School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cragmont Elementary	01-61143-6090195	May 10, 2023	June 7, 2023

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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

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

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

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

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

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

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

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

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.

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

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

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

Key Barriers:

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	52	58	64
Grade 1	65	41	45
Grade 2	53	66	45
Grade3			

School and Student Performance Data

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.60			72.09			9.30	
Grade 4		30.95			59.52			9.52	
Grade 5		15.22			82.61			2.17	
All Grades									

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	34	46		0	43		0	43		0.0	93.5	
Grade 4	39	43		0	42		0	42		0.0	97.7	
Grade 5	37	47		0	46		0	46		0.0	97.9	
All Grades	110	136		0	131		0	131		0.0	96.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2481.			46.51			30.23			9.30			13.95	
Grade 4		2514.			47.62			16.67			16.67			19.05	
Grade 5		2551.			43.48			19.57			19.57			17.39	
All Grades	N/A	N/A	N/A												

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		51.16			37.21			11.63	
Grade 4		50.00			33.33			16.67	
Grade 5		32.61			47.83			19.57	
All Grades		44.27			39.69			16.03	

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Cnesha2-1(ic)ion rs Informati,O

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 71.9 points below standard 15 Students	No Performance Level 4 Students	No Performance Level 58.8 points above standard 16 Students	No Performance Level 3 Students

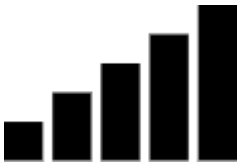
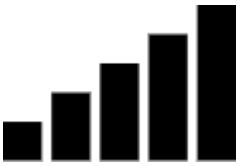
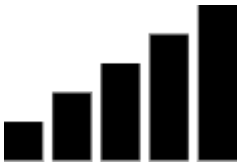
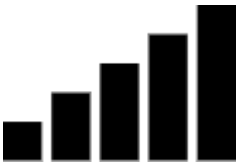
Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 45.6 points above standard 18 Students	No Performance Level 42.4 points above standard 18 Students		Very High 81.0 points above standard 48 Students

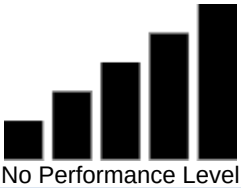
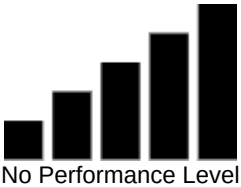
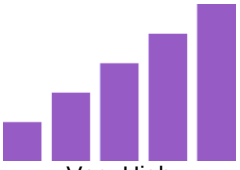
School and Student Performance Data

Academic Performance
Mathematics

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

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
No Performance Level	No Performance Level	No Performance Level	No Performance Level
63.3 points below standard	4 Students	60.7 points above standard	3 Students
15 Students		16 Students	

Hispanic	Two or More Races	Pacific Islander	White
			
No Performance Level	No Performance Level		Very High
43.9 points above standard	15.7 points above standard		72.0 points above standard
18 Students	18 Students		48 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
2 Students	3 Students	37.1 points above standard
		104 Students

Conclusions based on this data:

1. Cragmont's socioeconomically-disadvantaged student population is not achieving as well as hoped. Work needs to be done in this area.
2. Math Intervention teacher, Math Teacher Leader, and BUSD Math TSA will work with Cragmont teachers to review assessments and determine best classroom practices for increased understanding of math concepts.

School and Student Performance Data

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High 54.5% Chronically Absent 33 Students	No Performance Level Less than 11 Students 4 Students	Medium 8.1% Chronically Absent 37 Students	No Performance Level Less than 11 Students 5 Students

Hispanic	Two or More Races
Very High 29.3% Chronically Absent 58 Students	Medium 9.4% Chronically Absent 53 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very Low	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
36 Students	4 Students	39 Students	5 Students

Hispanic	Two or More Races	Pacific Islander
Very Low	Very Low	No Performance Level
0% suspended at least one day	0% suspended at least one day	
63 Students	53 Students	

Goals, Strategies, & Proposed Expenditures

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Cragmont teachers and staff will implement a balanced, high quality English Language Arts program using the district adopted curriculum, Teachers' College of Reading and Writing Program (TCRWP). Grades 1-3 will include the Fast Track Phonics Program. Kindergarten and 1st grades

stnc

Students Identified by CoST Intervention techedrs

Amount(s)	Source(s)
45087	Title I A - Basic Funding

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	BSEP Carryover

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

All Students

Strategy/Activity

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

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

Amount(s) Source(s)

Strategy/Activity 5

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

All students

Strategy/Activity

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

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

Amount(s) Source(s)

Strategy/Activity 6

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

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

Strategy/Activity

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

targeted students determined by CoST and classroom teacher

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2069	District Allocation

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding

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 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Principal, PTA board, Family Engagement Site Coordinator, staff representatives will revise and translate the current Cragmont Parent Handbook for distribution in 2023-2024 school year. A Cragmont Parent Handbook in both English and Spanish and a School Directory provided through an online communication system will be updated and all Cragmont families will be encouraged to create an account through active recruiting by school staff, PTA Executive Board, and School Site Council.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Cragmont staff

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	PTA

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Cragmont families

Strategy/Activity

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, staff, and families

Strategy/Activity

Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

Provide on-going monitoring of the site’s School Plan for Student Achievement through School Site

Strategy/Activity

System of Local Assessments

Complete district assessments within the assessment window.

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

Share student assessment data through family communications.

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

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

New Goal for 2023-2024

Goals, Strategies, & Proposed Expenditures

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

Goal 5

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

Identified Need

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

Amount(s)	Source(s)
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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.

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

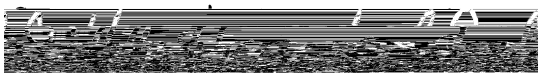
2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Sheyla Flores	Other School Staff
Kellie McElhaney	Classroom Teacher
Jasmine McCrory	Other School Staff
Candyce Cannon	

Recommendations and Assurances

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



Cragmont (112) 5/12/23 Budget Item	Goal/ Strategy	Obj Code	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	RES.	FTE	RES.	BGT	FTE	Sum of FTE
Literacy Coach	1/2	1102	33,061	0.25							0763/0741	0.75				1.00
RTI TSA	1/5	1102	75,087	0.60				0.40								1.00
ELD TSA		1102						0.40					0000	release time	0.64	1.04
Math Intervention TSA	1/12	1102			45,087	0.31										
Dance Teacher		1102											0000	release time	0.24	0.24
Arts Anchor		1102									0753	0.08				0.08
Art IS	1/10	2182							29,816	0.32						0.32
Extended Day After School Intervention	2/9	1116			3,703								Title IV	2,069	36 hrs	
Materials & Supplies		4300											0000	6,969		
Contract (Behavioral Health)	3/5	5800											Dist.-Wide	all available		
Professional Development Retreat	3/7								500							
Parent Involvement	3/9				658											
Unallocated Reserve	1/2, 1/10	4380	2,446		1,353				894							
Total Expenditures			110,594	0.85	50,801	0.31		0.80	31,210	0.32		0.83		9,038	0.88	
Revenue Allocation			**110,595**		**50,801**											
			1		0											
Carryover Priorities																
Unallocated Reserve	1/2	4380	798													
Behavioral Health Contract	3/5	5800	5,000													
Materials & Supplies	1/13	4300	10,000													
Subs - Teacher Release	1/9	1103	2,000													
Teacher Hourly providing PD for IAs	2/8	1116	1,000													
IA Hourly - Intervention	2/8	2116	2,000													
Emergency Supplies for Container	3/11	4200	2,000													
Total Carryover Priorities			**22,798**													