

School Year: 2026-27



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
Crest School	37-67991-6037600	May 26, 2026	August 4, 2026

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- Two or More Races: Chronic Absenteeism, Suspension

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.

Based on the 24-27 Cajon Valley Local Control and Accountability Plan, there are four goals:
All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.
All students, staff, and families will feel safe, empowered, and respected.
All students will excel in reading, writing, listening, speaking, and mathematics.
Students with disabilities will demonstrate expected yearly growth in literacy skills.
High suspension and chronic absenteeism will decrease.

Crest will continue to put interventions in place to support students with suspensions as well as work closely with the family and school counselor to support the needs of these students. Additionally we will continue to stress the importance to being at school each day. We will continue to promote the impact of positive school attendance.

In collaboration with our School Site Council, we have ensured our plan is aligned to the district LCAP goals with a specific focus on improvement in English language arts and mathematics, suspension and chronic absenteeism.

Crest will ensure all students are receiving a quality education and meeting academic standards with targeted interventions specific to their needs. Among these will be additional support for students with disabilities in the area of language arts and math. Tutorials in ELA and Math and social-emotional learning will be in place. In addition, there will be an emphasis on parent and family engagement opportunities such as Family Teacher Teams to support Chronic Absenteeism needs for all students with a focus on our ATSI group: Two or more races.

The overall academic performance of students at Crest is at the low level for English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers, Crest will assess student reading levels at the beginning, middle, and end of the school year. This will provide all teachers and support staff data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum, Crest will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use technology to enhance instruction. Teachers will be offered high-quality professional development and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school-wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

In our effort to decrease Suspensions and Chronic Absenteeism, Crest will provide the following supports to all students: Consistent Tiered Interventions, Restorative Practice Strategies, Culturally Responsive Interventions, Ongoing SEL lessons, Behavioral Supports, Access to Counseling, and school-wide MTSS model.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.

Annual Gallup Student Survey (5th-8th Grade Students)

Annual Gallup Parent Survey

Annual Gallup Staff Survey

100% of parents, staff, and students (within appropriate grade levels) had the opportunity to participate in annual Gallup surveys. Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation.

In order to collect data from our staff members, we use Gallup Q12. The Gallup Q12 is a proven tool that school districts utilize to measure staff engagement, providing insightful data on the key elements that drive employee satisfaction and commitment, thus enabling targeted strategies to enhance workplace morale and productivity.

Please refer to the sections “Student Performance Data: Annual Gallup Parent Survey Data” and “Priority 6 Student Survey Report” for additional information.

May 2025 Staff Gallup Survey- Total number of Staff Responding the Gallup Staff Survey was 52

Engaged 79%

Based on our 2025 Q12 Staff Survey our results show the following:

Our lowest performing Q was Q7: 4.38%. In the last seven days, I have received recognition or praise for doing good work.

Our highest performing Q was Q3: 4.69% tied with Q9 4.9%

Based on our Staff Gallup data, we have identified the following needs: Q7, Building positive recognition strategies to support all staff members. After we review our 2026 Staff Gallup, we will use our data analysis protocol to collaborate and create site based goals and areas to target for employee engagement. We know that when our employees are highly engaged, our students benefits and have stronger outcomes academically.

School Site Council (SSC) and ELAC Feedback Surveys

As part of our School Site Council (SSC) and English Learner Advisory Committee (ELAC) processes, we regularly review site goals, metrics, and expenditures. At the conclusion of each meeting, we collect participant feedback through brief surveys, asking two guiding questions:

What are we doing well?

What could we improve?

Based on responses collected during the year, the following key themes emerged:

Strengths: Outdoor Immersion Programs, TK through 8th Grade School Environment, teacher planning/release time, school allocating funds to support field trips

Areas for growth: Crest School continues to grow in fostering student empowerment. Providing more structured opportunities for students to lead, organize, and implement meaningful change would enhance their sense of agency and engagement.

Additionally, clearer teacher-parent boundaries and more consistent incident documentation are areas for improvement. Establishing healthy, respectful communication protocols between families and staff will support a more unified school culture. There is also a need to increase family awareness and understanding of the Cajon Valley Expectations for Student Success.

LCFF Priority Survey:

Goal 1 Survey: What is working:

Applied academics and intentional teacher planning of lessons tied to the real world. Students have several opportunities throughout the year to participate in real world experiences.

Areas for growth are: public speaking, formulation of thought, and collaborative work.

Goal 2 Survey: What is working:

Crest School has shown strong academic growth, with improved iReady and math scores over last year. The support of a literacy coach and Barton-trained paraprofessionals has positively impacted student achievement.

Staff collaboration has fostered a safe, respectful environment where students feel empowered to share their goals and dreams. Strong student-staff relationships, regular safety checks, and high teaching expectations contribute to a positive school climate.

Family dynamics are respected, and staff actively engage in creating viable learning options and participating in school events, strengthening the connection between home and school.

Goal 3 Survey:

Annual Review Survey: What is working for Crest is applied academics and providing opportunities for our students to apply their learning to the real world around them through experiential learning.

An area we need to work on is increasing access to presentation literacy and giving our students the opportunity to consistently apply their learning in a variety of contexts. This will support our literacy and math initiatives by providing relevance and context which is shown to increase student outcomes. An identified need is for students to understand how their daily learning experiences connect to the real world.

Classroom Observations

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

Crest School implements the Deep Evaluation Tool: Development Effective Educator Practice. This tool is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:

Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation

Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into Personnel Department by May

On an average, the principal visits classrooms and collects qualitative data on teacher effectiveness at least twice a month. Informal observations are conducted on a daily basis which allows for the principal to make timely adjustments to plans and professional learning opportunities.

Based on these observations and evaluations, identified needs are additional time for teachers to deep dive into reading data, and more PL around math instruction. Teachers also need more release time to plan and dive into student data.

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)

Crest Elementary employs a systematic "Data Cycle" to ensure that findings from the CAASPP, California Dashboard, and i-Ready Diagnostic assessments directly inform and refine daily instruction. This process begins with a comprehensive summative analysis following the release of CAASPP and ELPAC data, where the leadership team and School Site Council (SSC) identify specific achievement gaps for numerically significant subgroups, including English Learners (EL), Socio-Economically Disadvantaged (SED) students, and Students with Disabilities (SWD). These high-level findings serve as the foundation for the strategic allocation of funds toward targeted interventions. Throughout the year, this data is localized through three annual i-Ready diagnostic windows. Following each window, grade-level teams participate in "Data Reflection Sessions" to analyze Reading and Math Diagnostic Growth Reports, focusing specifically on the distinction between "Typical" and "Stretch" growth targets. This rigorous monitoring allows teachers to make mid-trimester adjustments to personalized learning paths and classroom instructional groupings.

For students not meeting performance goals, teachers utilize data-driven small-group instruction (Tier 2) informed by i-Ready "Prerequisite" and "Instructional Grouping" reports. These targeted lessons focus on closing foundational gaps while maintaining access to grade-level standards through high-leverage Tier 1 scaffolds, such as graphic organizers, sentence frames, and visual anchors. Instruction is further personalized through adaptive software paths that provide real-time remediation. To ensure the effectiveness of these interventions, teachers utilize frequent Common Formative Assessments (CFAs) and exit tickets for progress monitoring, collaborating during PLC time to adjust instructional approaches when students are not responding to the current intervention. This comprehensive approach is rounded out by Integrated and Designated ELD for linguistic support and multisensory strategies in Math and ELA, while high-achieving students are provided with enrichment and acceleration opportunities to ensure they continue to meet their "Stretch Growth" targets.

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)

*See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard and this document section, "School and Student Performance Data" section

Local assessments include: iReady Diagnostic Assessment for ELA/Math (please see sections Student Performance Data: Reading Diagnostic Assessment, Student Performance Data: Reading Diagnostic Growth Reports, Student Performance Data: Math Diagnostic Assessment, Student Performance Data: Math Diagnostic Growth Reports for additional information about our iReady Diagnostic data). In K-2, we also administer the CORE phonemic awareness and CORE phonics survey.

Grade level teams collaborate to determine appropriate benchmark and formative assessments based on the Cajon Valley priority standards by trimester. This data is used to improve instruction, plan small groups, and provide acceleration and/or intervention to students based on their individual needs. Additional data is collected through our adaptive programs which are used by staff to personalize learning based on student need.

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use iReady standards based assessments. All staff are encouraged to also utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Our school has also had an intentional focus on literacy improvement which focuses on blending brain research and literacy best practices in order to ensure all students are literate. A large component of this project is administering local assessments in order to drive instruction. Teachers currently give these assessments at least three times a year, and modify small group instruction as needed. K-3 administer the CORE reading assessment to inform early interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our school ensures that all students are served by appropriately assigned and fully credentialed staff in strict accordance with federal and state requirements. All certificated teachers are vetted by the Cajon Valley Union School District Personnel Department to confirm they hold valid California credentials with the necessary authorizations for their assignments, including required English Learner (EL) authorizations. Similarly, all classified instructional paraprofessionals meet ESSA compliance standards through the completion of 48 college semester units or by passing the district's formal academic assessment. To support the professional growth and retention of staff, new teachers are enrolled in the District Teacher Induction Program and are paired with experienced mentor teachers who provide coaching on evidence-based practices tailored to our Title 1 student population. The site principal and district personnel monitor these assignments annually to ensure there are no misassignments.

