18.32	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.39	40.74		37.88	50.00		22.73	9.26	
Grade 4	39.19	38.98		41.89	33.90		18.92	27.12	
Grade 5	39.19	47.44		39.19	34.62		21.62	17.95	
All Grades	39.25	42.93		39.72	38.74		21.03	18.32	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	36.36	28.30		42.42	64.15		21.21	7.55	
<b>Grade 4</b>	36.49	20.34		43.24	54.24		20.27	25.42	
<b>Grade 5</b>	37.84	43.42		32.43	32.89		29.73	23.68	
<b>All Grades</b>	36.92	31.91		39.25	48.40		23.83	19.68	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	34.85	27.78		51.52	68.52		13.64	3.70	
<b>Grade 4</b>	33.78	30.51		55.41	54.24		10.81	15.25	
<b>Grade 5</b>	28.38	37.66		58.11	45.45		13.51	16.88	
<b>All Grades</b>	32.24	32.63		55.14	54.74		12.62	12.63	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	31.82	33.33		54.55	50.00		13.64	16.67	
<b>Grade 4</b>	43.24	28.81		37.84	50.85		18.92	20.34	
<b>Grade 5</b>	41.89	44.16		33.78	36.36		24.32	19.48	
<b>All Grades</b>	39.25	36.32		41.59	44.74		19.16	18.95	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. CAASSP was not administered in 19-20 or in 20-21. This data does not include any currently enrolled Cragmont students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	74	58	34	69	55	0	69	54	0	93.2	94.8	0.0
Grade 4	79	64	39	76	60	0	76	60	0	96.2	93.8	0.0
Grade 5	77	79	37	74	78	0	74	78	0	96.1	98.7	0.0
All Grades	230	201	110	219	193	0	219	192	0	95.2	96	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2459.	2464.		39.13	31.48		23.19	35.19		18.84	14.81		18.84	18.52	
Grade 4	2484.	2492.		31.58	28.33		21.05	25.00		21.05	26.67		26.32	20.00	
Grade 5	2526.	2533.		33.78	42.31		24.32	17.95		18.92	15.38		22.97	24.36	
All Grades	N/A	N/A	N/A	34.70	34.90		22.83	25.00		19.63	18.75		22.83	21.35	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	46.38	51.85		30.43	25.93		23.19	22.22	
Grade 4	41.33	36.67		26.67	31.67		32.00	31.67	
Grade 5	40.54	50.65		32.43	14.29		27.03	35.06	
All Grades	42.66	46.60		29.82	23.04		27.52	30.37	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.58	35.19		39.13	50.00		20.29	14.81	
Grade 4	39.47	33.33		34.21	43.33		26.32	23.33	
Grade 5	39.19	43.59		36.49	32.05		24.32	24.36	
All Grades	39.73	38.02		36.53	40.63		23.74	21.35	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.93	42.59		37.68	38.89		17.39	18.52	
Grade 4	38.67	35.00		37.33	45.00		24.00	20.00	
Grade 5	33.78	29.87		36.49	41.56		29.73	28.57	
All Grades	38.99	35.08		37.16	41.88		23.85	23.04	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. CAASSP was not administered in 19-20 and 20-21. This data does not include any students currently enrolled at Cragmont.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	*	*	*	*	*	*	*	*	*	5	*	
1	*	*	*	*	*	*	*	*	*	*	5	*	
2	*		*	*		*	*		*	*		*	
3	*	*	*	*	*	*	*	*	*	*	7	*	
4	*	*		*	*		*	*		*	5		
5	*	*		*	*		*	*		*	5		
All Grades											35	27	8

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*		*	*		*	*		*			*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
All Grades	51.43	14.81	*	*	33.33	*	*	29.63	*	*	22.22	*	35	27	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*		*	*		*	*		*		*		*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*			*		*	*		*	*	
All Grades	60.00	25.93	*	*	44.44	*	*	11.11	*	*	18.52	*	35	27	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*			*			*		*	*	
All Grades	37.14	11.11	*	*	22.22	*	*	40.74	*	*	25.93	*	35	27	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
All Grades	60.00	22.22	*	31.43	48.15	*	*	29.63	*	35	27	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	68.57	44.44	*	*	37.04	*	*	18.52	*	35	27	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*		*	*		*	*		*	*		*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
All Grades	42.86	7.41	*	40.00	51.85	*	*	40.74	*	35	27	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
All Grades	45.71	14.81	*	45.71	66.67	*	*	18.52	*	35	27	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>313</b>	<b>25.2</b>	<b>5.4</b>	<b>0.3</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	5.4
Foster Youth	1	0.3
Homeless	6	1.9
Socioeconomically Disadvantaged	79	25.2
Students with Disabilities	30	9.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	47	15.0
American Indian or Alaska Native	4	1.3
Asian	28	8.9
Filipino	5	1.6
Hispanic	56	17.9
Two or More Races	49	15.7
Native Hawaiian or Pacific Islander	1	0.3
White	120	38.3

### Conclusions based on this data:

1. With our declining enrollment, our demographics have changed over the past decade.




# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 479 699"><b>English Language Arts</b></p>  <p data-bbox="297 751 368 779">Green</p>	<p data-bbox="673 667 950 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="776 751 847 779">Green</p>	<p data-bbox="1177 667 1396 699"><b>Suspension Rate</b></p>  <p data-bbox="1255 751 1326 779">Green</p>
<p data-bbox="251 867 414 898"><b>Mathematics</b></p>  <p data-bbox="297 951 368 978">Green</p>		

#### Conclusions based on this data:

1. For the 2018-2019 school year, Cragmont scored in the high-to-very-high level in both academic and climate.
2. Suspension rates and attendance look to be higher than desired for academic success. These are areas of concern.

