School Year: **2020-21**

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 School	01-61143-6090195	April	June

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

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the local control and accountability plan

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.

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

Parents/guardians

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
	Overall	Oral Language	Written Language	Number of Students Tested

Written Language Percentage of Students at	

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	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	45.71	14.81	45.71	66.67	*	18.52	35	27

School and Student Performance Data

Student Population

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

2018-19 Student Population	
Total Enrollment	**Socioeconomically**
377	

This is the total number of students enrolled.

School and Student Performance Data

Academic Performance
Mathematics

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

School and Student Performance Data

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest P6ellow

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Green	No Performance Color
19.7	Less than 11 Students - Data Not Displayed for Privacy	2.9	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.3	2	Maintained +0.1	4
61		35	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Green
8.5	5.7	Less than 11 Students - Data Not Displayed for Privacy	2.8
Declined -2.2	Increased +2.9	1	Declined -1
71	70		143

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	2	1	1

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

All Students	English Learners
Green	Orange
1.5	2.6
Declined Significantly -1.1	
395	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian
Yellow	No Performance Color
3.2	Less than 11 Students - Data
Declined -8.1	2
63	

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

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 SucccDC BT 09211.25599957 Tm [( )] TJent

meetin ET 42MC 48P /4MCID 7 >BDC RTI BT 1 0 0 -1 228.0879974435.05500031 Tm

Amount(s)	Source(s)
44,913	BSEP
67,369	District Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All

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

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

(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

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 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)

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