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

Our school ensures that all students have access to highly qualified, credentialed teachers who are fully supported by state-adopted instructional materials and ongoing professional development. In accordance with the annual Williams Act audit, 100% of students and staff have sufficient access to SBE-adopted core curriculum materials in all content areas. To ensure these materials are implemented with fidelity, staff members utilize the district's asynchronous learning platform, Cajon 365, for 24-7 access to curriculum-specific training and instructional best practices. This digital support is supplemented by Summer, Spring, and Winter Academies, as well as site-based professional learning connected to specific site needs. Furthermore, grade-level teams utilize grade level meetings and additional release time to collaborate on the effective delivery of core instruction, ensuring that all students receive rigorous, standards-aligned lessons that are modified based on real-time student performance data.

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

Professional learning at our school is strategically aligned with the California Common Core State Standards, analyzed student performance data, and identified staff needs to ensure the highest impact on student achievement. All staff are provided 24-7 access to Cajon 365, the district's asynchronous learning platform, which includes specialized modules on district initiatives, core curriculum, and evidence-based instructional strategies. Beyond independent learning, the school utilizes Minimum Day Mondays, release time, and additional compensated planning hours to engage in sustained professional learning. This time is specifically used to bridge the gap between curriculum resources and classroom application, with a heavy emphasis on differentiation and personalized learning paths for students not meeting grade-level standards. By integrating data from i-Ready, CAASPP, and local assessments into these PD sessions, teachers are able to calibrate their instruction to the specific rigor of the standards while meeting the linguistic and academic needs of our Title 1 subgroups.

Based on the District-wide Professional Learning Survey and our site-specific data analysis, we have identified the following priority needs:

A greater need to understand current instructional resources and standards

How to effectively apply these resources in an online or blended environment.

Differentiation of standards in order to personalize learning for all students

Additional time to plan when initiating new instructional models

Crest uses release time to plan instruction based on Cajon Valley priority standards. We look at a variety of student assessments, both summative and formative. In ELA we use iReady in grades K-8. Additionally, in TK - 2nd grade we use Reading Difficulties Risk Screener, RDRS, and CORE along with iReady. We use this data to group students based on need and form small groups. We also use this time to map out lessons to best meet the needs of our students. Additionally, our paraprofessionals have release time to participate in SIPPS and Barton training. These are both reading interventions programs and the data we have shows student growth using these interventions.

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

Our site leverages a multi-tiered support system to provide teachers with ongoing instructional assistance and specialized expertise. District-level Instructional Coaches and Program Specialists provide targeted support in the core content areas of English Language Arts and Mathematics, as well as specialized strategies for English Learners (ELD) and Special Education. This assistance includes modeled lessons, collaborative co-planning, and data analysis sessions designed to improve Tier 1 instruction and Tier 2 intervention. To support our newest educators, we facilitate the Teacher Induction Program, providing a two-year mentorship cycle that pairs participating teachers with veteran mentors to refine their practice and satisfy credentialing requirements. Furthermore, site-based leadership and district experts collaborate to ensure that instructional coaching is directly aligned with the needs identified in our SPSA and student performance data, fostering a culture of continuous professional growth.

Crest has an LCFF funded Program Facilitator and School Counselor to support with student learning. Additionally Crest has an art teacher partially funded by LCFF to support with student learning.

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

Our site maintains a robust system for teacher collaboration designed to improve instructional outcomes for all students. Grade-level teams (TK–8th) are provided with dedicated collaboration time during Early Release Mondays. This time is structured as a Professional Learning Community (PLC), where teachers engage in the systematic analysis of student performance data, including i-Ready Diagnostics and common site assessments. During these sessions, teams calibrate their instruction to California Priority Standards, share high-leverage teaching strategies, and specifically plan Tier 2 interventions for students not meeting grade-level goals. This collaborative structure ensures that Title 1 resources and instructional strategies are implemented with consistency and fidelity across every classroom in the grade level.

Crest School system for teacher collaboration includes:

Teachers are provided grade level collaboration time during early release Mondays.

Teachers also meet with our program facilitator twice a month to analyze student data and plan for whole group and small group literacy instruction.

Teaching and Learning

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

Crest School ensures that curriculum, instruction, and materials are strictly aligned with the California Common Core State Standards and Next Generation Science Standards (NGSS). To guarantee equitable access for all students, the district has identified Priority Standards, allowing teachers to focus on the most essential learning targets while utilizing centralized resources that support a consistent instructional experience. All grade levels are equipped with SBE-adopted materials for Mathematics, ELA, Science, and ELD. To enhance the rigor of our science instruction, we supplement our K-5 core science curriculum with Mystery Science, providing students with hands-on, inquiry-based experiences aligned with NGSS. Furthermore, we maintain a robust Multi-Tiered System of Support (MTSS); students not meeting performance goals receive targeted, evidence-based intervention through approved programs including OG ISME, SIPPS, Barton, Imagine Learning English, i-Ready Teacher Toolbox, and adaptive online programs. Crest uses Heggerty for phonemic awareness in TK-3rd grade for Tier 1 instruction and SIPPS reading and phonics in 1-3 for Tier 1.

Additionally, students receive intervention support in the following approved intervention programs: UFLI, SRA REACH, SIPPS, Imagine Learning English, iReady Teacher Toolbox and Online Lessons, and ST Math

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated.

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

Our site strictly adheres to the California Department of Education's (CDE) instructional minute requirements to ensure all students receive the necessary breadth and depth of the core curriculum. Master schedules are designed with protected instructional blocks for Reading/Language Arts and Mathematics, ensuring that Tier 1 instruction is not interrupted. In accordance with state mandates, schedules provide a minimum of 180 minutes for TK/Kindergarten, 230 minutes for grades 1–3, 240 minutes for grades 4–8, and Furthermore, our master schedule includes a mandated 30-minute block for Designated English Language Development (DELD) for all English Learners. For students with special needs, Special Academic Instruction (SAI) minutes are coordinated by the site leadership team to ensure they supplement, rather than supplant, core grade-level instruction as outlined in each student's Individualized Education Plan (IEP).

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

Our school utilizes a master schedule designed to balance instructional flexibility with the rigor of state standards. While teachers maintain the professional flexibility to personalize the pacing and sequence of standards to meet the diverse needs of their students, this work is anchored by trimester-based learning targets. A significant shift in our master schedule, driven by findings from our science of reading focus, was the implementation of common 90-minute literacy blocks across all grade levels. This structural alignment ensures that students receiving Title 1 intervention or Special Education services can access targeted, small-group support (Tier 2/3) without missing essential Tier 1 core instruction. Furthermore, this common scheduling allows for "Walk-to-Intervention" models and the flexible grouping of students based on real-time data, ensuring that intensive support is provided where it is most needed.

Crest teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

As part of our districtwide literacy initiative, master schedule flexibility is crucial as we are collecting data throughout the year to determine intervention needs.

Crest has a common ELA block. Every teacher is teaching ELA at the same time. This alleviates interruptions and allows us to provide a paraprofessional in every classroom during our ELA block. This additional support allows teachers to run small groups and target the gaps in ELA that will help our students move forward. Additionally, our paraprofessionals have been trained in SIPPS and offer SIPPS intervention daily for our students who show a need for this intervention. For students in our 6, 7 and 8th grade classes we offer a study skills class daily and students receive individualized support and instruction in a variety of content areas. We also offer UFLI, SIPPS and BARTON reading intervention for our students in 6, 7 and 8th grade during this time.

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

Our school ensures the availability of SBE-adopted, standards-based instructional materials for all students across all core content areas, including English Language Arts, English Language Development, Mathematics, History-Social Science, and Science. As verified by the annual Williams Act audit, 100% of students have access to these materials for use both in the classroom and at home. To ensure these materials are appropriate for all student groups, we prioritize the use of supplemental components designed for differentiated instruction. This includes digital scaffolds for English Learners, such as i-Ready Spanish/English supports, as well as modified texts and multi-sensory tools for students with disabilities. This ensures that every student, regardless of their proficiency level or learning need, can engage with the rigor of the California State Standards.

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

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

Standards Aligned CVUSD Adopted Curriculum: (TK)

The InvestiGator Club- Let's Investigate. (ELA/ELD/Math/Science/SocialStudies)

Standards Aligned CVUSD Adopted Curriculum: (K - 5)

English Language Arts/ELD	Nat Geo "Reach for Reading"
BMAP/Dual Language Arts/ELD	Houghton Mifflin "Wonders/Maravillas"
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillian/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California

Standards Aligned CVUSD Adopted Curriculum: (6-8)

English Language Arts/ELD	McGraw Hill, Study Sync
Mathematics	Houghton Mifflin "Go Math"
Science	Amplify Science
Social Studies	Teacher's Curriculum Institute "History Alive"

Opportunity and Equal Educational Access

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

Our site provides a comprehensive regular program designed to ensure that underperforming students have every opportunity to meet state standards through a robust Multi-Tiered System of Support (MTSS). Our SBE-adopted core curriculum in ELA and Mathematics includes built-in scaffolds and differentiated instructional tracks specifically designed for students scoring "Standard Not Met" or "Standard Nearly Met." These regular program services are enhanced by the use of i-Ready ELA and Math Teacher Toolboxes, which allow teachers to provide targeted small-group instruction during the core instructional block. To support the whole child, the regular program also integrates a School Counselor to remove non-academic barriers to learning, such as attendance and social-emotional needs. Furthermore, Special Education Classroom Assistants and adaptive online programs like ST Math, Khan Academy, and Beable provide personalized learning pathways that allow underperforming students to close foundational gaps while remaining engaged with grade-level content.

