

# 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
Crestview Elementary School	42692296045595	09/29/22	10/25/22

## School Profile

### School Profile:

Crestview Elementary School is one of nine elementary schools in the Lompoc Unified School District. Crestview is located on Vandenberg Space Force Base, so our attendance area includes the military families that surround the school and serves approximately 375 students in Pre-Kindergarten through Sixth grade, including a Resource class. We have a diverse student population which represents a mix of socioeconomic levels and includes military families and parents who are employed on Vandenberg Space Force Base. Our instructional program consists of standards-based instruction (California State Standards) and teacher collaboration through the use of Professional Learning Communities. This model provides a vehicle to monitor student learning, formulate common formative assessments, and design learning experiences that meet the needs of all students. Teachers provide differentiated instruction throughout the day. Grade level Professional Learning Communities work together to plan and provide interventions for at-risk learners and enrichment activities for advanced learners. Second Language Learners and Special Education students are supported with specific programs that address their individual needs throughout our school. Second Language Learners receive daily instruction to address their language needs within the classroom, by the teacher. Special Education students receive services and supports based on their identified disabilities in a variety of settings through a variety of services. Staff development is focused on best practices for instruction with the California State Standards and is aligned to our school goals. Our students may also participate in after school activities that help provide a well rounded educational experience and promote a sense of belonging and purpose.

## 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

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.

Crestview Elementary only receives Supplemental Concentration funds which go towards student academic achievement and Positive Behavior Interactions and Support.

# 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).

California Healthy Kids Survey for both students and parents, Student, Parent, and staff safe schools survey, along with district given LCAP surveys, and onsite periodic Google Forms surveys and Instructional Practices Surveys for staff are the surveys being used during the school year. Results from these surveys revealed an improvement in the number of students who feel they have a voice and a say in their education and a feeling of ownership for their school. Staff survey results revealed a need for more support with our special needs population, implementing IEPs, and more strategies to use when problem solving student behaviors or addressing academic needs.

## Classroom Observations

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

Teachers and support staff are evaluated at least four times per year if they are on the evaluation cycle. If staff members are not on the cycle, informal observations continue weekly. Findings, feedback, recommendations, and commendations are discussed in one on one meetings between the staff member and the site principal.

## 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)

NWEA Math and LSAP for ELA showed 60% of the student population scoring at or above average.

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

Our district and school-wide focus this year is in English Language Arts. We use our PLC time to create a Watch List of intervention students and to set SMART Goals and Instructional/Learning Targets every week. An action plan is created by grade level and changes in instruction are implemented. We hold several onsite professional developments focused on Language Arts instructional strategies and resources and participate in vertical articulation meetings. The Standards Alignment Project for Reading, curriculum assessments, diagnostic assessments, and other forms of assessment are used to monitor progress and evaluate our ELA program.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100%

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

On going professional development throughout the school year continues on site and at the district. All teachers are fully credentialed.

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

Staff meetings are used as staff development opportunities. District common minimum days and staff development days are planned based on the goals of the school and the areas of need in instruction.

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

Ongoing instructional support includes a Literacy coach for Kindergarten through third grade students, and a theater and music teacher.

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

Weekly PLCs on Wednesdays for 2 hours, as well as, staff meetings monthly are designated teacher collaboration times.

## Teaching and Learning

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

The Math curriculum used is McGraw Hill My Math, and the ELA curriculum is McGraw Hill Wonders. 6th grade uses Illustrative Math and Study Sync. TWIG science is used for K-6th grade.

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

We follow the state frameworks for instructional minutes and plan accordingly. The State guidelines for instructional minutes for reading/language arts, mathematics, and PE are adhered to by each teacher. Schedules with times when various subject matter are turned in to the administration at the beginning of the year. These are monitored throughout the year.

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

Master schedules are designed to allow for small group instruction, differentiation to include intervention groups and enrichment opportunities through appropriate planning and pacing of structured instructional minutes.

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

All students have access to State Board Approved materials. McGraw Hill Wonders ELA curriculum and McGraw Hill My Math adopted curriculums, 6th grade students have access to Illustrative Math and Study Sync. K-6th have instructional materials for TWIG science.

