School Year: **2023-24**

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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).

100% of parents had the opportunity to provide input on the quality of the program and learning environment through the annual parent survey. This year parents, including parents of unduplicated students and students with disabilities, had the opportunity to take the Gallup Parent Survey. The results will serve as baseline data to inform focus and track improvement.

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.
Annual Gallup Student Survey (grades 5-8)
Annual Gallup Parent Survey
Annual Gallup Staff Survey
California Healthy Kids Survey (grades 5 and 7)

Staff, parents, and community members gave input during LCAP and SPSA review and development through needs assessments and program evaluation.

May 2023 Parent Gallup Survey- 2023 Baselines - Total number of Parents responding to the Gallup Survey was 63 .
Fully Engaged 27%
Treated with Respect (School Environment) - 4.48 Mean Score
Leadership Creates a Trusting Environment - 4.16 Mean Score

May 2022 Parent Gallup Survey- 2022 Baselines - Total number of Parents responding to the Gallup Survey was 80 .
Fully Engaged 55%
Treated with Respect (School Environment) - 4.83 Mean Score
Leadership Creates a Trusting Environment - 4.69 Mean Score

May 2021 Parent Gallup Survey- 2021 Baselines - Total number of Parents responding to the Gallup Survey was 72.
Fully Engaged 69%
Treated with Respect (School Environment) - 4.78 Mean Score
Leadership Creates a Trusting Environment - 4.82 Mean Score

March 2023 Student Gallup Survey- 2023 Baselines - the number of students responding to the 2023 Gallup Survey was 74.
Engagement 55%
Hope 38%
I feel safe - 4.04 Mean Score
I have a great future ahead of me - 4.03 Mean Score
The adults at my school care about me - 4.2 Mean Score

March 2022 Student Gallup Survey- 2022 Baselines - the number of students responding to the 2022 Gallup Survey was 107.
Engagement 64%
Hope 38%
I feel safe - 4.04 Mean Score
I have a great future ahead of me - 4.42 Mean Score
The adults at my school care about me - 4.60 Mean Score

May 2022 Staff Gallup Survey- 2022 Baselines
Engaged 54%
Q3- Opportunity to do my best- 4.05 Mean Score
Q7- Opinions Count- 3.77 Mean Score
Q8- Mission/Purpose- 4.18 Mean Score

May 2021 Staff Gallup Survey- 2021 Baselines
Engaged 68%
Q3- Opportunity to do my best- 4.47 Mean Score
Q7- Opinions Count- 3.53 Mean Score
Q8- Mission/Purpose-4.33 Mean Score

May 2019 Staff Gallup Survey- 2019 Baselines
Engaged 46%
Q3- Opportunity to do my best 4.12 Mean Score
Q7- Opinions Count 3.67 Mean Score
Q8- Mission/Purpose 4.03 Mean Score

Staff, parents and community members provide input through stakeholder meetings (SSC, LCAP) through needs assessment and evidence based program evaluation.

Based on this data we are creating a trusting and respectful work environment. We need to focus on student safety and giving staff opportunities to give input in all areas of school development.

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 Observation Protocol for Teachers of English Learners (OPTEL) is an observation protocol that is designed to meet the requirements of AB 1808 and will be implemented during the 2022-23 school year.

Deep Evaluation: Developing Effective Educator Practice used by principal and certificated staff and

Beginning of the Year: Staff uses self-evaluation tool to identify current practice
Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement
Observations: Conduct informal walkthroughs, pre, and post conferences, two formal observations, conference following each observation
Summative Evaluation: Evaluation turned into personnel by May 15

On average the site administrator visits classrooms and collects qualitative data on teacher effectiveness at least twice a month. During these visits data was gathered and it was evident that there was small group instruction in grades TK-8 in ELA. Units in grades 6-8 were integrated and cross curricular. Math instruction was differentiated for students in grades 4-8 with small group instruction taking place in these grade levels.