Specific interventions we have at Crest for ELA are UFLI, SIPPS and Barton. Additionally, we have a program facilitator funded through LCFF to support our teachers and students.

Evidence-based educational practices to raise student achievement

Our school implements a systemic framework of high-leverage, research-based educational practices designed to accelerate student achievement and close the attainment gap for our subgroups. Our foundational structure is a Multi-Tiered System of Support (MTSS) that integrates academic rigor with Social-Emotional Learning (SEL) and proactive attendance monitoring. Instructional excellence is driven by Improvement Science (Plan-Do-Study-Act cycles), wherein teacher collaboration is focused on real-time data analysis and precision instructional planning. In Literacy, we adhere to the Science of Reading, supported by staff LETRS training and the OG ISME & Barton Reading and Spelling System for intensive intervention. In Mathematics, we utilize Cognitively Guided Instruction (CGI), emphasizing Number Talks and complex problem-solving. To support our English Learners, we utilize Guided Language Acquisition Design (GLAD) strategies across all content areas. These practices are delivered primarily through targeted small-group instruction, ensuring that every student receives "just-in-time" support based on continuous quantitative and qualitative needs assessments.

Current adoptions for English Language Arts and Mathematics provide instructional support for students who are below standards, near and meeting standards. The Crest supports the following interventions for underperforming students:

- iReady ELA Teacher Toolbox and Online Lessons
- iReady Math Teacher Toolbox and Online Lessons
- Adaptive Online Programs (ST Math, Khan Academy, Beable)
- School Counselor
- Paraprofessional Support

Specific interventions we have at Crest for ELA are SIPPS and Barton. Additionally, we have a program facilitator funded through LCFF to support our teachers and students.

Parental Engagement

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

Our school leverages a comprehensive network of school, district, and community resources to support under-achieving students through active family partnership. Our School Counselor and Support Staff serve as primary bridges, connecting families to essential services and facilitating the Student Study Team (SST) process to create individualized success plans for at-risk students. To build parent capacity, we offer family events and Teacher Family Teams to specifically focused on literacy and math strategies that can be reinforced at home. Accountability and transparency are maintained through our monthly SSC Meeting, where parents engage in data analysis and provide input on LCAP goals. We further empower families through Parent Walk-throughs, program evaluations, and collaborative site planning sessions. To ensure equitable access to information, we utilize ParentSquare, an app-based platform that provides real-time translation and mobile access, as well as virtual meeting options to accommodate diverse family schedules and maximize participation in the school's decision-making processes.

Crest/District Level Supports available our community
School Counselor
Community/Parent Liaison
Parent University and Workshops
Student Study Teams Process (SST)
School Needs Assessment
School Parent Walk-throughs and Program Evaluation
Title 1 Meeting for Data Analysis and LCAP Goals
Extended Learning Opportunities
Parent Engagement Site Planning and Goal Setting

Our current parent communication platform is Parent Square. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

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)

Our site ensures a collaborative and transparent process in the planning, implementation, and evaluation of Consolidated Application (ConApp) programs through the active involvement of all stakeholder groups. The School Site Council (SCC), which includes equal representation of staff and parents, serves as the primary body for the development and approval of the SPSA and its corresponding budget. The English Learner Advisory Committee (ELAC) provides specific input and recommendations on services for English Learners. Additionally, the LCAP process, Open Community Meetings (Coffee with the Principal), and staff meetings provide venues for teachers, other school personnel, and community members to engage in the Comprehensive Needs Assessment. These stakeholders review student achievement data to evaluate the effectiveness of current programs and prioritize actions for the upcoming year. This inclusive process ensures that the SPSA is a true reflection of the school community's goals and that all federally funded programs are implemented with broad stakeholder support.

Crest Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Title 1 Parent Meetings, Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

Funding

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

Categorical funds are used to provide the following intervention services for under-performing students:

- Instructional Coach
- School Counselor
- Community/Parent Liaison
- Bilingual Facilitator
- Newcomer Teacher
- Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)
- Support/Intervention Teachers
- Learning Loss Intervention Teachers
- After-school Tutoring

Fiscal support (EPC)

- Title I, II, III, IV
- Supplemental Concentration Funds

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement (SPSA) at our school is an integral process that relies on the continuous engagement of parents, students, and other stakeholders, particularly those representing diverse subgroups. The process involves ongoing review and development that includes assessing needs and evaluating programs through the School Site Council (SSC), Title I meetings, and the English Learner Advisory Committee (ELAC).

Each spring, using annual review data from the previous SPSA and by conducting site needs assessments, the site SPSA development process begins. In collaboration with SSC, the site SPSA is developed based on identified needs. Before the end of the year, through the SSC process, this site SPSA is approved and sent to the district school board for final approval.

This sets the stage for a year-round evaluation of existing programs to ensure they meet the evolving needs of our students. Throughout the year, the SSC meets regularly not only to review goals, metrics, and expenditures but also to monitor the effectiveness of implemented programs. Decision-making is data-driven, focusing on student outcomes to adapt educational programs, professional learning opportunities, and any supplemental curriculum required.

Our ELAC meetings, where the focus is on the needs of English Learners, culminating in recommendations for SPSA development.

Key to this continuous process is the SSC's role in periodically reviewing and revising the SPSA. With input from various educational partners, including insights from the ELAC and data from the Site Needs Assessment, the SSC makes necessary revisions during their meetings throughout the year, ensuring the plan and budget consistently align with school needs. Additionally, staff meetings and student polls contribute ongoing feedback, ensuring that the SPSA truly reflects the needs and aspirations of the entire school community.

Resource Inequities

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

As a result of our comprehensive needs assessment, we identified a disproportionate rate of suspensions and absenteeism among students identified as “Two or More Races,” indicating a resource inequity in behavior support, restorative practices, and culturally responsive interventions.

To address this, we are implementing a comprehensive attendance and engagement plan that includes proactive social-emotional learning, consistent tiered interventions, and staff training on implicit bias and equity-centered discipline strategies. Increased access to school counseling, positive behavior supports, and student leadership opportunities will aim to build stronger school connectedness and reduce behaviors leading to suspension.

These supports will benefit students of all backgrounds but are particularly designed to ensure students of “Two or More Races” experience a more inclusive, supportive learning environment. Our goal is to foster a sense of belonging and reduce disciplinary disparities through preventive measures and relationship-centered practices.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Crest 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.74%	0.74%	0.34%	2	2	1
African American	0.74%	0.74%	1.02%	2	2	3
Asian	0.74%	0.74%	1.37%	2	2	4
Hispanic/Latino	29.37%	28.41%	29.35%	79	77	86
Pacific Islander	1.12%	1.48%	1.37%	3	4	4
White	55.76%	56.46%	55.97%	150	153	164
Multiple/No Response	4.46%	4.43%	4.10%	12	12	12
Total Enrollment				269	271	293

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	13	13	19
Kindergarten	26	22	13
Grade 1	22	25	23
Grade 2	20	23	26
Grade3	34	23	26
Grade 4	33	34	26
Grade 5	33	36	35
Grade 6	30	39	46
Grade 7	27	33	43
Grade 8	32	23	36
Total Enrollment	269	271	293

Conclusions based on this data:

1. Crest continues to be a diverse and growing community of learners, with a steady increase in both overall enrollment and the number of Hispanic/Latino students. Over the past three year, the Hispanic/Latino student population has grown by more than 11 students annually, rising from 66 students in 2022–23 to 77 students in 2024–25. Overall enrollment has also increased from 259 to 271 students during this period. These shifts highlight

the importance of providing culturally responsive curriculum and instruction that reflect and support the diverse backgrounds and learning needs of our students. We have seen a slight decrease in white students and our enrollment continues to grow. As our community continues to grow, we remain committed to equity, inclusion, and academic excellence for all learners.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	10	13	12	3.5%	3.7%	4.1%
Fluent English Proficient (FEP)	7	7	10	1.9%	2.6%	3.4%
Reclassified Fluent English Proficient (RFEP)	5	5		28.57%	1.9%	

Conclusions based on this data:

1. Our English learner student count has increased over the last three years by 5 students, This is an overall increase of 1.3 %. 100% of our EL's speak Spanish.
2. We have an increase in the number of students who are classified as Fluent English Proficient (FEP) and Reclassified Fluent English Proficient (RFEP) over the past three years. From 2022-2023 to 2024-2025 16 students met this goal. We will continue to focus on English Learner growth by supporting teachers in deepening their practice with instructing English learners within all content areas. We have identified vocabulary as a large area of need and have set goals to intentionally plan and focus on academic and content-area vocabulary within all lessons and units.
3. We have a stable number of students who are being reclassified as Fluent English Proficient. Teachers will continue to participate in data analysis activities during the collaboration for English Learners and then design lessons and units that include effective and engaging strategies for all learners, with special attention given to EL Standards and skills.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	190	189	198	179	176	190	179	176	190	94.2	93.1	96

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	N/A	N/A	N/A	5.59	4.55	6.84	24.02	20.45	28.42	29.05	30.68	33.68	41.34	44.32	31.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	10.61	9.66	11.58	60.89	59.66	64.21	28.49	30.68	24.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	5.59	2.27	7.37	48.60	51.14	53.68	45.81	46.59	38.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	10.06	7.95	8.42	78.77	69.89	73.68	11.17	22.16	17.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	6.70	7.39	8.42	71.51	64.77	70.53	21.79	27.84	21.05