# School and Student Performance Data

## Academic Performance English Language Arts

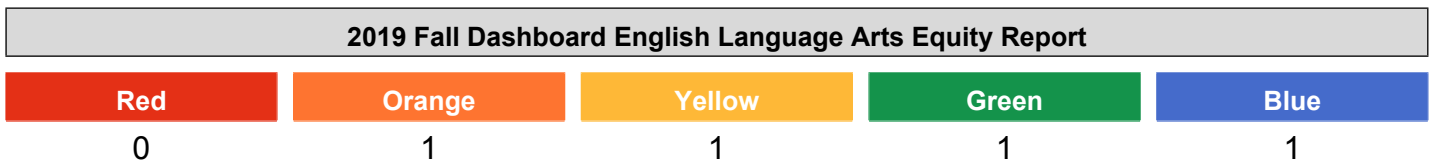
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>27.4 points above standard</p> <p>Increased ++6 points</p> <p>189</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>28.8 points below standard</p> <p>Maintained -0.7 points</p> <p>23</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>44.7 points below standard</p> <p>Increased ++5.1 points</p> <p>66</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>81.5 points below standard</p> <p>Increased ++9.6 points</p> <p>20</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 77.6 points below standard Increased Significantly ++16.4 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 55.1 points above standard Declined -12.8 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.5 points above standard Increased Significantly ++22.2 points 40	 No Performance Color 61.1 points above standard Maintained -1.3 points 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 69.8 points above standard Maintained -0.9 points 70

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
83.8 points below standard Declined Significantly -38.1 points 11	21 points above standard 12	36.7 points above standard Increased ++7.1 points 159

**Conclusions based on this data:**

1. Cragmont's scores for our EL population fell dramatically in 2018-2019. All assessments, including informal class assessments, will be reviewed by the classroom teacher and ELD teacher to determine best classroom practices to facilitate English language acquisition.

# School and Student Performance Data

## Academic Performance Mathematics

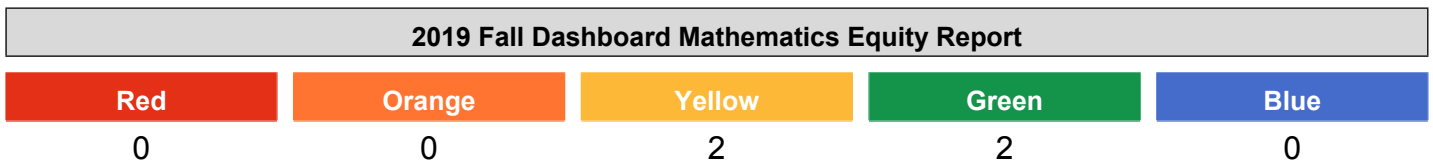
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>10.2 points above standard</p> <p>Increased ++3.6 points</p> <p>187</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>28.7 points below standard</p> <p>Declined Significantly -22.8 points</p> <p>23</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>52.1 points below standard</p> <p>Increased ++10.5 points</p> <p>65</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>96.8 points below standard</p> <p>Increased Significantly ++20.7 points</p> <p>19</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 85.4 points below standard Increased Significantly ++28.2 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 70.2 points above standard Declined -12.2 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.3 points below standard Increased ++10.1 points 40	 No Performance Color 34.3 points above standard Declined -4.5 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 43.9 points above standard Declined -7.9 points 70

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.9 points below standard Declined Significantly -54 points 11	6.3 points above standard 12	15.5 points above standard Increased ++6 points 157

#### Conclusions based on this data:

1. Cragmont's EL students are scoring significantly lower than English only speakers. All assessments, including informal class assessments, will be reviewed by the classroom teacher and ELD teacher to determine best classroom practices to facilitate English language acquisition.
2. Math Teacher Leader and BUSD Math TSA will work with Cragmont teachers to review assessments and determine best classroom practices for increased understanding of math concepts.



# School and Student Performance Data

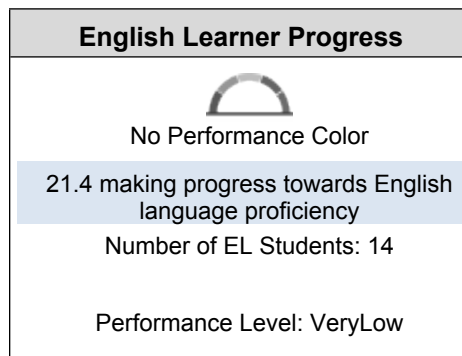
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
28.5			21.4

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

**Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

**Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

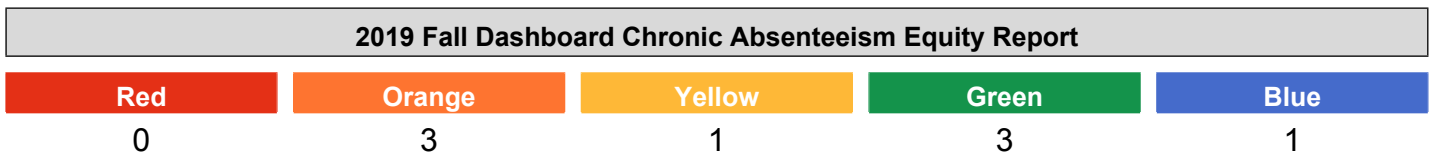
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Green 7.2 Declined -1.9 387	<p><b>English Learners</b></p> Blue 0 Declined -2.2 39	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p> No Performance Color 25 Declined -25 12	<p><b>Socioeconomically Disadvantaged</b></p> Orange 17.9 Increased +0.9 123	<p><b>Students with Disabilities</b></p> Orange 19.4 Increased +3.2 36



