

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Crestline Elementary School	36676116035307	May 16, 2024	June 25, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Crestline Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**  
 The purpose of this plan is to create goals and strategies that will support the academic and Social Emotional growth of our students. We continuously strive to create a safe academic environment and use various resources to support Crestline in meeting all goals in our SPSA.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement.....	4
Comprehensive Needs Assessment Components .....	4
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data .....	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results .....	13
California School Dashboard .....	17
Goals, Strategies, & Proposed Expenditures.....	29
Goal 1.....	29
Goal 2.....	34
Goal 3.....	37
Goal 4.....	40
Budget Summary .....	43
Budget Summary .....	43
Other Federal, State, and Local Funds .....	43
Budgeted Funds and Expenditures in this Plan.....	44
Funds Budgeted to the School by Funding Source.....	44
Expenditures by Funding Source .....	44
Expenditures by Budget Reference .....	44
Expenditures by Budget Reference and Funding Source .....	44
Expenditures by Goal.....	45
School Site Council Membership .....	46
Recommendations and Assurances .....	47

# Plan Description

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

This plan is being used by Crestline Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The purpose of this plan is to create goals and strategies that will support the academic and Social Emotional growth of our students. We continuously strive to create a safe academic environment and use various resources to support Crestline in meeting all goals in our SPSA.

Crestline Elementary recognizes the diversity and unique needs of our students and families and is dedicated to including partnerships, and valuing views, in creating a safe learning environment for all students.

Crestline Cobras are  
Caring,  
Outstanding,  
Brave,  
Respectful, and  
Always Striving for Excellence

Crestline Elementary has a school wide Title I program. Every year, a Comprehensive Needs Assessment is reviewed, discussed and developed, with the support of the Site Leadership Team, School Site Council, ELAC and community members. The results of the Comprehensive Needs Assessment and Root Cause Analysis are used to formulate the School Plan for Student Achievement. The goals in our SPSA are aligned to the District LCAP goals. We have goals in the areas of ELA including support for ELL students, Math, parent engagement, Attendance and Suspension Rates based on our data from iReady, SWIS, ELPAC and sign-in logs. 2022-2023 CAASPP scores are available and indicate that Crestline is school consisting of students who are performing at levels far below state standards.

## Educational Partner Involvement

How, when, and with whom did Crestline Elementary 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

A needs assessment was completed in the spring of 2024 with input from the School Site Council, Site Leadership Team, ELAC and Early Literacy Support Block Grant Team. The SPSA is updated in the Spring by the SSC with input from the ELAC. It is reviewed and monitored throughout the year by the School Site Council, Site Leadership Team and ELAC to assess the progress of programs and students' academic performance. The SPSA is evaluated and adjusted to formulate new goals for the new year 2024-2025). The school ELAC gives valuable input for the SPSA during the year as it relates to ELL students and families. The Site Leadership Team recommends programs and supports that will guide instruction and support teacher-practice with meeting each grade levels' needs. The School Site Council reviews these recommendations and approves school expenditures.

Every year, two Title I Parent meetings are conducted to inform parents of the responsibilities of the School Site Council and the school regarding expenditures and support of students. In the winter of 2022 Crestline parents formulated a Parent Teacher Organization who is looking to continue support school-based activities in the 2024-2025 school year. In 2023-2024 school year our PTO supported numerous activities including fundraisers and PBIS parties/dances, and teacher appreciation events

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

CA School Dashboard 2022-2023 CRE Data

ELA. 112.8 points below standard

Increased 19.5 points

Orange indicator

CA School Dashboard

Math. 136.2 points below standard

Increased 9.9 points

Orange indicator

CA School Dashboard

English Learner Progress. 47.1% making progress

Maintained 1.6%

CA School Dashboard

Chronic Absenteeism 59.2% chronically absent

Declined 3.4%

Yellow indicator

CA School Dashboard

Suspension Rate 2.5% suspended at least one day

Declined 2.2%

Green indicator

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Crestline continues to have over 90% of its student-body perform below standards. Crestline is making positive progress; however, its current level performance is acknowledged.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Crestline Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.87%	0.63%	0.63%	4	3	3
African American	37.61%	37.53%	39.29%	173	179	187
Asian	0.22%	0.21%	0.42%	1	1	2
Filipino	0.22%	0.42%	%	1	2	
Hispanic/Latino	40.43%	41.93%	39.29%	186	200	187
Pacific Islander	0.43%	0.21%	0.42%	2	1	2
White	14.78%	12.58%	10.92%	68	60	52
Multiple/No Response	5.43%	6.5%	8.82%	25	31	42
<b>Total Enrollment</b>				460	477	476

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	72	100	78
Grade 1	65	60	71
Grade 2	82	66	70
Grade3	73	88	74
Grade 4	69	62	86
Grade 5	49	54	62
Grade 6	50	47	
<b>Total Enrollment</b>	460	477	476

#### Conclusions based on this data:

1. Crestline's enrollment continues to increase.
2. Crestline had to add an additional teacher to support its increase in enrollment.
3. As of the May 2024, Crestline's overall enrollment was 573

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	29	48	35	7.80%	6.3%	7.4%
Fluent English Proficient (FEP)	6	4	6	2.10%	1.3%	1.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