Conclusions based on this data:

1. In the area of English Language Arts, student have made steady growth from the 23-24 through 24-25 school years. Data indicates an overall increase of student growth in Standards Met and Standards Exceeded is 35.26%. This in an increase of 10.26%.
2. Reading is an area of focus with 64.21 percent of Crest students at/near or above standard in Reading which a slight decrease from 23-24. This indicates a continued need for focusing on our reading and literacy interventions and supports.
3. Based on 2024-2025 data, an identified need is in the area of Writing with 61.05 of Crest students scoring Near/At or Above Standard and 38.95% below standard.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	190	189	198	181	176	190	181	176	190	95.3	93.1	96

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	N/A	N/A	N/A	5.52	2.27	3.16	22.10	14.20	15.79	27.07	35.23	34.21	45.30	48.30	46.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	9.94	4.55	2.63	39.23	49.43	50.00	50.83	46.02	47.37

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	7.73	3.41	5.26	55.80	52.27	55.79	36.46	44.32	38.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	7.73	3.41	4.21	54.70	55.68	58.95	37.57	40.91	36.84

Conclusions based on this data:

1. According to the date results, 34.21% of Crest students nearly met standard in Math, this is an increase of 1.02% from 23-24. Student percentage of students who met or exceeded standards is 18.95%. This is and increase of 2.48%.
2. Crest students were lowest in the area of Concepts & Procedures with 47.37%. Students at/near or above standard based on 24-25 is 52.63%. Crest students were most successful in Communicating and Reasoning with 63.16% at/near or above standard based on 24-25 data.
3. Further analysis is done on an ongoing basis by grade level teams/teachers to identify and address specific concepts and skills in which students need more explicit instruction and/or practice.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*
All Grades										6	10	12

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	50.00	*	*	50.00	*	*	0.00	*	*	0.00	*	*	12

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	0.00	*	*	25.00	*	*	66.67	*	*	8.33	*	*	12

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*
All Grades	*	*	41.67	*	*	50.00	*	*	8.33	*	*	12

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*
All Grades	*	*	58.33	*	*	41.67	*	*	0.00	*	*	12

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*
All Grades	*	*	8.33	*	*	58.33	*	*	33.33	*	*	12

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*
All Grades	*	*	0.00	*	*	100.00	*	*	0.00	*	*	12

Conclusions based on this data:

1. Our English learner population is too small to display disaggregated data by subgroup. Crest had 12 EL students in the 24-25 school year.

2. Crest Outdoor Immersion is committed to providing students with a structured English immersion program with a curriculum and presentation designed for pupils who are learning English.
3. All English Learner students who have been identified as at risk will have funding allocated to provide additional language development assistance for at risk students in an effort to ensure that they acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
271	61.6%	4.8%	0.0%
Total Number of Students enrolled in Crest 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	4.8%
Foster Youth	0	0.0%
Homeless	3	1.1%
Socioeconomically Disadvantaged	167	61.6%
Students with Disabilities	81	29.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.7%
American Indian	2	0.7%
Asian	2	0.7%
Filipino	0	0.0%
Hispanic	77	28.4%
Two or More Races	12	4.4%
Pacific Islander	4	1.5%
White	153	56.5%

Conclusions based on this data:

- Based on the information provided for the 24-25 school year, Crest enrollment was 271 students, TK through 8th grade. Over 61.6% of Crest students are socioeconomically disadvantaged

2. The highest percentage of students within the ethnicity groups include Hispanic (28.8%) and White (56.5%)
3. Our Students with disabilities are 29.9% of the total enrollment.

School and Student Performance Data

Overall Performance

The 2025 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.

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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Our overall academic progress in English Language Arts and Mathematics scored in the low level (Yellow). All teachers will implement CGI Math strategies to improve a deeper understanding of math concepts and principals. To support Language Arts, we have implemented Heggerty for phonemic awareness for students in grades TK through 3rd and 4th as needed for students based on the Core assessment. Additionally, we will implement SIPPS reading and Phonics for TIER 1 for students in grades 1-3. The Barton Reading Program is used to support our students with disabilities in Language Arts,

2. Suspension data shows that suspensions are within the Yellow Level. Our MTSS team is committed to continue honing interventions so that all needs are met and learning thrives. Suspensions do not solve the underlying problems, we remain committed to intervening before suspension is necessary. Our action goals will reflect social emotional and restorative practices to support staff relationships with students. Our suspensions went from Red in 2023 to Green in 2024. However student suspension level increased slightly from Green to Yellow in 2025.
3. Chronic absenteeism has decreased from Red to Orange. We contribute this to the high levels of student engagement as indicated by our student Gallup and Priority Six survey results. Teachers will continue to develop integrated units of study that increase engagement, support individual and personalized intervention plans in a Multi-Tiered-System of Support. Teachers will have the support of their principal and counselor as they analyze data, design and adjust interventions and deliver effective instruction.

School and Student Performance Data

Academic Performance English Language Arts

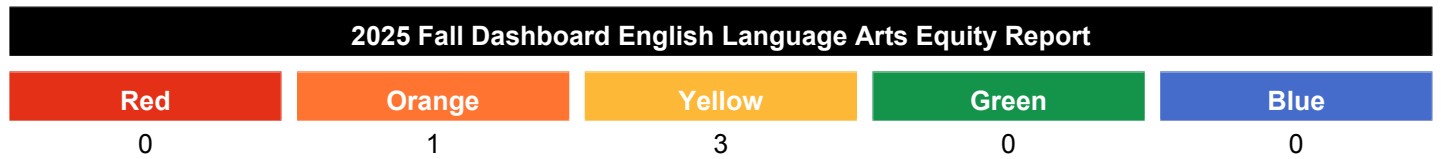
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 34.6 points below standard Increased 33.4 points 178 Students	English Learners  No Performance Color 84.2 points below standard 14 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 34.9 points below standard Increased 39.7 points 104 Students

Students with Disabilities  Orange 95.8 points below standard Increased 48.6 points 65 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 42.3 points below standard Increased 34.8 points 50 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 36.5 points below standard Increased 42.8 points 96 Students

Conclusions based on this data:

1. Crest students fall within the Yellow area for English Language Arts with 34.6 point below standard. Crest teachers will continue to participate in professional learning to focus on improving student learning outcomes in English Language Arts. Additionally our teachers are committed to using SIPPS for Tier 1 for reading and phonics and Heggerty for phonemic awareness.
2. Socioeconomically Disadvantaged subgroup is performing 34.9 points below standard in English Language Arts. Teachers will continue to use data to provide strategic, intentionally differentiated and rigorous instruction.
3. Our Hispanic population is performing 42.3 points below standard. Teachers will continue to include GLAD strategies in addition to planning and implementing researched based approaches to teaching at risk learners and track accountability for implementation.

School and Student Performance Data

Academic Performance Mathematics

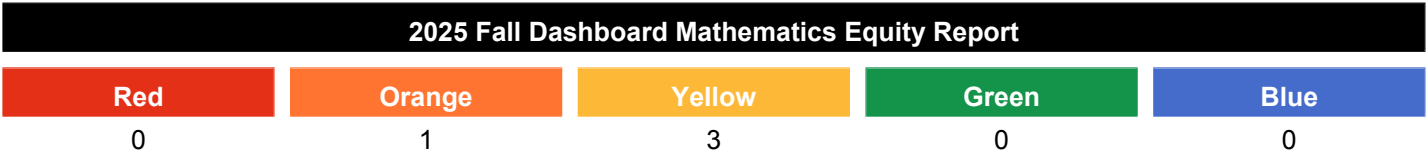
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 76.2 points below standard Increased 10.5 points 178 Students	English Learners  No Performance Color 136 points below standard 14 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 78.9 points below standard Increased 21.2 points 104 Students

Students with Disabilities  Orange 135.4 points below standard Increased 6.9 points 65 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 84.4 points below standard Increased 13.3 points 50 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 70.3 points below standard Increased 19.8 points 96 Students

Conclusions based on this data:

1. Our student population scored in the Yellow area and were 76.2 points below standard in Mathematics. Our student population showed an increase and went from 62.3 to 76.2 points below standard.
2. Our Socioeconomically Disadvantaged students scored 78.9 points below standard in Mathematics, and our students with disabilities scored 135.4 points below standard. Our students with disabilities showed an increase and went from 142.4. to 78.9 points below standard.
3. Our Hispanic students scored 97.7 points below standard in Mathematics. Hispanic students showed an increase and went from 97.7 to 84.4 points below standard.

School and Student Performance Data

Academic Performance Science

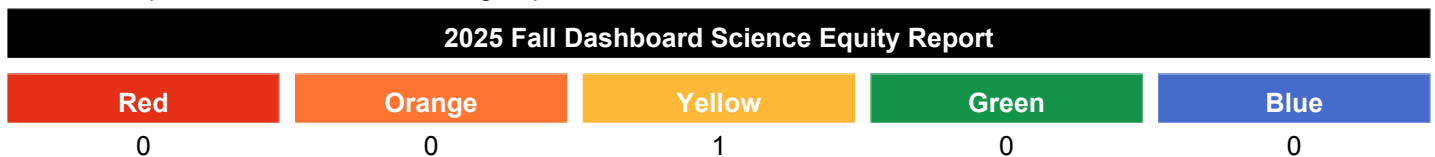
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Yellow 48.6 science points Maintained 0.9 points 54 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged No Performance Color 49.9 science points Increased 7.4 points 34 Students

Students with Disabilities  No Performance Color 33.4 science points Declined 3.7 points 21 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 44.6 science points Maintained 0.9 points 16 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 47.6 science points Maintained 0.9 points 31 Students

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 45.5 making progress. Number Students: 11 Students	 No Performance Color making progress. Number Students: 1 Student

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.