Based on the data collected from these visits math instructions was performed mostly whole group in grades K-3.

Identified needs are small group math instruction for students in grades TK-3 and the use of data to form small group instruction. Another identified need is to increase the use of GLAD strategies to reach all learners.

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)

Local Assessments include: iReady ELA, iReady Math, English Language Proficiency
State Assessments: ELPAC, CAASPP, CAST, Physical Fitness Testing

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. In grade level or subject area collaboration and at staff meetings teachers have opportunities to analyze data and make decisions on how to modify instruction and/or programs in order to make changes to increase student engagement and achievement.
This allows teachers to create a personalized learning path for students and modify instruction individually for students as needed.

Due to COVID 19 teacher collaboration time was extremely limited. This year made us realize how crucial it is time to release teachers to analyze data and plan instruction. We have added teacher release time to our plan and budget to ensure we have teacher collaboration and release time for the 2022-23 school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

AII certificated and classified staff are vetted through the personnel department and meet requirements for highly qualified staff.

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley personnel department.
All teachers have access to instructional material training throughout the initial curricular adoptions, CVUSD Modern Curriculum, digital badging, staff meetings, Modern Teacher Portal and academies. Common core instructional materials are available in all grade levels for mathematics, English language arts, science, social studies/history, and English Language Development.

After this year we have need for more PL in Modern Teacher as well a refresher on GLAD strategies. Although most teachers have participated in Cognitive Guided Instruction (CGI) PL most are not using these strategies during math instruction.

Identified needs are opportunities to plan integrated GLAD lessons and more PL around CGI and Modern Teacher.

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

Professional learning opportunities include: Digital badges, Academies, Staff Meetings, Release Time, Additional Time
Professional Learning Areas include: English Learner Development, Family and Community Engagement, Social and Emotional Learning, World of Work, GLAD, iReady, Science, Content Standard Alignment, District Initiatives, Special Education, new adoptions. assessment

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

District Level Content Facilitators will provide ongoing instructional support in the areas of World of Work, Personal Finance, Social Emotional Learning, Science, English Language Arts, Mathematics, English Learner Strategies, and Computer Coding.

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

Teachers follow state recommendations for instructional minutes as well as recommendations from the teacher's guide and manual.

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

Standards-Aligned CV Adopted Curriculum: (K-5)
English Language Arts /ELD Nat Geo "Reach For Reading"
Mathematics Houghton Mifflin Go Math
Science Macmillan/McGraw-Hill, California Science
Social Science Scott Foresman, History/Social Science for California

We have all the standards based materials we need to student instruction at this time.

Opportunity and Equal Educational Access

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

Current adoptions for language arts and math provide instructional supports for below, at and above grade level learners. District supported interventions for underperforming students:
iReady Math
iReady ELA
School Counselor
Special Education Classroom Assistant

iReady math and ELA supported our underperforming students. This program supported teachers in grouping students by skill and targeting instructional need on the individual students. Our school counselor was able to support our students with social emotional well being which supported academic performance. Our SECA's were also able to support our students by supporting small group instruction as well as independent work. We do not have a community liaison at our site. That was not a support for us.

Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning and Attendance
Teacher Collaboration focused on Data Analysis and Instructional Planning
Number Talks & Problem Solving
Cognitively Guided Instruction for Mathematics
Mathematical Reasoning
Guided Language Acquisition and Design Strategies (GLAD)
Small-Group Instruction
Plan Do Study Act
Needs Assessment

Needs assessment, teacher collaboration and focused on data and instructional planning both worked as evidence based practices to raise student achievement. We will continue to implement a MTSS support for academics and social emotional learning to raise student achievement. We will

Parental Engagement

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

Counselor
Family Teacher Teams
Student Study Team Process (SST)
Site Needs Assessment (SSC)
School Parent Walkthroughs and Program Evaluation

School counselor, student study teams, site needs assessment and parent walkthroughs supported with student achievement. We were unable to have formal family teacher teams due to COVID restrictions. In addition to this we held a second parent teacher conference in the spring for students who were under achieving.