### Conclusions based on this data:

1. As of April 2024 Crestline has 34 English Learner Students.
2. For the 2023-2024 school year, Crestline has 1 RFEP student.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	69	82	34	68	76	34	68	76	45.9	98.6	92.7
Grade 4	56	64	64	38	63	62	38	63	62	67.9	98.4	96.9
Grade 5	46	48	51	19	48	50	19	48	50	41.3	100.0	98.0
Grade 6	48	50	49	27	50	48	23	50	48	56.3	100.0	98.0
All Grades	224	231	246	118	229	236	114	229	236	52.7	99.1	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2322.	2293.	2306.	2.94	1.47	1.32	5.88	1.47	6.58	23.53	13.24	22.37	67.65	83.82	69.74
Grade 4	2328.	2340.	2337.	0.00	1.59	1.61	2.63	4.76	1.61	13.16	6.35	11.29	84.21	87.30	85.48
Grade 5	2352.	2350.	2405.	0.00	0.00	0.00	0.00	6.25	16.00	5.26	4.17	20.00	94.74	89.58	64.00
Grade 6	2431.	2416.	2418.	0.00	4.00	0.00	8.70	8.00	6.25	34.78	20.00	25.00	56.52	68.00	68.75
All Grades	N/A	N/A	N/A	0.88	1.75	0.85	4.39	4.80	7.20	19.30	10.92	19.49	75.44	82.53	72.46

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	5.88	1.47	1.32	41.18	35.29	46.05	52.94	63.24	52.63
<b>Grade 4</b>	0.00	3.17	0.00	35.14	42.86	45.16	64.86	53.97	54.84
<b>Grade 5</b>	*	2.08	0.00	*	29.17	66.00	*	68.75	34.00
<b>Grade 6</b>	*	2.00	4.17	*	44.00	31.25	*	54.00	64.58
<b>All Grades</b>	1.77	2.18	1.27	35.40	37.99	47.03	62.83	59.83	51.69

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	3.03	1.47	0.00	33.33	17.65	30.26	63.64	80.88	69.74
<b>Grade 4</b>	0.00	0.00	0.00	22.22	17.46	24.19	77.78	82.54	75.81
<b>Grade 5</b>	*	0.00	2.00	*	22.92	38.00	*	77.08	60.00
<b>Grade 6</b>	*	2.00	0.00	*	20.00	35.42	*	78.00	64.58
<b>All Grades</b>	0.91	0.87	0.42	25.45	19.21	31.36	73.64	79.91	68.22

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	6.06	2.94	0.00	60.61	57.35	61.84	33.33	39.71	38.16
<b>Grade 4</b>	0.00	1.59	1.61	56.76	60.32	59.68	43.24	38.10	38.71
<b>Grade 5</b>	*	4.17	6.00	*	47.92	52.00	*	47.92	42.00
<b>Grade 6</b>	*	6.00	4.17	*	58.00	64.58	*	36.00	31.25
<b>All Grades</b>	3.57	3.49	2.54	58.04	56.33	59.75	38.39	40.17	37.71

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>	5.88	0.00	0.00	44.12	29.41	43.42	50.00	70.59	56.58
<b>Grade 4</b>	0.00	0.00	1.61	54.05	55.56	54.84	45.95	44.44	43.55
<b>Grade 5</b>	*	0.00	4.00	*	31.25	50.00	*	68.75	46.00
<b>Grade 6</b>	*	6.00	0.00	*	48.00	60.42	*	46.00	39.58
<b>All Grades</b>	2.65	1.31	1.27	46.02	41.05	51.27	51.33	57.64	47.46

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**Conclusions based on this data:**

1. 2022-2023 CAASPP scores indicate that Crestline Elementary had 8.05% of its students meet or exceeded standards in Language Arts.
2. Crestline student CAASPP scores increased in reading and decreased in writing, listening, and research/inquiry.
3. The CAASPP Data indicate that Crestline is performing at a level far below the state average.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	69	82	39	68	76	39	68	76	52.7	98.6	92.7
Grade 4	56	64	64	31	63	62	31	63	62	55.4	98.4	96.9
Grade 5	46	48	51	21	48	50	20	48	50	45.7	100.0	98.0
Grade 6	48	50	49	26	50	48	25	50	48	54.2	100.0	98.0
All Grades	224	231	246	117	229	236	115	229	236	52.2	99.1	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2346.	2314.	2327.	2.56	0.00	0.00	5.13	2.94	9.21	25.64	16.18	15.79	66.67	80.88	75.00
Grade 4	2346.	2356.	2331.	0.00	0.00	0.00	0.00	3.17	0.00	16.13	14.29	16.13	83.87	82.54	83.87
Grade 5	2337.	2340.	2382.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.17	24.00	100.0	95.83	76.00
Grade 6	2393.	2381.	2373.	0.00	0.00	0.00	4.00	2.00	4.17	16.00	14.00	6.25	80.00	84.00	89.58
All Grades	N/A	N/A	N/A	0.87	0.00	0.00	2.61	2.18	3.81	16.52	12.66	15.68	80.00	85.15	80.51

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	0.00	0.00	28.21	23.53	31.58	71.79	76.47	68.42
Grade 4	0.00	0.00	0.00	16.13	19.05	12.90	83.87	80.95	87.10
Grade 5	*	0.00	0.00	*	4.17	26.00	*	95.83	74.00
Grade 6	*	0.00	0.00	*	16.00	16.67	*	84.00	83.33
All Grades	0.00	0.00	0.00	18.26	16.59	22.46	81.74	83.41	77.54