2025 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
9.1%	45.5%	0%	45.5%

Conclusions based on this data:

- Our English learner population is too small to disaggregate the data by subgroup. However, 91% of our students either Maintained or Progressed At Least One ELPI Level.
- Students in grades 4th and 5th grade, who are at risk of becoming long term English learners, will have supports in place to assist these students in moving forward with their English Learner development.
- We will continue to intentionally plan for language development within our integrated units and designated ELD times. Frequent data collection on student progress using iReady and Fountas and Pinnell will assist us in designing personalized language development plans for students.

School and Student Performance Data

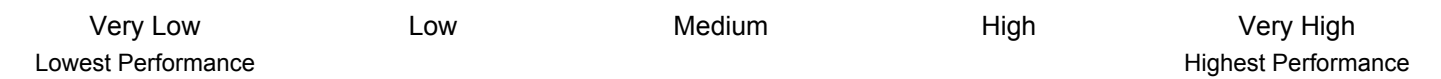
Academic Performance College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

15% Chronically Absent

Maintained -0.3

286 Students

English Learners



No Performance Color

7.1% Chronically Absent

Declined 1.2

14 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Socioeconomically Disadvantaged



Orange

18.7% Chronically Absent

Increased 1.9

182 Students

Students with Disabilities  Yellow 18.2% Chronically Absent Declined 2.9 99 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 13.4% Chronically Absent Increased 3.8 82 Students
Two or More Races  Orange 25% Chronically Absent Declined 4.4 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 13.6% Chronically Absent Declined 0.6 162 Students

Conclusions based on this data:

1. We have seen a decline overall in our student being chronically absent. We went from 15.3 percent to 15.0 percent. For the 25-26 school year, we were identified for ATSI based on the performance of our Two or More Races Student group, which increased 6.6%. In the in the Fall Dashboard 2025 this group experienced a decline of 4.4. However this group Chronic Absent percentage is 25%.
2. We are seeing both decrease and increase in our Chronic absenteeism subgroups. White students are in the yellow at 13.6 percent being chronically absent. Hispanic subgroups are in the Orange with 13.4 percent. The Hispanic subgroup saw an increase of 3.8 percent. When this data is analyzed at the student level, we are able to see trends within families. Our school counselor will continue to connect and provide resources for families to stress the importance of being at school and its connection to growth in academics. Our teachers will also continue to connect with families about the importance of consistency for student growth.
3. Student with Disabilities also showed a decline of 2.9 percent. However, this subgroups has 18.2 percent Chronic Absent.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

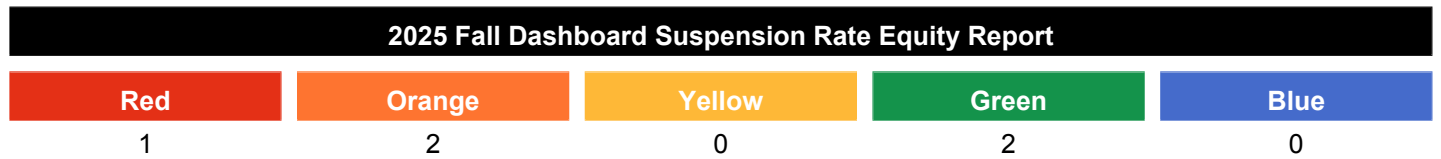
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.7% suspended at least one day Maintained 0% 289 Students	English Learners  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Orange 2.2% suspended at least one day Increased 0.3% 183 Students

Students with Disabilities  Orange 4% suspended at least one day Increased 0.7% 99 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 1.2% suspended at least one day Declined 1.2% 82 Students
Two or More Races  Red 6.1% suspended at least one day Increased 6.1% 33 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Green 1.2% suspended at least one day Declined 0.7% 164 Students

Conclusions based on this data:

1. Our overall student suspension rate is 1.7%. We need to continue systematically planning our social emotional learning as a means to support all students and implement interventions consistently and gather data to support student behavior.
2. The suspension rate for both our White and Hispanic students subgroup is in the green at 1.2% and decreased from 2.4% and 1.9% respectively. Our Socio disadvantaged subgroup is also in the green at 1.9%.
3. Students with Disabilities is at 4.0%. We will need to continue to revise and adjust our Multi-Tier Student Support Strategies to behavior and use our Cajon Valley Expectations for Student Success.

School and Student Performance Data

iReady Reading Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	23-24			24-25			% Change in Tier 1 from 23-24 to 24-25
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	53	22	25	51.1	22.2	26.7	
English Learners	27	27	46	18.2	27.3	54.5	
Socioeconomically Disadvantaged	44	25	31	48.8	23.8	27.5	
Students with Disabilities	30	22	48	31.8	22.7	45.5	

Diagnostic #3 (% of students per tier)							
	23-24			24-25			
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
American Indian or Alaska Native	50	0	50	0	50	50	
Asian	100	0	0	50	50	0	
Black or African American	83	17	0	42.9	28.6	28.6	
Native Hawaiian or Other Pacific Islander	0	67	33	25	50	25	
White	51	20	29	51.2	20	28.8	
Two or More Races	61	33	6	78.6	14.3	7.1	
Hispanic or Latino	59	21	20	53.9	23.7	22.4	

Conclusions based on this data:

1. The data from iReady Reading diagnostic indicates a positive trend in Tier 1 percentages for the following subgroups, Students with Disabilities, Two or More Races, Socioeconomically Disadvantaged, and White subgroups. The subgroup, Two or More Races, increased the percentage from 61% in 23-24 to 78.6% in 24-25.
2. This tells us that our collaboration, release time to look at student data, and our SIPPS for TIER 1 and Barton intervention are working for our students.
3. The iReady Reading diagnostic indicates a decrease in our Hispanic or Latino subgroup from 59% to 53.9%.

School and Student Performance Data

iReady Reading Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2023-2024 Based on D3	2024-2025 Based on D3
All Students	57	61.3
Socio-economically Disadvantaged	52	56.2
English Learners	36	36.4
Students w/Disabilities	48	59.1

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2023-2024 Based on D3	2024-2025 Based on D3
Hispanic or Latino	57	56.6
American Indian or Alaska Native	0	0
Asian	0	50
Black or African American	33	57.1
Native Hawaiian or Other Pacific Islander	67	50
White	55	61.2
Two or More Races	69	85.7

Stretch Growth = an ambitious, but attainable, level of annual growth that puts below-grade level students on a path to proficiency and puts on-grade level students on a path to advanced proficiency levels.		
% of students making or on track to make stretch growth		
	2023-2024 Based on D3	2024-2025 Based on D3
All Students	26.4	34.2
Socio-economically Disadvantaged	26.6	30
English Learners	18.2	18.2
Students w/Disabilities	20	35.2

Stretch Growth = an ambitious, but attainable, level of annual growth that puts below-grade level students on a path to proficiency and puts on-grade level students on a path to advanced proficiency levels.		
% of students making or on track to make stretch growth		
	2023-2024 Based on D3	2024-2025 Based on D3
Hispanic or Latino	24.2	30.3
American Indian or Alaska Native	0	0
Asian	0	50
Black or African American	33.3	28.6
Native Hawaiian or Other Pacific Islander	0	25
White	25.3	34.1
Two or More Races	43.8	71.4

Conclusions based on this data:

1. The percentage of All Students are on track for meeting their typical Stretch Growth in iReady increased. The data shows in 24-25 61% of students are on track. This is an increase of 4% from 23-24 school year. Sixty-one percent of all of our students are on track to meet their Stretch Growth goals. Additionally, two of our subgroups increased the percentage, Socioeconomically Disadvantaged subgroup are on track at 56%, increase of 4% while, Students with Disabilities subgroup are on track at 59.1%, an increase of 11.1%.
2. This tells us that our release and collaboration time to personalize learning and put them on a path to proficiency is working and we will continue to analyze data to drive our instruction.

School and Student Performance Data

iReady Math Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	23-24			24-25			% Change in Tier 1 from 23-24 to 24-25
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	38	42	20	39.9	41.8	18.3	
English Learners	27	37	36	25	58.3	16.7	
Socioeconomically Disadvantaged	30	41	29	36.2	42.5	21.2	
Students with Disabilities	25	36	39	20.2	42.7	37.1	

Diagnostic #3 (% of students per tier)							
	23-24			24-25			
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
American Indian or Alaska Native	0	50	50	0	50	50	
Asian	100	0	0	100	0	0	
Black or African American	17	66	17	28.6	57.1	14.3	
Native Hawaiian or Other Pacific Islander	34	33	33	0	75	25	
White	38	41	21	39.8	42.1	18.1	
Two or More Races	33	61	6	57.1	35.7	7.1	
Hispanic or Latino	35	48	17	35.9	48.7	15.4	

Conclusions based on this data:

1. Crest Socioeconomically Disadvantaged student group had an increase of 6.2% in Tier 1. Additional subgroups that increased growth in Tier 1 include: White, 1.8%, Black or African American, 9.6%, Two or more Races, 24.1% and Hispanic/Latino, 0.9%
2. Crest subgroup, Student with Disabilities showed an overall decrease of 4.8% percent in Tier 1. This tells us we need to spend more time analyzing student data for specific areas of weakness and provide math interventions that will support student improvement.