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

100% of instruction is focused on or around SBE adopted materials, McGraw Hill Wonders ELA curriculum and McGraw Hill My Math adopted curriculums, and 6th grade students use Illustrative Math and Study Sync. K-6th have TWIG science.

## Opportunity and Equal Educational Access

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

All teachers provide students with extra support as needed. A literacy coach works with struggling readers in K-3rd grade in small group pull-out instruction.

Evidence-based educational practices to raise student achievement

Research based educational practices used to raise student achievement include: Universal Design for Learning, project based learning, cooperative group projects, Second Step, goal setting, student self assessment, clear learning objectives set and explained, positive reinforcement and recognition, graphic organizers, note taking skills, scaffolding, direct instruction, inquiry-based teaching, reciprocal teaching, high expectations, progress monitoring, and high level questioning.

## Parental Engagement

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

VSFB provides Marriage and Family Life Counselor full time onsite, access to supplemental programs for reading and math, Family Art Night, Family STEM Night, full-time school counselor, and weekly FSA counselor.

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)

Student Council, School Site Council, PTA, PBIS Team, Leadership Team are involved in providing feedback and making decisions about our budget, our vision, our resources, and our goals on a monthly basis.

## Funding

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

We are not a Title 1 school so we don't receive Title 1 funding. We use Supplemental Concentration/LCFF funds.

Fiscal support (EPC)

Supplemental Concentration/LCFF funds used to purchase various materials to meet the needs of all students.

## 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 involvement process for the SPSA annual review started Spring of 2022 and August while reviewing school-wide LSAP ELA data and NWEA Math data with teachers and School Site Council to determine our school-wide goals. In the September SSC meeting, we reviewed the SPSA data and discussed goals and actions in goals for this 2022-2023 school year to determine if the existing actions will increase data scores.

## Resource Inequities

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

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.6%	%	0.48%	3		2
African American	5.81%	4.2%	3.56%	29	16	15
Asian	2.4%	2.4%	1.66%	12	9	7
Filipino	4.21%	5.0%	4.28%	21	19	18
Hispanic/Latino	25.05%	25.4%	26.84%	125	96	113
Pacific Islander	1.2%	0.5%	0.95%	6	2	4
White	49.5%	50.3%	49.17%	247	190	207
Multiple/No Response	11.22%	11.6%	12.11%	56	44	51
<b>Total Enrollment</b>				499	378	421

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	127	94	84
Grade 1	73	66	78
Grade 2	78	52	71
Grade3	64	49	61
Grade 4	59	49	44
Grade 5	44	39	49
Grade 6	54	29	34
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	499	378	421

### Conclusions based on this data:

1. From 2020 to 2022, the total school enrollment increased by 43 students.

2. From 2019-2022, the total population is ethnically diverse.
3. The Kindergarten population has remained the highest number of students out of all grades, K-6th, for the past three school years.



# 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	3	8	5	0.6%	1.6%	1.30%
Fluent English Proficient (FEP)	3	6	3	0.6%	1.2%	0.80%
Reclassified Fluent English Proficient (RFEP)	2	1	2	25.0%	33.3%	0.50%

### Conclusions based on this data:

1. The English Learner population has averaged 1.16% of our total student population for the past three school years.
2. Fluent English proficient population has averaged about 0.9% of our total student population for the past three school years.
3. Reclassified Fluent English Proficient population has remained the same from 2018-2021.