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)

Parents, students, staff, and community members provide input and assist with the needs assessment through the LCAP and SSC process. Open community meetings, School Site Council Meeting and Town Hall Meetings.

Town Hall Meetings via zoom was a great way to get the community involved in what was happening at our school. In addition to open town hall meetings, school site council meetings gave the opportunity to staff and parents and community members to come together and get involved in what was happening at school. We offer in person open community meetings to our families and community to continue open lines of communication and working together as a network for our school site.

Funding

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

Adaptive Curriculum: iReady Math, iReady Language Arts
After School Tutoring
Special Education Classified Assistant
School Counselor
Professional Development

Adaptive curriculum, after school and peer tutoring as well as our school counselor all supported and helped our under performing students meet standards. We had great success in peer tutoring opportunities.

Fiscal support (EPC)

Title I,II,III, IV
Supplemental and Concentration
Grant: Cal New Kaiser

Supplemental funds helped us reach our goals. We were able to add multiple grade levels, offer in person full time learning during the COVID 19 pandemic as well as take student on experiential learning opportunities that directly align with standards as well as World of Work curriculum.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement

visiting families before the school year starts and throughout the school year. Additionally, we are making positive phone calls home to share the student celebrations and successes and specifically sharing growth we see from students while on school campus.

School and Student Performance Data

Student Enrollment

3. The data shows an increase in enrollment each year in all grades except 1st grade over the last three years. This presents a need for goals to increase our family and community engagement opportunities in first grade in order to retain these students. We must create a sense of connectedness that has a positive impact on student learning and achievement.

Writing

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	21	26		0	26		0	26		0.0	100.0	
Grade 4	32	28		0	26		0	26		0.0	92.9	
Grade 5	26	28		0	28		0	28		0.0	100.0	
Grade 6	22											

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		5.56			61.11			33.33	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		7.69			57.40			34.91	

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		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		8.33			69.44			22.22	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		6.51			62.13			31.36	

Conclusions based on this data:

1. 23.08% of Crest students met/exceeded standard in Math, a decrease of 11.8% from 2019.
2. Crest students were lowest in the area of Concepts & Procedures with 53.49%% of students at/near or above standard based on 2019 data. Crest students were most successful in Communicating and Reasoning with 72.09% at/near or above standard based on 2019 data.
3. Further analysis is done on an ongoing basis by grade level teams/teachers to identify and address specific concepts and skills in which students need more explicit instruction and/or practice.

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

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

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

Conclusions based on this data:

1. Over 1/3 of the Crest students, 22.4% are socioeconomically disadvantaged.
2. The highest ethnicity groups are Hispanic (22.4%) and White (58.5%)
3. Students with disabilities are 20.7% of the total enrollment.

the problems that are underlying, we remain committed to intervening before suspension is necessary. Our action goals will reflect social emotional and restorative practices to support staff relationships with students.

3. Chronic absenteeism is at the very high level. We will keep students engaged in school and support their individual needs to keep them at school. Teachers will continue to develop integrated units of study that increase engagement, support individual and personalized intervention plans in a Multi-Tiered-System of Support. Teachers will have the support of their principal and counselor as they analyze data, design and adjust interventions and deliver effective instruction.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 1 Student	No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 36.1 points below standard 34 Students	No Performance Level 8 Students		Low 57.6 points below standard 93 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
6 Students	1 Student	50.3 points below standard 148 Students

Conclusions based on this data:

1. Crest students fall within the low area for English Language Arts. Crest teachers will continue to participate in professional learning to focus on improving student learning outcomes in English Language Arts.
2. Socioeconomically Disadvantaged subgroup is performing 66.4 points below standard in English Language Arts. Teachers will continue to provide strategic, intentionally differentiated and rigorous instruction.
3. Our Hispanic population is preforming 36.1 points below standard. Teachers will continue to include GLAD strategies in addition to planning and implementing researched based approaches to teaching at risk learners and track accountability for implementation.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High
1	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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 known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