School and Student Performance Data

iReady Math Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2023-2024 Based on D3	2024-2025 Based on D3
All Students	40	48.1
Socio-economically Disadvantaged	38	51.2
English Learners	64	33.3
Students w/Disabilities	39	44.9

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2023-2024 Based on D3	2024-2025 Based on D3
Hispanic or Latino	40	48.7
American Indian or Alaska Native	0	50
Asian	0	100
Black or African American	50	71.4
Native Hawaiian or Other Pacific Islander	33	50
White	41	43.9
Two or More Races	50	64.3

Stretch Growth = an ambitious, but attainable, level of annual growth that puts below-grade level students on a path to proficiency and puts on-grade level students on a path to advanced proficiency levels.

% of students making or on track to make stretch growth		
	2023-2024 Based on D3	2024-2025 Based on D3
All Students	11.6	19
Socio-economically Disadvantaged	9.1	25
English Learners	9.1	16.7
Students w/Disabilities	11.5	13.5

Stretch Growth = an ambitious, but attainable, level of annual growth that puts below-grade level students on a path to proficiency and puts on-grade level students on a path to advanced proficiency levels.

% of students making or on track to make stretch growth		
	2023-2024 Based on D3	2024-2025 Based on D3
Hispanic or Latino	14.3	17.9
American Indian or Alaska Native	0	50
Asian	0	100
Black or African American	16.7	14.3
Native Hawaiian or Other Pacific Islander	33.3	25
White	12.7	18.1
Two or More Races	12.5	21.4

Conclusions based on this data:

1. Our data shows that All student subgroups, with the exception of the English Learner subgroup, increased the percentage of "Typical Growth" between the 23-24 through 24-25 school year.
2. Crest data shows that in the area of "Stretch Growth", All subgroups, with exception of two subgroups increased from 2023 - 2024 through 2024 - 2025.

School and Student Performance Data

Annual Gallup Parent Survey Data

Annual Gallup Parent Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19	17	50	33
19-20	33	58	9
20-21	69	26	4
21-22	55	39	6
22-23	27	50	23
23-24	39	50	11

Gallup Parent Survey Key Engagement Items

Question: My child's school always delivers on what it promises.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	3.42	53	21
19-20	4.12	78	6
20-21	4.68	94	1
21-22	4.51	90	3
22-23	3.85	66	13
23-24	4.17	83	6

Question: I feel proud to be a parent at my child's school.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	3.67	61	21
19-20	4.41	91	6
20-21	4.78	93	1
21-22	4.65	89	5
22-23	4.26	80	8
23-24	4.33	88	0

Question: This school is a perfect fit for my child.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	3.42	53	21
19-20	4.09	73	6
20-21	4.71	92	1

21-22	4.5	88	5
22-23	4.08	71	8
23-24	4.17	72	0

Conclusions based on this data:

1. Based on the 2025 data we have shown an increase of 39 percent of parent being fully engaged, an increase of 12 percent of families feeling indifferent, and an increase of 1 percent of families being actively disengaged.
2. Crest families gave Crest a 3.95 rating for there is appropriate discipline at my child's school. Crest saw a decrease in behavior office visits by almost half.
3. Crest needs to continue to work on MTSS and counseling services to support our discipline approach.

School and Student Performance Data

Student Survey Report

Goal 1		
Fall 2025	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
At least one adult in my school knows my interests.	82	7
At least one adult in my school knows my hopes/goals for the future.	69	12
The things I'm learning in school are important to me.	77	8
The things I'm learning in school are important to my future.	83	5

Goal 2		
Fall 2025	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
I feel safe at school.	91	3
My school is clean.	85	3
Adults at my school treat me with respect.	92	1
I feel like I belong at my school.	79	7
My classmates treat me with respect.	63	13

Conclusions based on this data:

- Goal 1: Crest scored 77% in The things I am learning are important to my future and 83% in The things at my school are important to me. This shows that teachers are planning lessons based on student interest and strengths and aligning to our CV essential skill applied academics. Our lowest rankings are 63%, My classmates treat me with respect., and 69% At least one adult knows my hopes and dreams for the future. This tells us we need to engage around student hopes for the future and building student respect towards one another.
- Goal 2: Crest ranked 92% with Adults at my school treat me with respect. This shows that our strong belief in building positive relationships and holding students to high expectations is working. We also scored 91% in I feel safe at school. This shows that our MTSS and counselor push in and SPED co-teaching model is working to make students feel secure and successful at school.
- We scored 63% in Goal 2 with My classmates treat me with respect. This shows us we need to continue to work on peer relations and peer conflict.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 5: Pupil Engagement (Engagement), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.

Goal 1

All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values. Crest School will focus on increasing student engagement through a strong outdoor immersion program that emphasizes experiential learning, relationship building, and student exploration of their skills and strengths in relation to future careers. By June 2027, all students will experience weekly experiential learning activities that are aligned to priority standards. Student engagement scores will increase by 2% as measured by the priority 6 survey in Spring 2027.

Identified Need

Students need to delve into integrated, standards-aligned units, enabling them to explore their strengths, interests, and values outside the classroom's confines and into the realm of real-world applications. This process encourages them to forge significant connections with their future selves. Moreover, immersion activities will allow students ample time to interact and engage meaningfully with reading, writing, speaking, and physical activities.

Our baseline data is as follows:

2025 Priority 6 Student Survey

At least one adult in my school knows my interests.

82% of Students

At least one adult in my school knows my hopes/goals for the future.

69% of Students

The things I'm learning in school are important to me.

77% of Students

The things I'm learning in school are important to my future.

83% of Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 6 Student Survey	25-26 Priority 6 Student Survey 82% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my interests." 69% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my hopes/goals for the future." 77% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to me." 83% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to my future."	26-27 Priority 6 Student Survey Increase % of respondents agreeing with each statement (4 or 5 rating) by 2% 84% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my interests." 71% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my hopes/goals for the future." 79% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to me." 85% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to my future."

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, Students with Disabilities

Strategy/Activity

All students will experience weekly experiential learning activities that are aligned to priority standards, community building, and career development. This will require funding of transportation and admission for excursions and experiences. Teachers will plan, implement and monitor student learning experiences which will require professional learning and collaboration time to ensure positive impact on student outcomes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
567	S/C 4000-4999: Books And Supplies Outdoor Education Materials, Supplies and Resources
12,355	S/C 5700-5799: Transfers Of Direct Costs Transportation
2,000	S/C 5800: Professional/Consulting Services And Operating Expenditures Student Admissions
1,000	S/C 1000-1999: Certificated Personnel Salaries Stipends for professional learning and collaboration.
7,227	S/C 5700-5799: Transfers Of Direct Costs Transportation with additional funding
6000	Title I 5700-5799: Transfers Of Direct Costs Transportation

Annual Review

SPSA Year Reviewed: 2025-26

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.

All students participated in weekly experiential learning activities aligned with priority standards, community building, and career development. These activities included both on- and off-campus excursions, made possible through funding for transportation and admission. Teachers collaborated regularly to plan, implement, and monitor these learning experiences, supported by professional learning and dedicated collaboration time to ensure alignment with academic goals and positive impact on student outcomes.

As of June 2026, Crest students have participated in 145 field trips, demonstrating a strong commitment to providing diverse and frequent experiential learning opportunities. These trips deepened student engagement and helped contextualize classroom instruction, reinforcing key academic standards. Student reflections and teacher observations indicate increased enthusiasm for learning, stronger classroom community, and a growing awareness of potential college and career pathways. Ongoing teacher collaboration ensured activities were purposeful, standards-

aligned, and responsive to student needs, contributing to a more enriching and relevant educational experience.

82 percent of our students in grades 4-8 can clearly explain their RIASEC themes and believe at least one adult in my school knows my interests. 83 percent of students believe the things they are learning at school are important to me. We attribute these results to the real world learning experiences and experiential learning trips our students participate in.

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

For the 2026–2027 school year, there were no significant variances between the planned implementation and the associated budgeted expenditures for this strategy. The commitment to providing weekly experiential learning opportunities was implemented as intended. Under Strategy 1, Supplemental Concentration carryover funds continued to support these efforts. Despite a change in administration, the program remained stable and was carried out with consistency and fidelity. Feedback from parents, students, and staff continued to be highly positive, with strong enthusiasm for the excursions. Popular activities once again included swimming, beach trips, and hikes. Additionally, student attendance remained consistently higher on scheduled trip days, indicating these experiences continue to enhance student engagement and foster a stronger sense of school connectedness.

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.

Based on the continued successful implementation and strong engagement from students, staff, and families, no significant changes will be made to the goal itself for the 2026–2027 school year. The school remains committed to maintaining cornerstone grade-level trips that have proven to be highly impactful, while also exploring opportunities to expand and diversify the range of experiences offered. This may include incorporating more career exploration opportunities and integrated service-learning projects to further enrich student learning. In addition, metrics may be refined to include student reflections and post-trip surveys in order to more effectively measure outcomes and engagement. These enhancements will be reflected in the updated strategies and metrics sections of the SPSA under the Experiential Learning goal area.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 1: Basic (Conditions of Learning), Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

LEA/LCAP Goal

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

Goal 2

All students, staff, and families feel safe, empowered, and respected. By May 2027 Crest school will increase parent, staff and student engagement by 2% as measured by the annual Gallup surveys. By June 2027, suspension of all students will decrease from 1.7% to 1.0%, with a focus on decreasing suspension for Students with Disabilities, and our Two or More Races (ATSI)

Identified Need

Crest faces high levels of chronic absenteeism and suspensions among all students and two or more races (ATSI), impacting their academic progress and well-being. To address these issues, we need to foster teacher collaboration through regular professional learning communities, utilize behavior data analysis to inform interventions, and closely monitor attendance with targeted support for at-risk students. Integrating social-emotional learning (SEL) into the curriculum will enhance students' emotional resilience, while a student incentive program can motivate better attendance and behavior.