# 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	75	64	45	71	58	0	71	58	0	94.7	90.6	0.0
Grade 4	68	53	46	64	53	0	64	53	0	94.1	100	0.0
Grade 5	67	58	36	67	57	0	67	57	0	100	98.3	0.0
Grade 6	77	67	31	75	66	0	75	66	0	97.4	98.5	0.0
All Grades	287	242	158	277	234	0	277	234	0	96.5	96.7	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	2463.	2467.		38.03	48.28		33.80	18.97		21.13	18.97		7.04	13.79	
Grade 4	2514.	2504.		45.31	35.85		26.56	33.96		17.19	20.75		10.94	9.43	
Grade 5	2506.	2560.		13.43	43.86		46.27	29.82		16.42	14.04		23.88	12.28	
Grade 6	2558.	2564.		22.67	21.21		45.33	50.00		20.00	18.18		12.00	10.61	
All Grades	N/A	N/A	N/A	29.60	36.75		38.27	33.76		18.77	17.95		13.36	11.54	

### 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	42.25	46.55		42.25	39.66		15.49	13.79	
Grade 4	51.56	41.51		40.63	45.28		7.81	13.21	
Grade 5	22.39	50.88		62.69	40.35		14.93	8.77	
Grade 6	33.33	28.79		46.67	62.12		20.00	9.09	
All Grades	37.18	41.45		48.01	47.44		14.80	11.11	

### 2019-20 Data:

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Writing Producing clear and purposeful writing									
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	30.99	34.48		57.75	48.28		11.27	17.24	
Grade 4	31.25	30.19		54.69	56.60		14.06	13.21	
Grade 5	22.39	35.09		56.72	54.39		20.90	10.53	
Grade 6	33.33	24.24		52.00	65.15		14.67	10.61	
All Grades	29.60	30.77		55.23	56.41		15.16	12.82	

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 Demonstrating effective communication skills									
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	36.62	37.93		56.34	51.72		7.04	10.34	
Grade 4	29.69	28.30		62.50	64.15		7.81	7.55	
Grade 5	13.43	33.33		70.15	50.88		16.42	15.79	
Grade 6	24.00	18.18		68.00	75.76		8.00	6.06	
All Grades	25.99	29.06		64.26	61.11		9.75	9.83	

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.

Research/Inquiry Investigating, analyzing, and presenting information									
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	30.99	36.21		63.38	48.28		5.63	15.52	
Grade 4	35.94	33.96		56.25	54.72		7.81	11.32	
Grade 5	17.91	38.60		65.67	54.39		16.42	7.02	
Grade 6	30.67	37.88		60.00	51.52		9.33	10.61	
All Grades	28.88	36.75		61.37	52.14		9.75	11.11	

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. In the ELA Writing claim, Grade 5 students at or near standard and above standard from 17-18 to 18-19 school years, improved by 6.15%.
2. In the ELA Writing claim, Grade 6 students at or near standard and above standard from 17-18 to 18-19 school years, improved by 2.55%.

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3. In the ELA overall achievement for all students increased by 2.64% in met or above standard, from 2017-2018 and 2018-2019 school years.

# 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	75	64	45	71	58	0	71	58	0	94.7	90.6	0.0
Grade 4	68	53	46	64	53	0	64	53	0	94.1	100	0.0
Grade 5	67	58	36	67	57	0	67	57	0	100	98.3	0.0
Grade 6	77	67	31	75	66	0	75	66	0	97.4	98.5	0.0
All Grades	287	242	158	277	234	0	277	234	0	96.5	96.7	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	2457.	2455.		26.76	25.86		43.66	41.38		15.49	22.41		14.08	10.34	
Grade 4	2500.	2497.		20.31	26.42		37.50	30.19		35.94	33.96		6.25	9.43	
Grade 5	2505.	2519.		14.93	22.81		16.42	24.56		44.78	31.58		23.88	21.05	
Grade 6	2555.	2551.		24.00	18.18		24.00	33.33		36.00	34.85		16.00	13.64	
All Grades	N/A	N/A	N/A	21.66	23.08		30.32	32.48		32.85	30.77		15.16	13.68	

### 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.

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	45.07	39.66		36.62	41.38		18.31	18.97	
Grade 4	39.06	37.74		40.63	41.51		20.31	20.75	
Grade 5	20.90	26.32		41.79	38.60		37.31	35.09	
Grade 6	32.00	24.24		44.00	50.00		24.00	25.76	
All Grades	34.30	31.62		40.79	43.16		24.91	25.21	