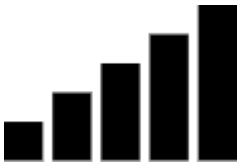
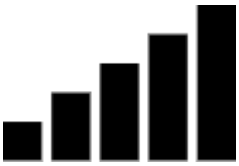
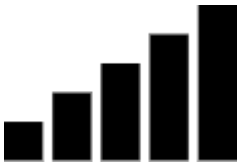
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

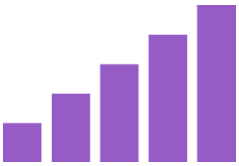
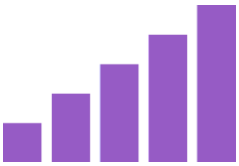
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High
4

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
6 Students	1 Student	2 Students	

Hispanic	Two or More Races	Pacific Islander	White
			
Very Low	Very Low		Very Low
0% suspended at least one day	0% suspended at least one day		0% suspended at least one day
59 Students	39 Students		156 Students

Conclusions based on this data:

1. Our overall student suspension rate is 0. We need to continue systematically planning for our social emotional learning as a means to support all students.
2. The suspension rate for Socioeconomically Disadvantaged has maintained at zero.
3. Students with Disabilities has also maintained a zero rate. We will need to continue to revise and adjust our MTSS approach to behavior.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	--	--	--
19-20 Student Survey	--	--	--
20-21 Student Survey	72	28	--
21-22 Student Survey	64	21	15

Gallup Student Engagement Items

2021-22 Mean Scores	Crest School Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	4.15	3.89
At this school, I get to do what I do best every day	3.75	3.55
My teachers make me feel my schoolwork is important	4.28	4.01
I feel safe in this school.	4.04	3.84
I have fun at school.	4.28	3.77
I have a best friend at school	4.46	4.44
In the last seven days, someone has told me I have done good work at school.	3.83	3.58
In the last seven days, I have learned something interesting at school.	3.92	3.82
The adults at my school care about me.	4.43	3.91
I have at least one teacher who makes me excited about the future.	4.27	4.02

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 and socio-economically disadvantaged students, EL learners, LTEL's, and students with disabilities.

Strategy/Activity

Performance for socio-economically disadvantaged students and EL learners will be analyzed, and interventions will be provided utilizing the interventions below.
Teacher release time to attend PD and collaborate around EL GLAD strategies
Teacher release to plan experiential learning opportunities for all students.
After school reading intervention for students who are at risk.
Provide Experiential Learning and RIASEC activities for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1678.25	S/C 4000-4999: Books And Supplies Outdoor Education, Science and Experiential Learning and RIASEC materials and supplies
2500	S/C 1000-1999: Certificated Personnel Salaries Additional Time for teachers - Before/After School Tutoring
2000	S/C 4000-4999: Books And Supplies Support materials for integrated cross curricular units that support Outdoor Education
500	S/C 4000-4999: Books And Supplies Presentation Literacy and the Arts
9678.25	S/C 5700-5799: Transfers Of Direct Costs Transportation
1500	S/C

	Experiential Learning Trip Expenses
519	S/C Carryover Teacher PD

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students at Crest

Strategy/Activity

All students will participate in experiential learning trips aligned with World of Work and Science Curriculum to give them a hands on real world experience and help make meaning of their learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Students showed an increase in ELA and Mathematics based on Diagnostic 3, 2022 iReady data. 53 percent of students show typical growth in ELA. 34 percent of students show typical growth in math. 84 percent of 2nd and 3rd-grade students are at grade level based on Fountas and Pinnell running records. 58 percent of 4th-grade students have reached the end-of-year reading level by May 2023. The average increase in reading level based on Fountas and Pinnell data is 1.5 -grade levels from Jan. 2023 to April 2023. All students participated in a variety of experiential learning trips that aligned with our World of Work curriculum and our student's RIASEC themes.