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 19.7 Declined -10.3 61	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 2.9 Maintained +0.1 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.5 Declined -2.2 71	 Orange 5.7 Increased +2.9 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 2.8 Declined -1 143

**Conclusions based on this data:**

1. These attendance numbers are outdated. For 2021-2022, Cragmont worked with the OFEE and BUSD Student Services dept to improve attendance for families who had significant absences.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

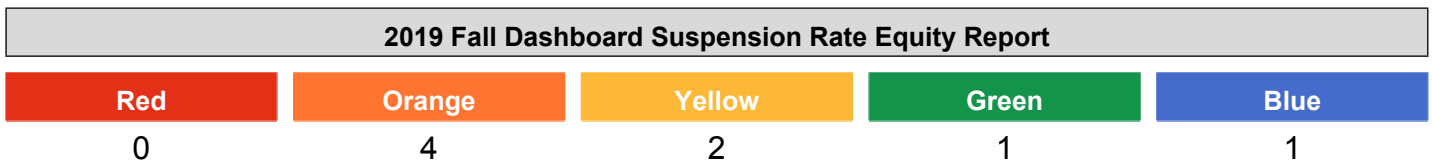
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1.5</p> <p>Declined Significantly -1.1</p> <p>395</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>2.6</p> <p>Increased +2.6</p> <p>39</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>8.3</p> <p>Declined -6</p> <p>12</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>3.2</p> <p>Declined -1.5</p> <p>124</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>8.3</p> <p>Declined -7.2</p> <p>36</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 3.2 Declined -8.1 63	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 35	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.7 Increased +1.4 73	 Orange 1.4 Increased +1.4 70	 No Performance Color Less than 11 Students - Data 1	 Green 0.7 Declined -0.6 147

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2.6	1.5

**Conclusions based on this data:**

1. There were suspensions in 20218-2019. Cragmont's PBIS team has met with staff and reviewed and updated our PBIS protocols. They are in place at this time and will be reviewed and updated as needed in 2022-2023.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

All teachers will be supported in teaching the Common Core State Standards in English Language Arts/Literacy, Mathematics, and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

Students will demonstrate grade level proficiency in literacy with 3rd grade performance serving as the district indicator of progress towards this goal. By the end of 3rd grade, 80 percent or more of students will meet reading targets by 2022-2023. The applicable student subgroup meeting targets will increase by at least 7 percentage points each school year.

## Identified Need

Strong classroom instruction is the first step in ensuring student success. Teachers need professional development and opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results data to determine their effectiveness and respond accordingly.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TCRWP Reading Assessments	2020-2021 TCRWP Reading Assessments	2022-2023 TCRWP Reading Assessments - Increase in number of students performing at or above grade level
TCRWP Writing Assessments	2020-2021 TCRWP Writing Assessments	2022-2023 TCRWP Writing Assessments - Increase in number of students performing at or above grade level
Eureka Math Trimester Assessments	2020-2021 Eureka Math Trimester Assessments	2022-2023 Eureka Math Trimester Assessments - Increase in number of students performing at or above grade level
STAR 360 Reading Assessment	2020-2021 STAR 360 Reading Assessment	2022-2023 STAR 360 Reading Assessment - Increase in number of students performing at or above grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Math Assessment	2020-2021 STAR 360 Math Assessment	2022-2023 STAR 360 Math Assessment - Increase in number of students performing at or above grade level
DIBELS	2021-2022 DIBELS Student Assessment	2022-2023 - Increase the number of students performing at or above grade level

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Cragmont teachers and staff will implement a balanced, high quality English Language Arts program using the district adopted curriculum, TCRWP. Grades 1-3, will also use the Fast Track Phonics Program. Kindergarten and 1st grades will supplement Fast Track Phonics with the Heggerty curriculum.

Teachers will continue to implement the TCRWP reading and writing program with the support of the Literacy coach and RTI coordinator.

Staff will attend on-site and district professional development for TCWRP and structured literacy throughout the 2022-2023 school year.

Teachers will implement ALL components of the TCRWP workshop including:

- Intentional mini-lessons
- Personal book tubs for K-3rd grade
- Book to home program
- Interactive read aloud
- Anchor charts posted
- Conferencing
- Strategy or guided reading groups
- Regular use of word wall

Teachers will include reading logs in homework packets to ensure nightly student reading beyond the school day (minimum of 15 - 30 minutes according to grade level).

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

Literacy coach will provide ongoing training at staff meetings and may co-teach and demonstrate lessons in some classes.

Literacy Coach will provide intervention to targeted students in collaboration with the classroom teacher and COS team.

Literacy Coach, with the support of the Parent and Community Volunteers, will manage and supervise our Dragon Readers Program to provide reading support to targeted students, K-5.

At least three times a year, staff meeting time will be devoted to analysis of student writing samples based on agreed upon standards and rubric to discuss strengths and revise lessons/instruction as needed.

Classroom teachers will use equity strategies and track the achievement of focus students throughout the year and monitor student progress.