### 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	38.03	36.21		45.07	48.28		16.90	15.52	
Grade 4	31.25	32.08		50.00	50.94		18.75	16.98	
Grade 5	20.90	21.05		59.70	59.65		19.40	19.30	
Grade 6	26.67	22.73		54.67	56.06		18.67	21.21	
All Grades	29.24	27.78		52.35	53.85		18.41	18.38	

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	36.62	34.48		52.11	56.90		11.27	8.62	
Grade 4	26.56	20.75		56.25	66.04		17.19	13.21	
Grade 5	11.94	15.79		58.21	59.65		29.85	24.56	
Grade 6	24.00	18.18		46.67	57.58		29.33	24.24	
All Grades	24.91	22.22		53.07	59.83		22.02	17.95	

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. In the Math Concepts and Procedures claim, the percentage of 5th grade students at or near standard and above standard from the 17-18 to 18-19 school years, improved by 2.23%.
2. In the Math Problem Solving and Data Analysis claim, the percentage of 4th grade students at or near standard and above standard from the 17-18 to 18-19 school years, improved by 1.77%.
3. In the Math Communicating Reasoning claim, the percentage of 6th grade students at or near standard and above standard from the 17-18 to 18-19 school years, improved by 5.09%.

# 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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*	
3	*		*	*		*	*		*			*
All Grades										*	*	6

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		*		*	*			*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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	*	*			*			*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		*			*		*	*		*	*		*	*	
All Grades		*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*

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		*	*	*	*	*		*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*

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		*	*	*	*	*		*	*	*	*	*	*
All Grades		*	*	*	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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. No information on the ELPAC to make a conclusion.

# 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>378</b>	<b>22.8</b>	<b>1.3</b>	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	1.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	86	22.8
Students with Disabilities	37	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	4.2
American Indian or Alaska Native		
Asian	9	2.4
Filipino	19	5.0
Hispanic	96	25.4
Two or More Races	44	11.6
Native Hawaiian or Pacific Islander	2	0.5
White	190	50.3

### Conclusions based on this data:

1. Our school population has steadily decreased since 2016, with a third of our student population leaving and coming in throughout the year due to military transfers.

2. Our socioeconomically disadvantaged population has remained at 24% since the 2018-2020 school year.
3. 1.6% of our student population were English learners in the 2019-2020 school year.





# 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
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Our teachers and students have worked hard to maintain in the Green level on the CAASPP ELA and Math for Academic Performance.
2. Although we are at the Orange level on the Chronic Absenteeism, we are working hard to move it up to Yellow by making phone calls when students are absent.

# School and Student Performance Data

## Academic Performance English Language Arts

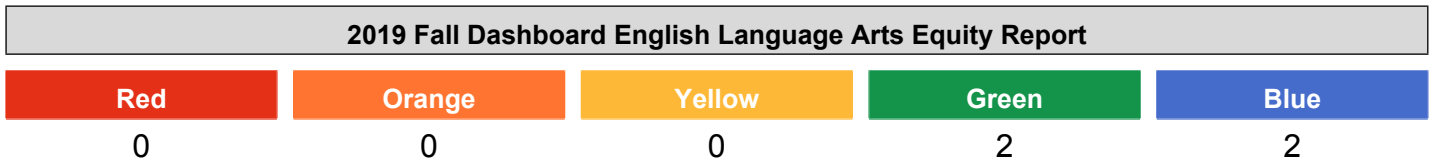
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>42.1 points above standard</p> <p>Increased ++14 points</p> <p>211</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</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>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>13.1 points above standard</p> <p>Increased ++4.3 points</p> <p>56</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>57.3 points below standard</p> <p>Declined Significantly -17.3 points</p> <p>29</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color 15.3 points below standard Declined Significantly -17.7 points 13	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Blue 47 points above standard Increased Significantly ++16.5 points 35	 Blue 62.9 points above standard Increased Significantly ++20.4 points 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 36.9 points above standard Increased ++7.5 points 112

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
0 Students	Less than 11 Students - Data Not Displayed for Privacy 1	41.9 points above standard Increased ++14 points 209

**Conclusions based on this data:**

1. On the CAASPP ELA, our school increased by 13 points from the previous school year.
2. On the CAASPP ELA, the socioeconomically disadvantaged population increased by 4.1 points from the previous school year.
3. On the CAASPP ELA, the two or more races population increased significantly by 27.6 points from the previous school year.