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

The major differences between the intended implementation and the budgeted expenditures to implement the strategies to meet the goal was our shift in taking our students beyond the four walls of the classroom to give students connections to curriculum in the classroom.

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 make adjustments to this goal by making direct connections and integrating WOW curriculum to our ELA and math instruction and provide at least 5 experiential learning trips to students in grades K-8.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent involvement, student engagement, school climate, and basic services

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All students, staff, and families feel safe, empowered, and respected. By May 2024, Crest school will increase parent, staff and student engagement by 5% as measured by the annual Gallup surveys. In 2023/24 school year, all classrooms will implement social emotional curriculum daily for 20 minutes. By June 2024, chronic absenteeism of all students will decrease from 15% to 13%.

Identified Need

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State standards, student outcomes, and student achievement

LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. They will apply their learning to real-world experiences. By June 2022, Crest School will improve academic achievement in ELA from % meeting the standard to 58% as measured by the CAASPP Summative Assessment. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 65% of students are making Typical Growth on Diagnostic #3.

Identified Need

All students, including students with disabilities need access to targeted instruction and hands on and experiential learning opportunities that support achievement in ELA, Math, and Science.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA iReady Math	iReady ELA overall scores: February 2023 Diagnostic Results Tier 1: 42% Tier 2: 30% Tier 3: 28% iReady Math overall scores: Tier 1: 26% Tier 2: 45 % Tier 3: 27%	Increase iReady ELA data in Tier 1 by 5% Decrease iReady ELA data in Tier 2 by 5% Decrease iReady ELA data in Tier 3 by 5% Increase iReady Math data in Tier 1 by 5% Decrease iReady Math data in Tier 2 by 5% Decrease iReady ELA data in Tier 3 by 5%
Fountas and Pinnell Running Records	All students are given the Fountas and Pinnel running records assessment 3 times a year. In May 2023, 72% of students are at grade level.	75% of students at grade level

All Crest students including students with disabilities

Strategy/Activity

Science materials will be purchased for projects aligned to science standards to support hand on learning opportunities for our students.

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

Amount(s) Source(s)

Strategy/Activity 0 cm 0 0 m 267.1000061 0 l 267.1000061 16.6989994 m /A[(St93 g [( )] TJ ET E

Strategy/Activity 3

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

All Crest students including students with dissabilities

Strategy/Activity

Teachers will be released to visit other classrooms and gain insight and learn by observing teaching strategies of their colleagues.
Teachers will also be rel 0 25. mAJ 7 Tm 0 g [(Teachers wi.90es wi.9)] TJ ET EMC Q q 1 0 0 1 2.90

We allowed for $4000 for Outdoor Education. These outdoor experiences increased student engagement and allowed for students to make connections in ELA and math to the outside world around them. This supported student performance and outcomes.

Budget Summary

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
S/C	32030	0.00
S/C Carryover		

Expenditures by Funding Source

Funding Source	Amount
S/C	32,030.00
S/C Carryover	519.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,456.50
4000-4999: Books And Supplies	11,395.25
5700-5799: Transfers Of Direct Costs	9,678.25

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	S/C	1,500.00
1000-1999: Certificated Personnel Salaries	S/C	9,456.50
4000-4999: Books And Supplies	S/C	11,395.25
5700-5799: Transfers Of Direct Costs	S/C	9,678.25
	S/C Carryover	519.00

Expenditures by Goal

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

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 6-8-23.

Attested:

	Principal, Sabrina Copeland on 6-8-23
	SSC Chairperson, Vivian Rios on 6-8-23

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov..

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach thE 1 [(is needbl)s0s to assess whether it is

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019