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.69	0.00	1.32	25.64	25.00	26.32	66.67	75.00	72.37
Grade 4	0.00	0.00	1.61	9.68	19.05	12.90	90.32	80.95	85.48
Grade 5	*	0.00	0.00	*	16.67	34.00	*	83.33	66.00
Grade 6	*	0.00	2.08	*	16.00	12.50	*	84.00	85.42
All Grades	2.61	0.00	1.27	19.13	19.65	21.61	78.26	80.35	77.12

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.13	0.00	0.00	51.28	45.59	52.63	43.59	54.41	47.37
Grade 4	0.00	0.00	1.61	22.58	38.10	30.65	77.42	61.90	67.74
Grade 5	*	0.00	0.00	*	29.17	34.00	*	70.83	66.00
Grade 6	*	2.00	0.00	*	40.00	27.08	*	58.00	72.92
All Grades	1.74	0.44	0.42	34.78	38.86	37.71	63.48	60.70	61.86

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**Conclusions based on this data:**

- 2022-2023 CAASPP data for Crestline shows that 3.81% of students meet or exceed standard.
- Student scores increased in the Concepts & Procedures and Problem Solving and Data Analysis domains but decreased in the Communicating Reasoning Domain.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	4	9
1	*	*	*	*	*	*	*	*	*	5	4	4
2	*	*	*	*	*	*	*	*	*	4	5	7
3	*	*	*	*	*	*	*	*	*	5	4	5
4	*	*	*	*	*	*	*	*	*	6	6	7
5	*	*	*	*	*	*	*	*	*	*	5	4
6	*	*	*	*	*	*	*	*	*	5	*	6
<b>All Grades</b>										29	31	42

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	10.34	0.00	7.14	10.34	35.48	26.19	41.38	29.03	52.38	37.93	35.48	14.29	29	31	42

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	10.34	19.35	23.81	27.59	32.26	42.86	37.93	38.71	26.19	24.14	9.68	7.14	29	31	42

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	3.45	0.00	2.38	6.90	6.45	9.52	44.83	38.71	45.24	44.83	54.84	42.86	29	31	42

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	17.24	16.13	16.67	75.86	77.42	66.67	6.90	6.45	16.67	29	31	42

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	10.71	32.26	35.71	53.57	51.61	47.62	35.71	16.13	16.67	28	31	42

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	6.90	0.00	2.38	34.48	32.26	42.86	58.62	67.74	54.76	29	31	42

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	7.14	3.23	4.76	53.57	58.06	57.14	39.29	38.71	38.10	28	31	42

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Data boxes with an asterisk had less than the minimum number of students for the LEA/school to receive a performance level reported on the California School Dashboard.
2. On the 2023 Dashboard, 47.1% of EL students are making progress towards English Language Proficiency.



# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>477</b>	<b>89.1</b>	<b>10.1</b>	<b>0.8</b>
Total Number of Students enrolled in Crestline Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	48	10.1
Foster Youth	4	0.8
Homeless	18	3.8
Socioeconomically Disadvantaged	425	89.1
Students with Disabilities	52	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	179	37.5
American Indian	3	0.6
Asian	1	0.2
Filipino	2	0.4
Hispanic	200	41.9
Two or More Races	31	6.5
Pacific Islander	1	0.2
White	60	12.6

**Conclusions based on this data:**

1. For overall enrollment at Crestline, 89.1% of students are socioeconomically disadvantaged and 10.9% of students have disabilities.
2. The two highest student groups by race are Hispanic (41.9%) and African American (37.5%).
3. White student group is 12.6%% and Two or more races student group is 6.5%.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Crestline is under performing in English Language Arts.
2. Crestline is underperforming in Mathematics.
3. Crestline indicators continue to show very high chronic absenteeism.

# School and Student Performance Data

## Academic Performance English Language Arts

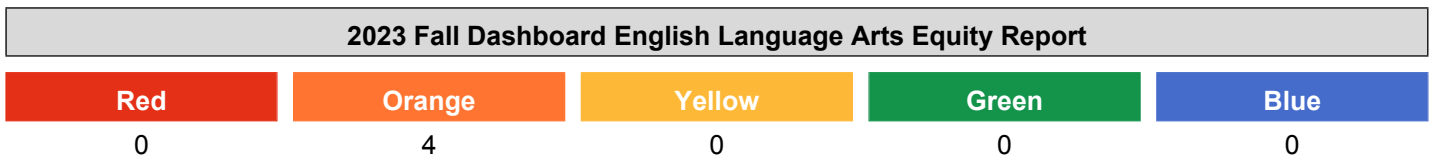
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>112.8 points below standard</p> <p>Increased Significantly +19.5 points</p> <p>217 Students</p>	<p><b>English Learners</b></p> <p>98.7 points below standard</p> <p>Increased Significantly +43.6 points</p> <p>25 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>118.9 points below standard</p> <p>Increased Significantly +15.2 points</p> <p>200 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>108.4 points below standard</p> <p>Increased Significantly +54.9 points</p> <p>32 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 121.7 points below standard Increased +14.1 points 81 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 113.7 points below standard Increased Significantly +17.6 points 93 Students	161.7 points below standard 13 Students	Less than 11 Students 1 Student	72.4 points below standard Increased Significantly +60.1 points 28 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
112.2 points below standard Increased Significantly +35 points 22 Students	Less than 11 Students 3 Students	115.2 points below standard Increased Significantly +17.8 points 190 Students

**Conclusions based on this data:**

- Overall student points below standard for English Language Arts is 112.8.
- White student group is at or above the overall points below standard.
- English Learner, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, and African American student groups are below the overall points below standard.