# School and Student Performance Data

## Academic Performance Mathematics

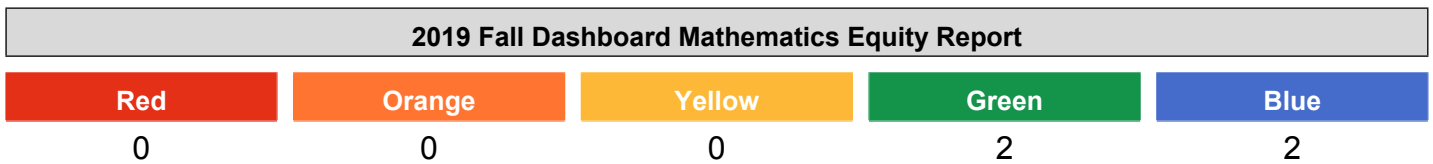
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>6.8 points above standard</p> <p>Maintained ++1.1 points</p> <p>211</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>6.3 points below standard</p> <p>Increased ++11.5 points</p> <p>56</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>64.6 points below standard</p> <p>Declined -7.3 points</p> <p>29</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color 37.8 points below standard Declined Significantly -25.8 points 13		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Blue 12.1 points above standard Increased Significantly ++16.6 points 35	 Blue 14.1 points above standard Increased Significantly ++16.8 points 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 5.4 points above standard Declined -9.8 points 112

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
	Less than 11 Students - Data Not Displayed for Privacy 1	6 points above standard Maintained -0.3 points 209

**Conclusions based on this data:**

1. On the CAASPP Math, the socioeconomically disadvantaged population increased by 11.5 points from the previous school year.
2. On the CAASPP Math, the Hispanic population increased significantly by 16.6 points from the previous school year.
3. On the CAASPP Math, the two or more races population increased significantly by 16.8 points from the previous school year.



# School and Student Performance Data

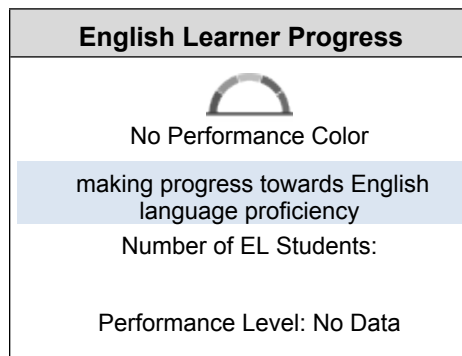
## Academic Performance English Learner Progress

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.

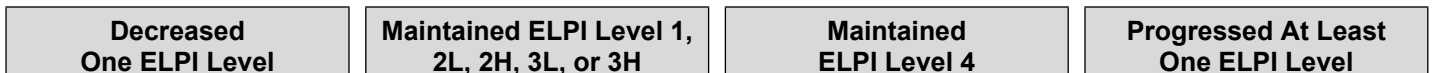
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 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



#### Conclusions based on this data:

1. No data to report on.

# 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).

<b>Completed a-g Requirements AND at Least One 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 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.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</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 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. The 2019 College and Career Ready status and change report does not apply to Crestview Elementary Students, so there is no data.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

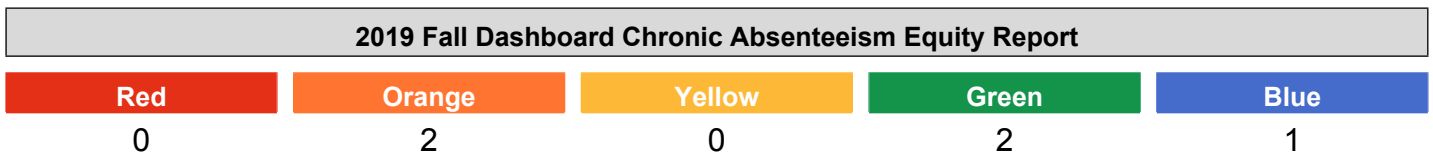
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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> Orange 6.3 Increased +0.8 555	<p><b>English Learners</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<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 Less than 11 Students - Data Not Displayed for Privacy 0	<p><b>Socioeconomically Disadvantaged</b></p> Orange 10.4 Increased +1.5 154	<p><b>Students with Disabilities</b></p> Green 9.9 Declined -4.4 71