RtI teacher will work with staff, especially the Coordination of Services Team (CoST), to schedule afterschool classes for afterschool reading and math interventions.

Provide Instructional Assistant support paid hourly for students when necessary and agreed upon by COS and SST Teams.

All necessary materials will be provided and once available, BSEP carryover funds may be allocated for the purchase of additional supplies, and teacher release time for peer observation and collaboration.

Responsible Parties: Teachers, Leadership Team, Principal, COS Team, Support Staff, Literacy Coach, District

Proposed Expenditures:

Line 1: Literacy Coach 1.0 FTE (0.75 FTE BSEP district, 0.25 BSEP Site Funds, ) 1102 Certificated Monthly

Line 2: Classroom teachers supplies (BSEP Carryover) 4300 Materials and Supplies

Line 3: Teacher hourly for intervention (BSEP Carryover)

Line 4: Classified hourly for intervention (BSEP Carryover)

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
29,654	BSEP
3,000	BSEP Carryover
3,000	BSEP Carryover
1,000	BSEP Carryover

### **Strategy/Activity 2**

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

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

## All Students

### Strategy/Activity

Cragmont teachers and staff will implement Eureka Math program for all K-5th grade students.

Teachers will use district math assessments that are aligned with Eureka Math Curriculum for teacher collaboration, professional development and to monitor student progress.

Teachers will use the Professional Learning Communities (PLC) structure to analyze student math data and plan instruction.

Math Teacher Leader (MTL) will provide Eureka Math information communication between district and school by attending monthly district MTL meetings.

Teachers and staff will attend ongoing training for K-5th grade math curriculum and instruction.

Math intervention groups and Leveled Literacy Intervention (LLI materials) will be taught by certificated teachers before, during and after school.

Technology PD will be provided at the school and district level throughout the year.

Cragmont teachers will implement the FOSS Science program for all K-5th grade students.

The Next Generation Science Standards (NGSS) will be implemented in core science instruction with NGSS updated FOSS kits by a certificated science teacher, general education teachers and garden teacher.

All necessary materials will be purchased such as math journals, manipulatives, calculators, metric rulers, base ten blocks, white boards, geometric templates, etc. as needed.

Once necessary materials are available, BSEP carryover funds may be allocated for the purpose of additional supplies and teacher collaboration.

Responsible Parties: Teachers, Staff, Principal, Math Teacher Leader, RTI Coordinator District

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

Students performing below grade level standards

### Strategy/Activity



Provide early intervention best practice strategies through the Response to Intervention (RTI) structure to meet the learning needs of students at the first sign of academic struggle.

This will be supported through:

- Regular COS Team meetings (Coordination of Services)
- Professional Development in differentiation and RTI practices

RTI Coordinator and COS Team will collaborate with classroom teachers in deciding interventions and strategies to be used for meeting the needs of each struggling student.

Further the RTI Coordinator and Team will:

- Create and maintain an active visual system to reflect intervention and services of students identified by the system
- Meet weekly in COS Team to reflect on systems in place and to check progress on how RTI is meeting the needs of our students
- Check in every 4-6 weeks with classroom teachers by grade level regarding students' progress (during collaboration time)
- Student Success Team (SST) meetings will be decided during weekly COS team meetings as needed, and monitored throughout the year.

To support the effectiveness of RTI:

- Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not

performing at grade level

- Services will include: vision, hearing, dental, homelessness and other health and social service related issues.
- Documentation of student's progress through Illuminate will be updated and maintained from grade to grade (including district benchmarks).

Responsible Parties: Principal, Teachers, RTI Coordinator, COS Team, Family Engagement Coordinator, BREA (Berkeley Research, Evaluation and Assessment)

Proposed Expenditures:

Line 1 & 2: RTI Teacher 1.0 FTE (.60 FTE BSEP site, 0.40 FTE LCAP) 1102 Certificated Monthly

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

65,915

BSEP

### **Strategy/Activity 4**

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

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

Students identified through Coordination of Services Team

### Strategy/Activity

Cragmont will provide on-site counseling and mental health support available to students and families, K-5, on an as-needed basis. These services will be provided by the school counselor.

Responsible Parties: Principal, RTI Coordinator, COS Team, Counselor

#### Proposed Expenditures:

Line 1: BACR Counseling Services, 5800 Contracted Services (BSEP carryover)

Line 2: BACR Counseling Services, 5800 Contracted Services (district-wide funding)

Line 3: BACR Counseling Services, 5800 Contracted Services (City of Berkeley)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	BSEP Carryover
13,000	District Allocation
5,000	Other

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Teachers will conduct data driven results-based collaboration using Illuminate and STAR 360 results during grade level time and staff meeting time. \*\*\*\*\*

Berkeley Research, Evaluation and Assessment will guide and assist staff in using data to inform instruction, monitor student progress, and set measurable goals for student achievement.

Responsible Parties: Teachers, Leadership, Principal, School Site Council, COS Team, Literacy Coach, RTI Coordinator, Math Teacher Leader, BREA Department, District Support Teams

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

Students identified through coordination of services team

### Strategy/Activity

Provide early intervention best practice strategies through the Response to Intervention (RTI) framework to meet the learning needs of students at the first sign of academic struggle.