# School and Student Performance Data

## Academic Performance Mathematics

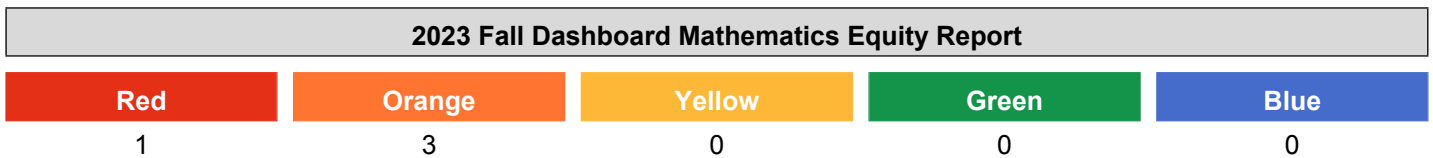
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 136.2 points below standard Increased +9.9 points 217 Students	<b>English Learners</b> 128.5 points below standard Increased +9 points 25 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Orange 143.4 points below standard Increased +3.4 points 200 Students	<b>Students with Disabilities</b>  Orange 150.3 points below standard Increased Significantly +21.9 points 32 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 160.3 points below standard Maintained -1.7 points 81 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 128.8 points below standard Increased +10.8 points 93 Students	168.7 points below standard 13 Students	Less than 11 Students 1 Student	91.8 points below standard Increased Significantly +51.5 points 28 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
131 points below standard Increased +10.9 points 22 Students	Less than 11 Students 3 Students	137.5 points below standard Increased +11.9 points 190 Students

#### Conclusions based on this data:

1. Overall student points below standard for Mathematics is 136.2.
2. Hispanic, White, and English Learner student groups are at or above the overall points below standard.
3. Socioeconomically Disadvantaged, African American and Students with Disabilities student groups are below the overall points below standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
47.1% making progress towards English language proficiency
Number of EL Students: 34 Students
Performance Level: 3

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.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	10	0	15

#### Conclusions based on this data:

- 30.3% of Crestline English Learners progressed at least one ELPI level.
- 45.5% of Crestline English Learners maintained an ELPI level 1-4.
- 24.2% of Crestline English Learners decreased one ELPI level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 59.2% Chronically Absent Declined Significantly -3.4 559 Students	 Orange 39.6% Chronically Absent Declined -11.8 53 Students	81.8% Chronically Absent 0 11 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
71.4% Chronically Absent Declined -7.5 28 Students	 Yellow 59.8% Chronically Absent Declined Significantly -4.4 513 Students	 Red 54.2% Chronically Absent Increased 0.6 72 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 61.3% Chronically Absent Declined Significantly -3.1 217 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 61.3% Chronically Absent Declined Significantly -4.3 235 Students	 Orange 58.8% Chronically Absent Declined -5.1 34 Students	Less than 11 Students 1 Student	 Orange 48.5% Chronically Absent Declined -1.5 66 Students

**Conclusions based on this data:**

1. Crestline's overall chronic absenteeism is 59.2%.
2. English Learner, Students with Disabilities, Students of two more races, and White student groups have lower chronic absenteeism rates than the overall rate.
3. African American, Homeless, Hispanic, and Socioeconomically Disadvantaged student groups have higher chronic absenteeism rates than the overall rate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

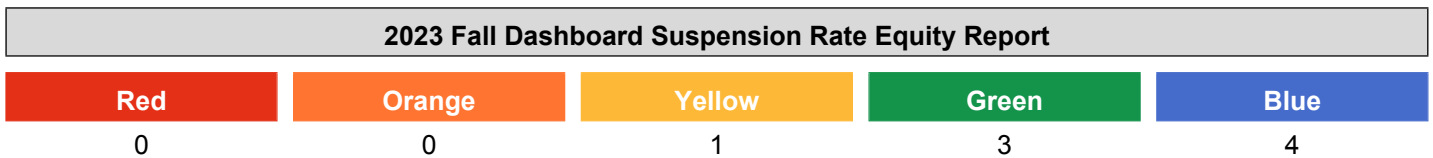
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green	 Blue	11.8% suspended at least one day
2.5% suspended at least one day	0% suspended at least one day	Increased 11.8 17 Students
Declined Significantly -2.2 597 Students	Maintained 0 55 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Blue	 Green	 Green
0% suspended at least one day	2.7% suspended at least one day	2.6% suspended at least one day
Declined -8 35 Students	Declined Significantly -2.4 550 Students	Declined -1.9 78 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 4.7% suspended at least one day Declined Significantly -4.3 233 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.6% suspended at least one day Declined -0.8 248 Students	 Blue 0% suspended at least one day Declined -2 40 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Declined -1.2 67 Students

**Conclusions based on this data:**

1. Crestline's overall suspension rate was 2.5%.
2. English Learner, Students with Disabilities, Hispanic, Two or more races, and White student groups had less suspensions than the overall rate.
3. Homeless, Socioeconomically Disadvantaged, and African American student groups had more suspensions than the overall rate.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### ELA

By June 2025,(A) Grade 3-5 Crestline Elementary Students will Increase ELA proficiency level (based on Spring 2023 CAASPP data) from 8.085% that Met or Exceeded standard for ELA to 16% that Met or Exceeded standard as measured by the 2024 spring CAASPP testing baseline. This goal will be met by using literacy focused instruction, strategies and intervention programs to improve student performance on the 2024-2025 CAASPP assessment, CRE benchmarks, and iReady assessments.