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

African American	American Indian	Asian	Filipino
 No Performance Color 3.6 Increased +0.5 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.8 Declined -1.7 113	 Blue 0 Declined -1.1 87	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Orange 7.5 Increased +2.2 292

**Conclusions based on this data:**

1. Our students with disabilities population decreased in chronic absenteeism by 4.4 points from the previous school year.
2. Our Hispanic population decreased in chronic absenteeism by 1.7 points from the previous school year.
3. Our two or more races population decreased in chronic absenteeism by 1.1 points from the previous school year.

# 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. Crestview ELeMentary students do not have a graduation, so there is no data for the Fall 2019 Graduation Rate Status and Change Report.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

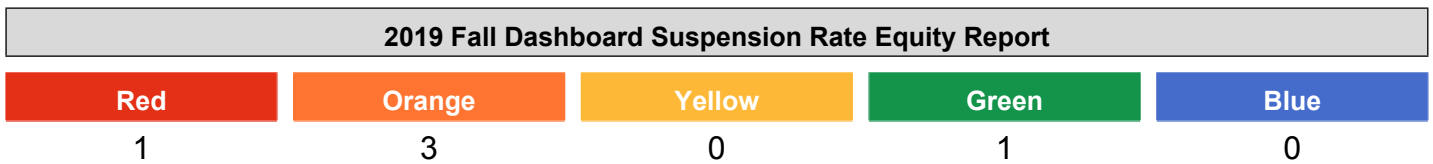
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>Orange</p> <p>2.8</p> <p>Increased +1.1</p> <p>568</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2.6</p> <p>Increased +1.9</p> <p>155</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>9.7</p> <p>Increased +9.7</p> <p>72</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color 10.3 Increased +7.5 29	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 0 Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.9 Declined -2 115	 Orange 2.2 Increased +2.2 89	 No Performance Color Less than 11 Students - Data 6	 Orange 3.3 Increased +1.7 300

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	2.8

**Conclusions based on this data:**

1. Our Hispanic population decreased by 2 points in suspensions from the previous school year.
2. Our Filipino population has maintained in the area of suspensions as compared to the previous school year.
3. Although our suspension rate has increased by 1.1 points overall from the previous school year, we are working hard with our PBIS implementation to decrease our suspensions this 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

LCAP Goal #1:1. ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

## Goal 1

BY SPRING 2023, 75% OF STUDENTS IN THIRD THROUGH 6TH GRADE WILL BE AT OR ABOVE GRADE LEVEL PROFICIENCY IN READING AS MEASURED BY THE CAASPP ELA and is aligned to Lompoc Unified School District's LCAP.

## Identified Need

LSAP Reading assessments Spring 2022

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Spring 2023	64% at or above LSAP Reading Spring 2022	75% at or above on CAASPP ELA Spring 2023

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

Analyze Standardized Alignment Project data in October, November, January, March, and April. Identify struggling readers (Watch List) in grade level PLC, provide small group reading intervention with teacher and/or Literacy Coach and use supplemental programs, (Lexia and Power Up) for reading intervention and enrichment, and conduct ongoing assessments to evaluate student growth. Using the Language Arts core curriculum, daily teach reading strategies and reading comprehension for all students through direct instruction and differentiation

### 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.

5455	LCFF Supp/Con
	LCFF Supp/Con
	LCFF Supp/Con

## 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

Purchase technology to support instruction.