This will be supported through:

- Mental health support through BACR (school counselor)
- Regular weekly COS team meetings.
- Assessment Wall Meetings throughout the year

COS Team will collaborate in deciding interventions and strategies to be used for meeting the needs of each struggling student

Further the COS team will:

- Create and maintain an active visual system based off of assessment data to reflect intervention and services of students identified by the system
- Meet weekly to reflect on systems in place and to check progress on how Rtl is meeting the needs of our students
- Check in 4-6 weeks with classroom teachers by grade level regarding student's progress (during collaboration time)
- SST meetings will be scheduled as needed and monitored throughout the year.

To support the effectiveness of Rtl:

- Teachers will work collaboratively to create fluid ability groupings and provide differentiated instruction during intervention for students who are not performing at grade level
- Documentation of student's progress will be updated and maintained from grade to grade (including Cragmont benchmarks).

Responsible Parties: Principal, Teachers, RTI Teacher, COS team, Family Engagement Specialist, District

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

Students identified through coordination of services team

### Strategy/Activity

Teachers, COS Team, and Special Education Team will identify all students below proficient through data and assessments and will ensure that IEPs for Special Education students list appropriate and measurable academic goals aligned with state standards, and ensure that all IEP's are current.

All students are assessed in general education classes through BUSD, site, and individual grade level assessments.

All K - 5th students (Tier II) identified will be placed in 6-8 week intervention cycles managed by the COS team to focus on targeted standard based skills.

After the 6-8 week intervention, students will be evaluated on accelerated progress made in the intervention cycle.

K-5 student who are performing far below basic (Tier III) receive additional direct instruction from the RtI Teacher, Literacy Coach or Special Education Teacher which may include small group or one-on-one instruction.

Special Education goals will be discussed with school team during IEP meetings.

Implementation of IEP goals in alignment with student needs will be supported in the classroom and by the COS team, Principal and Case Managers (for IEP Students). Special Education teachers will meet regularly with Special Education Program Supervisor.

Responsible Parties: Teachers, RTI Coordinator, COS Team, Case Managers (IEP Students), Principal, Program Supervisor, Director of Special Education

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
-----------	-----------

### **Strategy/Activity 8**

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

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

All students

#### Strategy/Activity

Teachers will have weekly grade level meetings and may include after school and support staff as necessary. The principal will allocate time on the agenda every Wednesday to collaborate on:

- Shared teaching practices/strategies
- Maximize best teaching practices for student learning
- Reflecting on personal teaching practices
- Collaborate on ways to challenge students further and delve deeper into curriculum or other interests of the child

To further support the effectiveness of these meetings:

- Teachers may be given release time to observe best practices in other classrooms and schools as arranged
- Teachers will use technology to enhance teaching

Responsible parties: Leadership Team, COS Team, Teachers, Principal

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 9**

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

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

All students

#### **Strategy/Activity**

Teachers and staff will use instructional and enrichment time in order to offer differentiated instruction to all students.

Enrichment Classes are as follows:

- All K-5 students will receive visual art instruction
- All K-5 students will attend weekly library sessions
- All K-5 students will have bi-monthly gardening enrichment time
- All 1st-3rd students will receive Physical Education instruction
- All K-5 students will receive dance and movement instruction
- All 3-5 students will receive weekly music instruction
- Teachers will continue to use technology (computers) in their classrooms

Responsible Parties: Principal, PE Teacher, Dance Teachers, Art Teacher, Garden Teacher, Library Teacher, Music Teachers, Technology Teacher Leader

Proposed Expenditures:

Line 1: Art Instructor, 2102 .56 FTE, 2102 Classified monthly

Line 2: Arts Anchor Grant 0.06, 1102 Certificated monthly

Line 3: Dance Instructor 0.2 FTE, 2102 Classified monthly

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
48,001	PTA
7,657	Other
14,837	PTA

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

Students identified through coordination of services team

#### Strategy/Activity

Continue to use Project BUILD (tutor program) that supports students in reaching grade level proficiency K-5.

Provide intervention services to students identified through the RTI process in need of academic support.

Responsible Parties: Teachers, Literacy Coach, RTI Teacher, Principal, LEARNS Coordinator, Family Engagement Specialist, Instructional Aides, and BUILD mentors.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Required reserve for personnel variance

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,778	BSEP
3,142	PTA

# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

We were successful in implementing a majority of the strategies and activities of our plan. The implementation helped to increase the number of students receiving interventions. We would like to be able to offer more math interventions for students.

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

We need to increase the amount of PD offered to staff. There is not enough time for teachers to have professional development.

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.

Teachers do not have enough time to collaborate focusing on math and there are few students receiving math intervention. Intervention teachers will work with classroom teachers, leadership, and principal to plan math intervention sessions.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

Reduce the number of students with ten or more total absences by 10% of the 2021-22 percentages (enrollment reported as of June, 2022)

Reduce the number of office discipline referrals by 5% annually, and reduce the percentage of African American students with referrals by 5% annually

Reduce the total number of suspensions by 5% annually, and reduce the percentage of African American students suspended by 5% annually

## Identified Need

The percentage of students performing below grade level standards will be reduced by strengthening our intervention systems, increasing math intervention supports, continuing to build school-wide Positive Behavior Intervention and Support (PBIS), providing continued support for our English learners, providing professional development in culturally relevant pedagogy, and increasing parent engagement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Records	Number of students with 10 or more absences for 2019-2020 school year	Reduction in number of students absent for 10 or more days of school year 2022-2023
Office Discipline Referral Records	Number of office discipline referrals for 2019-20 school year	Reduction of office discipline referrals by 5% by the end of the 2022-2023 school year
Suspension Records	Number of suspensions for 2019-20 school year	Reduction of suspensions by 5% by the end of the 2022-2023 school year
English Language Proficiency Assessment for California (ELPAC)	Results of ELPAC and number of RFEP students for 2018-2019 school year	Growth as measured by ELPAC, increased number of RFEP students
Professional Development: Cultural Competency and equity training at site and district-wide. Data: sign ins, and number of sessions	Amount of staff staff meeting time focused on culturally relevant pedagogy. Number of sessions and how many teachers attend district equity training.	Increased participation rates in professional development focused on cultural competency and culturally relevant pedagogy.