By June 2025 (B) 3-5 Crestline Elementary Students will increase Math proficiency levels (based on the 2022/2023 CAASPP data) from 3.81% of students that Met or Exceeded the standard in Math to 13% as measured by the 2024 spring CAASPP testing by using strategies that target number and operations domain using researched based strategies, programs and Math coaches.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2023-2024 CAASPP ELA Scores 8.05% Met or Exceeded; 19.49% Nearly Met; 72.46% Not Met  
2023-2024 CAASPP Math Scores 3.81% Met or Exceeded; 15.68% Nearly Met; 80.51% Not Met

We believe the drivers causing these needs are:

1. During the 23-24 school year Crestline recognized that over 86% of its overall population is reading one or more grade levels under standard as measured by the second trimester iReady assessments. In addition Crestline continues to have seven new teachers who are working toward acquiring their preliminary credentials. In 23-24 Crestline participated in the final implementation of the ESLB grant targeted reading programs. It recognized that all teachers lacked knowledge and instructional practices that is needed to close the literacy gaps.

2. Crestline used a targeted math teacher to support tier 2 and tier 3 students; however this was not enough to achieve the growth outcomes projected.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DRA Assessments given every Trimester iReady Assessments given 3 times per year Sight Word Assessments given every Trimester Wonders Fluency Assessments given every Trimester ELPAC yearly	DRA School Wide Tier 1 % Tier 2 % Tier 3 % iReady School Wide Tier 1:% Tier 2 % Tier 3 % after Diagnostic 2 Sight Word Assessment Tier 1 %, Tier 2 % Tier 3 % Wonders Fluency Tier 1 % Tier 2 %. Tier 3 % ELPAC	70% of students in Tier 1 20% of Students in Tier 1 70% of Students in Tier 1 70% of Students in Tier 1 At least one level on ELPAC assessment

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	During the school year the Procedures and Process Manual will be written by the Grade Level Teams which will provide specific guidance and expectations for administering and recording Sight Word and Fluency assessments. The school schedule will reflect equitable systems for supporting inequitable deficits. Grade-level teams will use planning, pacing and progress monitoring to drive inclusive grade-level instruction as monitored by monthly PLC meetings and the MTSS framework. Persons Responsible: Administrator, Instructional Staff, and Educational Partners	All students	1,000 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Timecard hours
1.2	During the 2024-2025 school year Crestline will offer Professional Development for all teachers in the following areas: Science of Reading *Guided Reading Math Number and Domain *Instructional Focus and Engagement Strategies Inclusive Academic Instruction *PLC and Data Analysis *GLAD strategies for ELL students Responsible Persons: Administrator, ELAC Coordinator, Instructional Staff & PD trainer	All students	85,000 LCFF Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures Scholastic Guided Reading training Guided Reading within a Comprehensive Model and Science of reading. 30,000 LCFF Equity Multiplier 4000-4999: Books And Supplies Classroom writing program, including classroom materials including books, tools and professional development 144,000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Four Paraeducators full time all grades. 20,000

			<p>LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Data Analysis and Student Achievement Teams (MTSS) will be paid on a time card to meet after school at least twice per month for a total of 1.5 hours. Teams will discuss assessments and student support in interventions. 1,000.00 Site EL LCAP 4000-4999: Books And Supplies Materials and supplies for GLAD training 30,000 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Data Analysis and Student Achievement Teams (MTSS) will be paid on a time card to meet after school at least twice per month for a total of 1.5 hours. Teams will discuss assessments and student support in interventions. 4,000.00 Site LCAP 4000-4999: Books And Supplies Technology associated with trainings and programs 16,000.00 Site LCAP 4000-4999: Books And Supplies Classroom supplies to support classroom instruction</p>
1.4	<p>During the 2024-2025 school year the Title I Para-educator will be used to support student academic and behavior intervention. A literacy coach will be contracted to support teachers with implementation of trainings and data analysis.</p> <p>Responsible Persons: Administrator, Team Leads, Teachers, Para educator and Coach.</p>	All Students	<p>144,000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries four full-time paraeducators to support literacy and math in all grades. 17,000.00 Title I 2000-2999: Classified Personnel Salaries One part-time paraeducator to support student learning 18,000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Extending one part-time paraeducator to full time</p>

			hours to support student learning 16,000 LCFF Equity Multiplier 5000-5999: Services And Other Operating Expenditures Literacy Coach contract with SBCSS to support Literacy
1.5	During the 202-2024 school year Crestline will offer Promethean Board technology training to appropriate staff to ensure proper usage of technology to support student learning with 70% fidelity of usage as evidenced by monthly classroom walkthroughs and other observations.  Responsible Persons: Promethean Board Co. partners, administrator, Site Tech Lead, and instructional staff.	All students	
1.7	Provide 4K-Grade 4 Educational Field Trip Activities to support student learning. During 2024-2025 school year Crestline will connect students to learning outcomes by exposing them to real life environmental settings that offer educational benefit.  Responsible Persons: Administrator, teachers CRE support staff, and educational partners.	All students	7,000 Site LCAP 5000-5999: Services And Other Operating Expenditures Field Trip transportation and fees
1.8			
1.11	Provide after-school intervention/tutoring for students in Tier II/III. Tutoring will be offered in-person (as available with staffing) and or online. Persons Responsible: Administrator, Instructional Staff, and Educational Partners	All Students	District-Level Grant/Funding 5000-5999: Services And Other Operating Expenditures After-school tutoring/intervention