Strengthening community engagement is also crucial. By building strong partnerships with families and local organizations, we can support students' overall well-being and academic success. This involves regular communication with parents, collaboration with local agencies, and community participation in school activities. Through these comprehensive strategies, we aim to create a supportive, inclusive environment that promotes the success of all students. An identified need based on our Priority 6 Student data is for improved peer to peer relations. We need to provide intentional time and opportunities for students to connect, build relationships, learn to listen and problem solve with each other.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (Suspension) All Students English Learners ATSI Student Group[s]: Two or More Races	2025 Accountability Dashboard (Suspension) All Students: 1.7%% Yellow English Learners: 0% No Performance Color	2026 Accountability Dashboard (Suspension) Decrease suspension rate by at least 2% All Students: Green 0% English Learners:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		No Performance Color 0%
California Accountability Dashboard Performance Level (Chronic Absenteeism) All Students English Learners TSI Student Group[s]: Two or More Races	2025 Accountability Dashboard (Chronic Absenteeism) All Students: 15% Orange English Learners: 25% Orange Two or More Races: 25% Orange	2026 Accountability Dashboard (Chronic Absenteeism) Decrease chronic absenteeism rate by at least 2% All Students:13% Yellow English Learners:5.1% No Performance Color Two or More Races: 23% Orange
Local Parent Survey (Gallup)	25-26 Parent Gallup Survey 50%% of respondents are fully engaged. 58% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises." 79% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school." 62% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."	26-27 Parent Gallup Poll Increase Parent Engagement by 2% 52% of respondents are engaged. Increase % of respondents agreeing with each statement (4 or 5 rating) by 2% 60% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises." 81% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school." 64% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."
Local Student Survey (Priority 6)	25-26 Priority 6 Student Survey 89.94% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school"	26-27 Priority 6 Student Survey Increase % of respondents agreeing with each statement (4 or 5 rating) by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	69.23% of respondents agreed (4 or 5 rating) with the statement, "My classmates treat me with respect"	91.94% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school" 71.23% of respondents agreed (4 or 5 rating) with the statement, "My classmates treat me with respect"

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, Students with Disabilities, Two or More Races (ATSI)

Strategy/Activity

We will provide intentional time and opportunities for students to connect, build relationships, learn to listen and problem solve with each other.

All students will engage in community building activities to strengthen their connection to and engagement with their school and peers. Providing opportunities for parents and family members to participate in the outdoor immersion program, including trailside walks, bonfires, and showcase of student learning which will culminate with a final "Crest Stories" book.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3300	S/C 4000-4999: Books And Supplies Materials, Supplies, Books, Student Incentives
3309	S/C 5800: Professional/Consulting Services And Operating Expenditures 549 Coach August through December 2026
1772	Title I 4000-4999: Books And Supplies Books/Supplies for family engagement literacy events
825	Title I Parent Involvement 4000-4999: Books And Supplies

Books/Supplies for family engagement literacy events

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Two or More Races (ATSI)

Strategy/Activity

All staff will engage in professional learning, coaching and collaboration that is focused on tiered behavior supports, the deescalation cycle, and supporting students with disabilities in the least restrictive environment and our subgroup, Two or More Races. This will require additional funding for staff hourly stipends, materials, and training to ensure we meet our goals of reducing suspensions for students with disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600

Source(s)

S/C

2000-2999: Classified Personnel Salaries
Classified Allocations for Training & Support

200

S/C

4000-4999: Books And Supplies
Intervention Materials, Supplies, and Resources

Annual Review

SPSA Year Reviewed: 2025-26

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.

The implementation of this strategy has focused on providing all staff with professional learning, coaching, and collaborative opportunities centered on tiered behavior supports, the de-escalation cycle, and inclusive practices for students with disabilities. Staff have participated in targeted trainings and coaching sessions to deepen their understanding of proactive behavior support and how to respond effectively in challenging situations. These efforts have helped increase staff confidence and consistency in managing behavior and supporting students in the least restrictive environment. This work directly supports our ATSI target area, with a focused effort on reducing suspensions for Students with Disabilities through inclusive, relationship-centered practices. While this work is ongoing, early data and staff feedback show promising results, including increased use

of preventive strategies and fewer behavior-related disruptions. Continued investment in staff stipends, training, and materials will be essential to sustain this momentum and meet our goal.

Crest did not meet its goal of 1.6, but it did show a decrease and had a 1.7 percent suspension rate.

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

One major difference between the intended implementation and actual outcomes was a lower-than-expected chronic absenteeism rate, which positively impacted student engagement and participation in schoolwide initiatives. Additionally, there were more professional learning opportunities than originally planned, which helped strengthen collaboration and alignment between Special Education and General Education staff—further supporting our goal of reducing suspensions and increasing inclusion for Students with Disabilities.

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.

These differences will help inform next year's planning by reinforcing the importance of continued investment in joint professional learning that bridges Special Education and General Education practices. Given the success in reducing chronic absenteeism, next year's efforts can build on this momentum by focusing even more on sustaining strong student-staff relationships and engagement strategies. Additionally, leveraging the improved collaboration between teams will be key to deepening inclusive practices and maintaining progress toward our ATSI 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 Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

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

Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics through personalized, data-driven small group instruction employing research-based strategies.

By June 2027, All Students will improve academic achievement in ELA from 35.26% meeting standard to 37.26% as measured by the CAASPP Summative Assessment.

By June 2027, All Students will improve academic achievement in Math from 18.95% meeting standard to 21.95% as measured by the CAASPP Summative Assessment.

By June 2027, Students with Disabilities will improve academic achievement in ELA from 6.9% meeting standard to 8.9% as measured by the CAASPP Summative Assessment.

In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 70% of students are making Typical Growth on Diagnostic #3

Identified Need

Based on our California Accountability dashboard, our school is performing “YELLOW” in ELA and “YELLOW” in math.

At the end of last year, on our iReady diagnostic #3, 51% of students were in tier 1 for ELA and 39.9% were in tier 1 for math.

When looking at student growth, on diagnostic #2 in February 2025, 61.3% of students were on track to meet “typical growth” on ELA and 48.1% on Math. Based on this data, we see a need for a continued focus on evidence based literacy and mathematics instruction. This requires funding for teacher release time, ongoing data analysis, lesson development, differentiation, and to provide ongoing literacy and math professional learning.

Based on our comprehensive needs assessment, a large focus for goal 3 will be on supporting our Students with Disabilities (ATSI Sub Group).