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

## **Strategy/Activity 1**

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

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

All K-5 students with a focus on sub-groups targeted in the Local Control Accountability Plan (LCAP), and other sub-groups  
English language learners  
Socio-economically disadvantaged students  
Foster youth  
African American students  
Hispanic or Latino students  
Students with disabilities

### **Strategy/Activity**

Provide early intervention best practice strategies through the Rtl model to meet the learning needs of students at the first sign of academic struggle.

This will be supported through:

- Regular weekly COS Team meetings using student data
- Professional Development in differentiation and Rtl practices

The Coordination of Service (COS) Team will collaborate with classroom teachers in deciding interventions and strategies to be used for meeting the needs of struggling students

Further the Rtl Coordinator and COS Team will:

- Create and maintain an active visual system to reflect intervention and services of students identified by the system
- Meet weekly to reflect on systems in place and to check progress on how Rtl is meeting the needs of our students
- Check in 4-6 weeks with classroom teachers by grade level regarding student's progress (during collaboration time)
- SST meetings will be reviewed during weekly RTI meetings as needed, and monitored throughout the year.

To support the effectiveness of Rtl:

- Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not performing at grade level
- Case Management of Support Services including: vision, hearing, dental, homelessness and other health and social service related issues will be provided.
- Documentation of student's progress through Illuminate will be updated and maintained from grade to grade (including Cragmont benchmarks).

Responsible Parties: Principal, Teachers, Rtl Coordinator, COS Team, Parent Liaison, BREA

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Strategy/Activity 2**

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

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

All K-5 students with a focus on sub-groups targeted in the Local Control Accountability Plan (LCAP), and other sub-groups  
English language learners  
Socio-economically disadvantaged students  
Foster youth  
African American students  
Hispanic or Latino students  
Students with disabilities

### **Strategy/Activity**

Cragmont teachers will attend district PD's in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners.

Cragmont staff will work with R.T. Fisher Educational Enterprises, Inc. and the African American Success Framework (AASF) as a BUSD Early Adopter School to provide additional support for African American students during the summer (2022), during the school day, and during the afterschool program.

Principal and staff will encourage and create safe space for courageous conversations centered on race, class, privilege and how these impact students and families in our school.

Diversity training will be provided through the district, the AASF, and site Professional Development.

Discussions and implementation of equity teaching strategies supported by Equity teacher leader, Leadership Team, AASF, and the District.

Ongoing professional reading using a variety of books and articles focusing on self-reflection and changing teaching practices that promote cultural competence and provide a safe environment for courageous conversations.

Responsible Parties: Teachers, Equity Teacher Leader, Leadership Team, PBIS Team, Principal, Staff, District

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

Students designated as English Language Learners (ELL)

#### Strategy/Activity

English Language Development (ELD) instruction for English Language Learners in grades K-5 to ensure re-designation by 5th grade using systematic ELD instruction:

- ELD Teacher will support daily instruction
- Ensure every English Learner receives ELD instruction and support at the appropriate ELPAC Levels

Continue to monitor the progress of every EL Student in English acquisition to ensure that each student is progressing ELPAC levels.

Use Illuminate data and report cards to report progress.

Allocate staff meeting time to review system and structure for differentiated instruction for ELD.

All students will receive academic language development and instruction: English Language Development for English Language Learners, Standard English Development for speakers of non-standard English.

Teachers/Literacy Coach/ Support Staff and/or ELD teacher will provide targeted instruction, in small groups, for EL Students.

Participate in District ceremony for students who are re-designated RFEP.

This will be supported with teachers and staff:

- Using systematic ELD with District Training;
- Attending district trainings for ELD program and professional development
- Implementing adopted ELD Programs for all ELL students K-5;
- Devoting staff time to analyze ELPAC scores, levels and other language assessment score to inform ELD instruction;
- Promoting better parental understanding of ELPAC scores and ELD Program through ELAC meetings.

In addition hourly funds will be allocated:

- To administer ELPAC testing

All supplementary materials required to support English language development instruction, such as consumable books, software and educational games, additional resources to support the core curriculum, literature books, videos, hands-on objects and materials, etc. shall be purchased.

Responsible Parties: Teachers, ELD teacher, ELPAC Testing Staff, Principal, Literacy Coach, Rtl

Coordinator, COS team, District Support Teams

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 4**

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

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

All Students

**Strategy/Activity**

Cragmont School will continue to educate and celebrate our diverse student body intentionally incorporating diverse histories through:

- Teaching grade level appropriate units that honor our diverse community using Welcoming School Curriculum and Mosaic Project-like values. All 4th grades attend Mosaic 5 day overnight field trip or similar program (if permitted with COVID protocols in place). The Cragmont PTA will contribute funds to counteract the cost for families who cannot afford the whole tuition cost. The Cragmont PTA will contract directly with the organization.
- Offering learning opportunities and heritage celebrations for various cultures throughout the year, such as African American Heritage, Asian American/Pacific Islander Heritage Month, Cesar Chavez Day of Service and Learning, College and Career Week, etc.