### 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.

5520	LCFF Supp/Con
	LCFF Supp/Con

# 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.

Grade level teams conducted weekly collaboration meetings (PLC) to analyze student performance data, analyze and set student growth targets, progress monitored students using SMART goals, and created action plans based on student performance outcomes. We selected and developed reading intervention materials and resources, purchased supplementary instructional intervention materials, and administered LSAP reading assessments, NWEA Reading assessments, and curriculum grade-level assessments. The literacy coach provided small group intervention for our struggling readers in Kindergarten through third grade. Although, we were 11% away from the overall achievement of students meeting and/or exceeding the standard on the LSAP Reading, we continue to strive towards meeting our goal.

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 purchase of supplemental materials cost less than planned. We purchased technology to support instruction. Library books were donated to us from base personnel.

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 utilize a full time Literacy Coach to provide small group reading intervention for students in Kindergarten through third grade who are not meeting the grade level reading standard. Interventions using the programs, Lexia Core 5 (K-5th) and Lexia Power Up (6th), has been purchased and is being implemented this year. Common Minimum Days will continue to provide teachers with professional development in ELA and looking at the Standards Alignment Project Reading Assessment Data. Grade level teams will continue to meet weekly in PLC's to analyze student Standards Alignment Project reading, NWEA Reading, and curriculum assessments, to create lessons and action plans, provide intervention and enrichment, and progress monitor students to move all students towards academic achievement in ELA reading and writing. These changes can be found in planned improvements goal #1.

# 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

LCAP Goal #1 1. ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

## Goal 2

BY SPRING 2023, 70% OF STUDENTS IN THIRD THROUGH SIXTH GRADE WILL BE AT OR ABOVE GRADE LEVEL PROFICIENCY IN MATH AS MEASURED BY THE CAASPP Math as aligned to Lompoc Unified School District's LCAP.

## Identified Need

NWEA Math data Spring 2022

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math 2022 data	60% NWEA Math Spring 2022 data	70% will meet or exceed standards on CAASPP Math assessments

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

Analyze NWEA math data in September, February, and April. Identify students struggling in math (Watch List) in PLC's, provide small group math intervention with teacher, use supplemental program, (IXL for math practice-1st-6th), intervention, and enrichment, and conduct ongoing assessments to evaluate student growth. Using the core math curriculum, Daily teach math problem solving strategies and mathematical computations for all students through direct instruction and differentiation.

### 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.



5454	LCFF Supp/Con
	LCFF Supp/Con

**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**

Purchase technology to support instruction.

**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.

4871	LCFF Supp/Con
	LCFF Supp/Con

**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.

Grade level teams conducted weekly collaboration meetings (PLC) to analyze student performance data, analyze and set student growth targets, progress monitored students using SMART goals, and created action plans based on student performance outcomes. We selected and developed math intervention materials and resources, purchased supplementary instructional intervention materials, (IXL Math for 3rd-6th) and administered NWEA Math assessments and curriculum grade-level assessments. The PE teacher provided small group instruction in Math for 4th and 5th graders. Although we were 10% away from the overall achievement of students meeting and/or exceeding the standard on the NWEA Math, we continue to strive towards meeting our goal.

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 purchase of supplemental materials cost less than planned.

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 provide Math intervention and enrichment using IXL Math for 1st-6th grade, and small group Math interventions. Grade level teams will continue to meet weekly in PLC's to analyze student NWEA Math and curriculum assessments, to create lessons and action plans, provide intervention and enrichment, and progress monitor students to move all students towards academic achievement in Math. The ECCC has developed curriculum maps to increase rigor and engagement in math which include links to supplemental resources identified by chapters. These changes can be found in planned improvements goal #2.

# 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

LCAP Goal #2. COMMUNICATION- Promote positive, effective communication among our community, District, students, staff and stakeholders. And #3 CULTURE / SAFETY - Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

## Goal 3

Crestview Elementary School will continue to have effective communication with staff, students, and parents and will involve all stakeholders in the decision making for educational, safety, and character development programs as aligned with Lompoc Unified School District's LCAP.