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

During the 2023-2024 school year Crestline saw some growth in all academic areas as measured by the iReady diagnostic exam given in all three trimesters. Although Crestline maintained growth in all academic areas, we still recognize that our school is underperforming and continues to have over 90% of if's total population perform below standards in both ELA and math. Crestline continues to have 1/3 of its staff welcome and guide new teachers in credentialing programs. We are aware that instruction and practice is not yet at a level that will produce the expected outcomes. We used collaboration, training, and pacing to guide our efforts. However, we understand that some practice although exhibited with good intention, may be counter-productive in filling the gaps of our current level of performance. In addition, we struggled to fully implement targeted literacy efforts school wide. These inadequacies were analyzed and reviewed by our leadership team. We formulated new goals that targets building on the previous goals by adjusting approaches and targeting the resources and systems to targets desired outcomes.



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

Crestline is no longer a CSI school and will not receive CSI funding. In addition Crestline will receive the majority of its funding from LCFF funds. Crestline will use this funding to target supplying appropriate personnel, programs and resources to support meeting all goals projected in its school plan.

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.

Crestline will continue to have a goals that targets increasing its level of performance on the CAASPP exam. However, we will target literacy building and strategic researched-based instruction in math to gain growth in number domain. Crestline will continue to use the iReady exam to progress monitor growth. In addition, we will use coaching, instructional monitoring, and planning to meet our academic goals.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Learner Achievement

By June 2025, All English Learners will advance one level in English proficiency as measured by the ELPAC during the 2023-2024 school year with support from research based strategies and an increase in overall student engagement measured by growth on formal exams (i Ready, benchmarks and ELPAC).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the needs assessment students are working below the level of their same age peers.

We believe the drivers causing this are:

1. Lack of in school interventions for inclusive instructional practices
2. Lack of parent-school engagement

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math and Reading Scores Grade Level Formal Assessments ELPAC Scores CAASPP Assessments (All)	iReady School wide Tier 16% Tier 2 26% Tier 3 58% Grade level formal assessments will be determined and given throughout 2024-2025 school year  22-23 ELPAC  Level 4 7.14% Level 3 26.19% Level 2 52.38% Level 1 14.29%	Crestline will look to move all ELL students one level by Spring 2025

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Professional Development in the following areas: *Evidenced-Based Instructional and Engagement Strategies targeting EL Learners, reading strategies, PLC and Data Analysis Professional Development in the Science of Reading.  Persons Responsible: Administrator, instructional staff, and educational partner groups	English Learner Students and All students	500.00 Site EL LCAP 4000-4999: Books And Supplies Materials associated with professional development for strategies targeting EL Learners
2.2	Supplemental Instructional Programs will be used to support student academic progress. Teachers will create and maintain student data binders with academic and behavioral goals set forth for each student. Regular meetings with students will occur.  Persons: Responsible: Administrator, Instructional Staff, and educational partner groups	English Learner Students and all students	4142.00 Site LCAP 4000-4999: Books And Supplies Student Binders for data meetings and copies of goal sheets. Copying of grade level agreed upon assessments.
2.3	Tutoring for student support, along with teacher driven progress monitoring and instructional focus.  Persons Responsible: Administrator, instructional staff, and educational partners.	English Learner Students	District-Level Grant/Funding 1000-1999: Certificated Personnel Salaries Tutoring for student supports and home
2.4	Provide GLAD training to staff from in-house trainer and implement GLAD strategies with English Learners students and all students with 70% fidelity as evidenced by classroom observations. Persons Responsible: Administrator, instructional staff, and educational partners.	English Learner Students and all students	

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

During 2023-2024 Crestline EL students continued growth in both academic areas. Crestline met its previous EL goal and has over 1/3 of its EL students performing at level 3 or 4 on the ELPAC exams.

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

Crestline is no longer a CSI school and will use LCFF funds to support programs, purchase of materials and resources for students and staff.

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.

Crestline looks to adjust this goal by raising the percentage of students who are to move to proficiency as measured by the ELPAC. Crestline will target parent involvement, communication and teacher training. Crestline is aware that teacher development and monitored progress are keys to goal holistic achievement.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Conditions and Climate; Family and Community Engagement

By June 2025, suspensions will decrease by 10% for all students and by 50% for African American students; and chronic absenteeism will decrease by 10% for all students as established on the California School Dashboard baseline during the 2023-2024 school year.

By June 2025 Crestline Elementary will increase our attendance rate monthly from 89% to 93% during the 24-25 school year by creating engaging, literate classrooms,; placing focus on increasing a positive school culture/environment, and extending our parent communication.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

Goal 3: To provide a safe and nurturing learning environment for all BUSD students.

Goal 6: Over the course of the next three years, Barstow Unified School District will work to reduce the chronic absenteeism rate at Barstow Junior High School, Cameron Elementary, Crestline Elementary, Henderson Elementary, Lenwood Elementary, and Montara Elementary. In addition, actions will be focused on increasing the graduation rate at Barstow High School and Central High School. The target groups will be all students and in particular, English Learners, Foster Youth, Socioeconomically Disadvantaged, Student with Disabilities, African American, Hispanic, White, and Students of Two or More Races.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

African American Students still have a higher risk of receiving a referral and or suspension. Even though both rates have decreased significantly, it is still an area that needs to be addressed.