Responsible Parties: Site Council, PTA, Parent Volunteers, Family Engagement Specialist, Teacher Leaders, Principal, Librarian, Teachers

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 5**

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

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

All Students

**Strategy/Activity**

Continue to improve attendance and tardy reductions through increased communication to promote student success

- Individual phone call to parents

- Weekly Attendance Team meeting with school secretary, Family Engagement Coordinator, and Principal

Standard operational procedures prior to corrective action:

- Monthly communication phone calls from Family Engagement Coordinator for students who have been tardy or absent 3 times during the month
- COS team (SST, Teacher, COS team, Parent conference)

Corrective action as follows:

- SART (Student Attendance Review Team) meetings
- SARB (Student Attendance Review Board)

Responsible Parties: Teachers, Family Engagement Specialist, COS Team, Principal, School Secretary, District Student Services

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
-----------	-----------

### **Strategy/Activity 6**

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

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

All Students

#### **Strategy/Activity**

Teachers will dedicate weekly Dragon Time, assemblies and use the various resources including district curriculum and support programs (Welcoming Schools, Tool Box) to help guide group discussions about culturally specific behaviors, values and beliefs so students learn how to interact respectfully.

- Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, Mosaic Project or similar program activities, family diversity, gender stereotyping, bullying and sexual harassment using age-appropriate language/lessons.
- Assemblies will occur three or more times a year for grades K-2 and 3-5 to reinforce our school's values.

Responsible Parties: Teachers, Staff, Principal, PBIS Team, COS Team

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
-----------	-----------

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

Transitional Kindergarten, Kindergarten and 5th Grade Students

### Strategy/Activity

Support transitions for students as they move from Pre-K to TK and K and from 5th to 6th grades

- School community will host TK and Kindergarten play dates and welcome brunch in the summer
- Provide families with Kindergarten welcome packets
- Conduct Balanced Beginnings screenings for incoming Kindergarten students to create balanced classes
- Complete and submit Kindergarten readiness forms to Berkeley Evaluation and Assessment
- Teacher end of the year meeting to create balanced classes for all grade levels
- Hold transition meetings for 5th grade Special Education students for middle school placement
- Complete placement cards for all 5th grade students
- Contact families individually to ensure completed middle school applications

Responsible Parties: Teachers, COS Team, Principal, Support Staff, Family Engagement Specialist, PTA, Site Council

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Annually update and maintain school-wide Emergency Preparedness (Fire, Earthquake, First Aid) to support ongoing emergency preparedness

Share Emergency Preparedness Plan through staff meetings and community meeting  
Practice school-wide 4 or more emergency drills per year

Responsible Parties: Teachers, Staff, Principal and Safety Committee  
Line 1: Emergency Supplies (BSEP Carryover)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

BSEP Carryover

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Conduct a retreat at the start of the 2022-2023 school year to create a focus around race/equity issues, and PBIS school-wide systems.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

The Positive Behavior Intervention Support team created a plan to clarify school rules and create a new rules matrix, create a school-wide positive behavior reward system, and calendar a series of assemblies to build a positive school climate. We were able to serve our English language students and implement the new ELPAC testing. We held numerous events to honor our diverse community, and teachers had professional development on meeting the needs of a diverse student population.

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

Teachers did not have the opportunity to attend district Cultural Competency trainings because they were not offered by the district. Our Equity Teacher Leader will help organize equity based PD staff meetings.

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

We will continue to look for PD opportunities on Culturally Relevant teaching. We will continue to implement our PBIS school systems, and build on these systems.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

Increase the number of students and families who report feeling welcomed and valued as a partner in their child's education  
 Recruit and retain certificated employees of color  
 Increase the participants of color serving on the School Site Council so the the committee representatives represent the demographics of the student population

## Identified Need

Families need to feel welcome and have opportunities for participation in their student's education which will in turn increase positive student behaviors and academic performance.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	2019-20 Survey results	Improved survey results for 2022-23 school year
District LCAP Survey	2019-20 Survey results	Improved survey results for 2022-23 school year
Attendance Records	2019-20 June attendance data	Reduction in number of absences for 2022-2023 school year

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Cragmont will employ a dedicated Family Engagement Coordinator position to support the RTI Framework and communicate effectively with all families.

#### Primary goals:

- Continue student support services, including: vision, hearing, dental, homelessness, and other health and social service related services
- Assist COS Team to schedule and facilitate meetings for SST's through the RTI Process

- Increase parent participation with Cragmont community events.
- Interface with parents on behalf of teachers and with teachers on behalf of parents.
- A focus on students and families as part of the COS Team
- Create parent forums in collaboration with PTA Committees
- Help organize educational events on topics identified as critical by diverse parent groups and teachers and staff
- Organize school wide cultural events with community volunteers, PTA Executive Committee, Teachers, and Staff.
- Maintain a school wide calendar of events board for the school community and continuously update the school calendar to provide parents with at least one month's notice of major school assemblies and other important events.
  - Maintain the school master calendar and gmail calendar, assist PTA with updating cragmont.org website
  - Coordinate with District Family Engagement Office on Parent Workshops
  - Collaborate with District Family Engagement Specialists from other school sites
  - Initiate parent groups that give voice to communities at Cragmont.