## Identified Need

All stakeholders

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent, students, staff, Safety Survey	268 parents completed, 9 staff completed, 28 students completed	300 parents, 30 staff and 30 students complete

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

Parent Communication - Parent Link, Cougar Chronicle, phone calls, webpage, social media  
 PBIS-Positive Behavior Interactions and Supports Champion Model  
 Space Force Program to increase Engagement - assemblies, field trips, STEM activities  
 Second Step  
 PAWS Day  
 Back to School Night  
 Open House

### 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.

200	LCFF Supp/Con
20,000	District Funded

## 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.

Award assemblies for TK to 3rd grade were held monthly to award students on character traits and academics. Award Assemblies for 4th through 6th grade were held quarterly for character traits and academics. PBIS meetings were held monthly to discuss positive intervention strategies for all students. PAWS Day was held in August and January to go over school-wide expectations and procedures. Student Study Team meetings occurred as needed to create behavior plans and academic interventions for students needing more supports. The webpage was updated to showcase our school events and student achievements. Parent links were sent out frequently to remind parents and students of upcoming events. The Cougar Chronicle was sent out monthly with information for parents. Second Step was taught weekly for conflict resolution strategies and anger management. A group of teachers implemented student to student leaders to foster positive behaviors and increase relationships among students and their peers. We started a Space Force Program here at school to give students education about Space. Community support services in Family Services Agency (FSA), VSFB Fire and emergency, Military Family Counselor, Base Liaison, and North County Rape and Crisis Center involved the community with our school to increase student achievement and positive behaviors.

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

Teacher training in PBIS and in SEL lessons were added to support 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.

Award assemblies for PreK to 3rd grade will still be held monthly to award students on character traits and academics. Award Assemblies for 4th through 6th grade will still be held quarterly for academics and character traits. A group of teachers will continue to implement student to student leaders. This will continue to foster positive behaviors and increase relationships among students and their peers, which will also provide opportunities for all students to feel a sense of belonging

and safety. More teachers and staff members have been trained in PBIS strategies and will continue to implement School-Wide Behavior Expectations and increase positive behavior reinforcement. Our web pages will be updated as necessary to inform parents and students of upcoming school-wide events. The Cougar Chronicle will continue to go out to parents monthly. Teachers will maintain communication with parents through Google classroom, Remind, Class Dojo, emails, and text messages. Theater and Music are taught during the school day by a credentialed teacher. Our SEL School Counselor provides skills and strategies in social/emotional learning. Second Step will continue to be taught weekly. We held a Back to School Evening at the beginning of the school year to inform our parents of classroom curriculum and behavior expectations. We have added a School Resource Officer from VSFB Security Forces to help prevent crime on campus. We are continuing the Space Program to increase student knowledge about Space, and about the Space force here on base. This will help solidify connections with parents and stakeholders in our school community. Community support services in Family Services Agency (FSA), VSFB Fire and emergency, Military Family Counselor, Base Liaison, and North County Rape and Crisis Center will continue to involve the community with our school to increase student achievement and positive behaviors. This can be found in the SPSA Goal #3.

# 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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$41,500.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF Supp/Con	21500	0.00
District Funded	20,000	0.00

# Expenditures by Funding Source

Funding Source	Amount
District Funded	20,000.00
LCFF Supp/Con	21,500.00

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

Name of Members	Role
Christine Nagel	Principal
Alisha Winters	Classroom Teacher
Sheila MacFarlane	Classroom Teacher
Emily Hill	Classroom Teacher
Joe Inverso	Classroom Teacher
Lynne Vargas	Classroom Teacher
Brent Long	Parent or Community Member
Lidia Sanchez	Other School Staff
Paul Hartless	Parent or Community Member
Mari Labit	Parent or Community Member
Maria Magana (non voting)	Other School Staff
Abel Akamah	Parent or Community Member
Stephen Winter	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: PTA

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 9/29/22.

Attested:

Principal, Christine Nagel on 9/29/22

SSC Chairperson, Paul Hartless on 9/29/22

# 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 schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

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](mailto: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](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# 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 as 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 that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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 the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- 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.

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

# 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.



- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder 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](mailto: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 (Stakeholder 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/guidanceuseseseinvestment.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. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI 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); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **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