We believe the drivers causing this need are:

1. Lack of cultural awareness training
2. Lack of trauma informed training

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIS ODR Reports SWIS Suspension Reports SWIS Equity Reports	ODR Report: 270 Referrals that are both Major and Minor Suspensions for 23-24 SY In School 14 events 14 days Out of School 2 events 9 days	Decrease suspensions by 10% for all students Decrease suspensions by 50% for African American students

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<b>3.1</b>	<p>Crestline staff will receive Professional Development in the following areas:</p> <ul style="list-style-type: none"> <li>*CRPBIS</li> <li>* Restorative Practices</li> <li>*Trauma informed instruction</li> <li>*Parent awareness</li> </ul> <p>Persons Responsible:Administrator, all staff, and educational partners.</p>	All Students	<p>District-Level Grant/Funding 5800: Professional/Consulting Services And Operating Expenditures Professional Development</p>
<b>3.2</b>	<p>Positive Incentives for students including:</p> <ul style="list-style-type: none"> <li>*Principal's Prize: COBRA Class of the month</li> <li>*Cobra Tickets</li> <li>*Check in Check out</li> <li>*Character and Anti Bullying Educational Assemblies</li> </ul> <p>Persons Responsible: Administrator, Counselor, Instructional Staff and Support Staff.</p>	All Students	<p>1,000.00 Title I 4000-4999: Books And Supplies Incentives and awards for perfect attendance and PBIS 50,000 LCFF Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures Character, SEL and Academic Educational Assemblies</p>
<b>3.3</b>	<p>Campus Safety Assistants will be utilized to ensure a safe campus for all students.</p> <p>Persons Responsible: Administrator and Campus Safety Assistant.</p>	All Students	<p>49,444.07 Title I 2000-2999: Classified Personnel Salaries Campus Safety Assistant</p>
<b>3.4</b>	<p>On-site Counselor will be utilized to support students. We will attempt to intervene before a student makes a poor choice. The counselor will also be part of our process/system to supports desired appropriate behavior. Crestline will continue to use Other Means of Correction for students who are disruptive and/or defiant.</p> <p>Persons Responsible: Administrator, Counselor, Instructional Staff and Support Staff.</p>	All students	<p>10,000.00 LCFF Equity Multiplier 4000-4999: Books And Supplies Supplies and books to support counselor and MTSS Framework</p>
<b>3.5</b>	<p>Increase student attendance through engaging school activities and art, music, and drama.</p> <p>Persons responsible: administrator, Art/Music teacher and support staff.</p>	All students	<p>68,767.20 Prop 28 AMS 1000-1999: Certificated Personnel Salaries Art/Drama Teacher 17,191.80 Prop 28 AMS 4000-4999: Books And Supplies Art, Music, and Drama Books and Supplies</p>

3.6	Parent Liaison Increase student attendance Support with behavior interventions Promote parent engagement and communication with CRE  Persons responsible: Administrator, Parent Liaison and Staff	All students	70,000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Parent Liaison
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## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Crestline has had two out-of-school suspensions and numerous in-school suspensions. In addition, Crestline students suspensions were African-American students. We understand that although we have reduced suspensions, we still struggle with the suspension of this group. Crestline targets to reduce suspending any student as we know the harmful effects of losing instructional time. Crestline has adjusted its targets to support the decreasing of suspension, while targeting student supports through academic and collaborative MTSS supports.

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

Crestline will use LCFF funds to support personnel, programs and systems.

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.

Crestline goals were formulated to continue a the moving away of all suspensions.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Positive, Safe, and Engaging Learning Environment

By June 2025, educational partnership involvement will increase to 65% participation in school-based activities as established by the 2023-2024 school year baseline.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

Goal 3: To provide a safe and nurturing learning environment for all BUSD students.

Goal 6: Over the course of the next three years, Barstow Unified School District will work to reduce the chronic absenteeism rate at Barstow Junior High School, Cameron Elementary, Crestline Elementary, Henderson Elementary, Lenwood Elementary, and Montara Elementary. In addition, actions will be focused on increasing the graduation rate at Barstow High School and Central High School. The target groups will be all students and in particular, English Learners, Foster Youth, Socioeconomically Disadvantaged, Student with Disabilities, African American, Hispanic, White, and Students of Two or More Races.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2023-24 School Year Data:

9 family nights with an average 20 participants in attendance

ELAC seven meetings with 2-3 parents in attendance

SSC Seven meetings with 2-3 parents in attendance

We believe the drivers causing these needs are:

1. Family attendance at family events and meetings helps them understand how they can support their students.
2. Family events and meetings grant them access to educational resources that target growth outcomes.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC attendance	23-24 seven meetings with 2-3 parents in attendance	Increase attendance rate to 60%
SSC attendance	23-24 Seven meetings with 2-3 parents in attendance	Increase attendance rate to 60%
COBRA Leadership Team	23-24 established leads in August	Monthly meetings
Family Nights attendance	23-24 9 family nights with an average 20 participants in attendance	Increase attendance rate to 65%



## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Hold at least 5 ELAC meetings and 5 SSC meetings throughout the 2024-2025 year with at least 60% attendance.</p> <p>Responsible Persons: administrator, Parent Coordinator, Counselor EL para educator, ELAC and SSC parents.</p>	English Learners Students and All Students	<p>500.00 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Light Refreshments for meetings 500.00 Site EL LCAP 5000-5999: Services And Other Operating Expenditures Light Refreshments for meetings</p>
4.2	<p>COBRA Leadership meetings will take place once monthly. Our school will look to increase our participation rate by 25% during the 2024-2025 school year.</p> <p>Responsible Persons: administrators. CRE staff and educational partners.</p>	All students	<p>3,000 Site LCAP 1000-1999: Certificated Personnel Salaries Timecards to attend COBRA Leadership Meetings over contract hours</p>
4.3	<p>Hold 1 educational family night and 1 relationship building family night per month with 65% of student/family population attendance rate.</p> <p>Responsible Persons: administrators. CRE staff and educational partners.</p>	All Students	<p>1658.84 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Books and Supplies for Family Nights 600.00 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Light Refreshments for Family Nights 9,000.00 LCFF Equity Multiplier 4000-4999: Books And Supplies Family Engagement Supplies</p>
4.4	<p>Implement Latino Family Literacy Project with English Learner and multilingual families throughout the 2023-2024 school year with at least seven families participating as evidenced by sign-in sheets.</p> <p>Responsible Persons: Administrator, ELAC Coordinator, ELAC committee</p>	English Learners and students with multilingual homes	<p>686.00 Site EL LCAP 5000-5999: Services And Other Operating Expenditures Supplies and Refreshments for LFLP meetings</p>
4.5	<p>Implement Literacy class with families throughout the 2024-2025 school year with at least seven families participating as evidenced by sign-in sheets.</p>	African American students and families and all students and families	<p>1,408.00 LCFF Equity Multiplier 4000-4999: Books And Supplies</p>

	Responsible Persons: Administrator, Parent Involvement Coordinator, Staff		Supplies for Literacy class meetings
4.16			
4.20			

# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Crestline had some success with educational partners involvement in school-based activities. However, with a total student body over 500 students, our leadership team agreed that partner participation continues to be a variable that affects our efforts. We target an increase of participation and collaborative success. We also will be using a new district platform that targets connecting our partners to the school in a more accessible way.

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

Crestline will continue to use same funding source to support partner support.

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.

Crestline has increased its percentage of engagement as measured by its activities and opportunities for parent to collaborate and engage their school. We understand and agree as an institution that a collaborative team approach is what is needed to achieve the total student success and growth we are targeting. Crestline will use parent nights, parent liaison, and student/parent meetings to support this plan. Crestline will communicate goals regularly through parent meetings, Site Council, monthly bulletins and numerous efforts to include all partners in our plan to meet all goals.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$70,202.91
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$821,397.91
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$67,444.07
Title I Part A: Parent Involvement	\$2,758.84

Subtotal of additional federal funds included for this school: \$70,202.91

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

State or Local Programs	Allocation (\$)
LCFF Equity Multiplier	\$628,408.00
Prop 28 AMS	\$85,959.00
Site EL LCAP	\$2,686.00
Site LCAP	\$34,142.00

Subtotal of state or local funds included for this school: \$751,195.00

Total of federal, state, and/or local funds for this school: \$821,397.91

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF Equity Multiplier	628,408.00
Prop 28 AMS	85,959.00
Site EL LCAP	2,686.00
Site LCAP	34,142.00
Title I	67,444.07
Title I Part A: Parent Involvement	2,758.84

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	102,767.20
2000-2999: Classified Personnel Salaries	462,444.07
4000-4999: Books And Supplies	95,900.64
5000-5999: Services And Other Operating Expenditures	25,286.00
5800: Professional/Consulting Services And Operating Expenditures	135,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Equity Multiplier	31,000.00
2000-2999: Classified Personnel Salaries	LCFF Equity Multiplier	396,000.00
4000-4999: Books And Supplies	LCFF Equity Multiplier	50,408.00
5000-5999: Services And Other Operating Expenditures	LCFF Equity Multiplier	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Equity Multiplier	135,000.00
1000-1999: Certificated Personnel Salaries	Prop 28 AMS	68,767.20

4000-4999: Books And Supplies	Prop 28 AMS	17,191.80
4000-4999: Books And Supplies	Site EL LCAP	1,500.00
5000-5999: Services And Other Operating Expenditures	Site EL LCAP	1,186.00
1000-1999: Certificated Personnel Salaries	Site LCAP	3,000.00
4000-4999: Books And Supplies	Site LCAP	24,142.00
5000-5999: Services And Other Operating Expenditures	Site LCAP	7,000.00
2000-2999: Classified Personnel Salaries	Title I	66,444.07
4000-4999: Books And Supplies	Title I	1,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,658.84
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,100.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	533,000.00
Goal 2	4,642.00
Goal 3	266,403.07
Goal 4	17,352.84

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

Name of Members	Role
Malcolm Norman	Principal
Kimberly Krempa	Classroom Teacher
Melissa Teran Milton	Classroom Teacher
Amanda McGuire-Wooley	Classroom Teacher
Chrystal Hoody	Other School Staff
Edgar Sotello	Parent or Community Member
Linda Simmons	Parent or Community Member
Brittney Gullendo	Parent or Community Member
Irene Orozco	Parent or Community Member
Johnathan Drisdorn	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**



English Learner Advisory Committee

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 5/16/2024.

Attested:



Principal, Malcolm Norman on 5/16/2024



SSC Chairperson, Irene Orozco on 5/16/2024