Responsible Parties: Family Engagement Specialist, PTA, Principal

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 2**

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

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

All Students

**Strategy/Activity**

Cragmont will continue to effectively communicate with our school community in both English and Spanish.

**Through:**

- Dragon Tales Newsletters, weekly Family Letters, online communication system, all calls, and emails as needed
- Collecting and posting relevant websites and links from teachers (educational resource, supplemental learning on-line, etc.) on www.cragmont.org
- Teachers will be encouraged to inform parents about the classroom at least once a month through email, by newsletter and/or through class bulletins (e.g. field trip schedule, homework expectations, class projects, etc.) about current events taking place in the classroom

Responsible Parties: Family Engagement Specialist, PTA, Principal, Teachers and Staff

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **Strategy/Activity 3**

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

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

All Students

#### Strategy/Activity

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.

Responsible Parties: Site Council Past/Present, PTA, Family Engagement Specialist, BUSD Family Engagement Coordinator, Family/Community Partnerships

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **Strategy/Activity 4**

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

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

All Students

#### Strategy/Activity

All parents/guardians will meet with their student's teacher at least once during the initial report card period to discuss the academic achievement of their children. If a parent/guardian misses the conference, every effort will be made to reschedule, including phone conferences. Teachers will foster a partnership with families.

Responsible Parties: Family Engagement Specialist, Teachers, Staff

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

School and classroom rules and expectations will be clearly communicated by:

- Dedicated classroom "Dragon Time" and school assemblies supporting PBIS (Positive Behavior Interventions and Support) throughout the school year
- Distributing and posting school-wide rules and expectations matrices
- Informing parents at the beginning of the school year outlining expectations around behavior, attendance and homework at Back to School Night
- All rules and expectations can be found in our Parent Handbook
- Parent workshops
- Teacher workshops
- Enforcement during the school day
- Materials/supplies will be provided to support PBIS focus on school spirit and community building

Responsible parties: Teachers, School Site Council, Principal, Leadership, COS Team, and PBIS Team

Proposed Expenditures:  
Line 1: Materials/Supplies (BSEP)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

1,773 BSEP

**Strategy/Activity 6**

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

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

All Students

Strategy/Activity

A Cragmont Parent Handbook in both English and Spanish and School Directory provided through online communication system will be updated and all Cragmont families will be encouraged to

create an account through active recruiting.

- The Parent Handbook will contain the Cragmont Student Conduct Agreement, which outlines behavioral expectations
- The Parent Handbook will be referred to widely in helping parents and families find answers to questions they may have over the course of the school year. It can also be used to orient new school volunteers

Responsible Parties: PTA Executive committee, Principal, Family Engagement Specialist

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 7**

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

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

All Students

#### **Strategy/Activity**

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 programs
- Develop a list of focused areas that need additional human resources at Cragmont and develop an increased network of volunteers from the community to meet

classroom needs

- Room Parents will help teachers schedule volunteers for each classroom for specific needs

Responsible Parties: PTA, Parent Liaison, Teachers, Principal

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 8**

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

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

All Students

Strategy/Activity

Parent information and activity nights will be held throughout the year in partnership with PTA, Site Council, ELAC and the After School Program. These events will be hosted both on and off the Cragmont site in an effort to reach all families. Events and Parent Education classes may include:

- 1) Family/Community Event (All School Picnics, Halloween, Dia De Los Muertos Celebration, Winter Arts Fair, Lunar New Year Celebration, Black History Month Celebration, Spring Carnival, etc.)
- 2) Kindergarten Information Night
- 3) Back to School Night/ Open House
- 4) Literacy Night
- 5) K-2nd grade morning reading events for students and families (Books and Bagels, Muffin Mondays, Stories and Cider, Chapters and Chocolate)
- 6) 5th Grade Transitions

Provide childcare at the meetings to ensure participation from all families.

Responsible Parties: Family Engagement Specialist, Counselor, PTA, After-school Program, Principal, Site Council

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 9**

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

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

Strategy/Activity

Principal and hiring committee will actively recruit/hire staff of color and strive to create a welcoming and inclusive environment for teacher of color retention.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Annual Review**

## **SPSA Year Reviewed: 2021-22**

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

### **ANALYSIS**

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

We followed through on implementation of the strategies/activities within this goal. Teachers taught lessons in social emotional curriculum. Due to COVID restrictions, we did not have many family events, however, our PTA was able to hold a few family events at local parks.

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

We received all needed funding to execute the strategies/activities in this 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.

We are planning on implementing these same strategies/activities in the upcoming school year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$207,757.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
BSEP	\$102,120.00
BSEP Carryover	\$14,000.00
District Allocation	\$13,000.00
Other	\$12,657.00
PTA	\$65,980.00

Subtotal of state or local funds included for this school: \$207,757.00

Total of federal, state, and/or local funds for this school: \$207,757.00

# 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
- 1 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Sheyla Flores	Other School Staff
Kellie McElhaney	Classroom Teacher
Jocelyn Foreman	Other School Staff
Candyce Cannon	Principal
Nimota Abina	Parent or Community Member
Lindsay Nofelt	Parent or Community Member
Larez Davenport	Parent or Community Member
Jumia Simmons	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

Other: Cragmont Staff, Families and Students

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

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

This SPSA was adopted by the SSC at a public meeting on Monday, May 9, 2022.

Attested:



Principal, Candyce Cannon on May 13, 2022



SSC Chairperson, Nimota Abina on May 13, 2022