Based on our California Accountability dashboard, our SWD are performing “ORANGE” in ELA and “ORANGE” in math. This indicates a need for us to continue implementing evidence based literacy practices (SIPPS/BARTON). We need to ensure all Education Specialists and their support staff are trained in UFLI, SIPPS/BARTON and have effective daily schedules to ensure all students can access the intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) All Students English Learners	2025 Accountability Dashboard (ELA) All Students: Yellow 34.6 points below standard English Learners: The current EL population is too small to analyze data trends effectively	2026 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points All Students: Yellow 31.6 points below standard English Learners: The current EL population is too small to analyze data trends effectively.
California Accountability Dashboard Performance Level (Math) All Students English Learners	2025 Accountability Dashboard (Math) All Students: Yellow 76.2 points below standard English Learners: The current EL population is too small to analyze data trends effectively.	2026 Accountability Dashboard (Math) Increase Student Performance by at least 3 points All Students: Yellow 73.2 points below standard English Learners: The current EL population is too small to analyze data trends effectively.
California Accountability Dashboard: English Learner Progress Indicator % making progress towards English language proficiency	2025 California Dashboard (ELPI) English Learners: 45.5% making progress towards English language proficiency	2026 California Dashboard Dashboard (ELPI) Increase % of English Learners making progress toward English language proficiency by 2% 48.5% making progress towards English language proficiency
California Dashboard ELPI % of English learners that decreased at least one ELPI level on ELPAC	2025 California Dashboard ELPI 9.1% of English learners that decreased at least one ELPI level on ELPAC 9.1% Change from 2024	2026 California Dashboard ELPI Decrease by at least 2% 7.1% of English learners that decreased at least one ELPI level on ELPAC
iReady Diagnostic Assessment Data (Reading) % of All Students at Tier 1 on Diagnostic #3	May/June 2025 Diagnostic #3 (Reading) All Students: 51.1% Tier 1 English Learners: 18.2% Tier 1	May/June 2027 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 4%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of English Learners at Tier 1 on Diagnostic #3		All Students: 55.1% at Tier 1 English Learners: 22.2% at Tier 1
iReady Diagnostic Assessment (Math) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3	May/June 2025 Diagnostic #3 (Math) All Students: 39.9% Tier 1 English Learners: 25% Tier 1	May/June 2027 Diagnostic #3 (Math) Increase % of students at Tier 1 by at least 4% All Students: 43.9% at Tier 1 English Learners: 29% at Tier 1
iReady Diagnostic Growth (ELA) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	25-26 Diagnostic #2 (Reading) All Students: 61.3% "on track" to make "typical growth" English Learners: 36.4% "on track" to make "typical growth"	26-27 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2% All Students: 63.3% "on track" to make "typical growth" English Learners: 38.4% "on track" to make "typical growth"
iReady Diagnostic Growth (Math) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	25-26 Diagnostic #2 (Math) All Students: 48.1% "on track" to make "typical growth" English Learners: 33.3% "on track" to make "typical growth"	iReady Diagnostic Growth (Math) 50.1% of all students "on track" to make "typical growth" D2 35.3% of English Learners "on track" to make "typical growth" D2
CAASPP Overall Achievement (ELA) % All Students Met or Exceeded Standard for ELA % English Learners Met or Exceeded Standard for ELA	May/June 2025 CAASPP ELA All Students: 35.2% Met or Exceeded Standard English Learners: The current EL population is too small to analyze data trends effectively.	May/June 2027 CAASPP ELA Increase % of students that met or exceeded standard by 4% All Students: 39.2% met or exceeded standard English Learners: The current EL population is too small to analyze data trends effectively.
CAASPP Overall Achievement (Math) % All Students Met or Exceeded Standard for Math % English Learners Met or Exceeded Standard for Math	May/June 2025 CAASPP Math All Students: 18.95% Met or Exceeded Standard English Learners: The current EL population is too small to analyze data trends effectively.	May/June 2027 CAASPP Math Increase % of students that met or exceeded standard by 4% All Students: 22.95% met or exceeded standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		English Learners: The current EL population is too small to analyze data trends effectively.
CORE Phonics Survey Part E: "CVC" [Kindergarten Benchmark]	May-June 2025 0% Benchmark [CVC]	May-June 2027 Increase % of students on Benchmark by 4% 4% Benchmark [CVC]
CORE Phonics Survey Part F: "Consonant blends with short vowels: Part G: "Sort vowels, digraphs, and -tch trigraph" Part H: "R-Controlled vowels" [1st Grade Benchmark]	May-June 2025 20% Benchmark [Blends] 8% Benchmark [Digraphs/Trigraphs] 8% Benchmark [R-controlled]	May-June 2027 Increase % of students on Benchmark by 4% 24% Benchmark [Blends] 12% Benchmark [Digraphs/Trigraphs] 12% Benchmark [R-controlled]
CORE Phonics Survey Part L: "Multisyllabic words" [2nd Grade Benchmark]	May-June 2025 13% Benchmark [Multisyllabic]	May-June 2027 Increase % of students on Benchmark by 4% 17% Benchmark [Multisyllabic]

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, ATSI: Students w/Disabilities

Strategy/Activity

Crest School will invest in structured collaboration time for teachers to analyze data, plan for small group instruction, engage in collective unit planning, and share best practices and strategies. Additionally, teachers may attend conferences and professional learning. This will lead to increased effectiveness in teaching and students making their expected growth in literacy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

S/C

	5000-5999: Services And Other Operating Expenditures Travel & Conference / Teacher Professional Learning /Substitutes
3309	S/C 5800: Professional/Consulting Services And Operating Expenditures 549 Coaches from August-December 2026
4000	Title I 4000-4999: Books And Supplies Start up supplies/ Print Shop
2750	Title I 5000-5999: Services And Other Operating Expenditures Additional release time for teachers/ SWING subs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, Students with Disabilities

Strategy/Activity

Students will receive data driven small group instruction so they can meet their personalized goals in reading, writing, math and speaking. This requires materials, resources, and textbooks to effectively implement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4300

Source(s)

S/C
4000-4999: Books And Supplies
Instructional Materials, Technology Suites, Books, and Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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.

The implementation of strategies under this goal has focused on delivering personalized, data-driven small group instruction in both ELA and math. Teachers have utilized the iReady Diagnostic assessments to identify student needs and provide targeted instruction within a Multi-Tiered System of Supports (MTSS). Research-based programs such as SIPPS and Heggerty for foundational literacy, as well as the district-adopted Nat Geo curriculum, have been consistently implemented. Instructional support staff and intervention teachers have also played a key role in delivering small group instruction aligned to student data. As a result, we are seeing greater instructional precision, stronger differentiation, and early indications that more students are on track to make Typical Growth by Diagnostic #3. Additionally, students with disabilities are receiving more targeted support aligned to their specific learning needs, helping move us closer to our achievement goals.

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

A key difference in implementation has been the increased integration of support staff and instructional aides in small group rotations, which has expanded the reach of personalized instruction. Additionally, professional learning was more focused on data analysis and instructional planning than originally planned, helping build teacher capacity to make timely, informed instructional decisions based on iReady data and classroom assessments.

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.

These differences will inform next year's planning by emphasizing the value of ongoing professional development in data use and differentiated instruction. Continued use of the MTSS structure, paired with targeted support for students with disabilities and English learners, will be essential. Based on this year's results, we will also explore expanding the use of instructional aides and intervention support during Tier 2 time to increase the number of students receiving effective, targeted instruction. Additionally, we will implement SIPPS Reading in Phonics for Tier 1 in first through third grade.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

Students with disabilities will demonstrate expected yearly growth in literacy skills.

Goal 4

Crest Students with disabilities will demonstrate expected yearly growth in literacy skills. By June 2027, 61.1% of students with disabilities will meet their typical and stretch growth as measured by iReady diagnostic.

Identified Need

Our CA dashboard indicates that this sub group has a high chronic absentee rate and high suspension rate. This indicates a need for Ed Speicilats and general Ed teachers to collaborate frequently and analyze data such as attendance patterns, behavior trends, and students feelings towards school. Additionally the score in RED for math and Orange for ELA which indicates a strong need for targeted and personalized small group instruction that is based on frequent data collection and implementation of intervention curriculum that is based in the science of reading such a SIPPS and Barton.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) Students with Disabilities	2025 Accountability Dashboard (ELA) Students with Disabilities Orange 95.8 points below standard	2026 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points Students with Disabilities: 92.8 points below standard Orange
iReady Diagnostic Assessment Data (Reading) % of Students with Disabilities at Tier 1 on Diagnostic #3	May/June 2025 Diagnostic #3 (Reading) Students with Disabilities:31.8% Tier 1	May/June 2027 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 4% Students with Disabilities: 35.8% at Tier 1
iReady Diagnostic Growth (ELA) % of students with disabilities "on track" to make "typical growth" D2	Dec/Jan 2025 Diagnostic #2 (Reading) Students with Disabilities: 59.1% "on track" to make "typical growth"	Dec/Jan 2027 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Students with Disabilities: 61.1 % "on track" to make "typical growth"
CAASPP Overall Achievement (ELA) % Students with Disabilities Met or Exceeded Standard for ELA	May/June 2025 CAASPP ELA Students with Disabilities: 15.87% Met or Exceeded Standard	May/June 2027 CAASPP ELA Increase % of students that met or exceeded standard by 4% Students with Disabilities: 19.87 % met or exceeded standard

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)

Strategy/Activity

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.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Students with disabilities will receive daily small group instruction in literacy skill that is aligned to priority standards, based in the science of reading, and evidence based strategies. This will require all staff to be trained in specialized programs such as SIPPS, Barton, and/or LETRS.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

S/C
4000-4999: Books And Supplies

	Printshop
2000	Title I 5000-5999: Services And Other Operating Expenditures Professional Development/Release Time for Ed Specialists

Annual Review

SPSA Year Reviewed: 2025-26

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.

To support this goal, students with disabilities received daily small-group literacy instruction aligned to priority standards and grounded in the science of reading. Instruction was delivered using evidence-based strategies and structured programs such as SIPPS, Barton, and LETRS. Staff participated in ongoing professional learning to implement these approaches with fidelity, and instructional practices were monitored to ensure consistency and effectiveness.

Crest significantly outperformed the district average in reading growth for students with disabilities across most grade levels. In 1st, 2nd, 3rd, and 6th grades, Crest students exceeded district growth averages by 8–27%, with 6th grade showing the most notable difference (+27%). While 5th grade performance matched the district average, the overall trend reflects strong implementation of targeted literacy supports. Most notably, the percentage of Crest students with disabilities reading on grade level grew from 6% on Diagnostic 1 to 30% on Diagnostic 3—an increase more than double the district's gain (3% to 12%). This remarkable progress highlights the effectiveness of structured literacy interventions and teacher training in evidence-based programs.

Students benefited from increased access to targeted literacy instruction in small-group settings. Teachers reported greater confidence in delivering structured literacy lessons, particularly after receiving training in specialized programs. Preliminary iReady data show steady progress among students with disabilities, with many demonstrating gains toward their typical growth targets. Regular progress monitoring also revealed improvements in foundational reading skills such as phonemic awareness, decoding, and fluency.

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

There were no significant differences between the intended implementation and budgeted expenditures for this goal. Staff training in SIPPS, Barton, and LETRS occurred as planned, and daily small-group instruction was delivered consistently across classrooms. The investment in evidence-based materials and professional development was effectively aligned to the 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.

To further accelerate growth, Crest will expand the use of data-informed instructional grouping and explore adding progress monitoring tools to better track skill acquisition between iReady diagnostics. Additional professional learning will focus on deepening instructional practices for advanced decoding and comprehension strategies. These refinements will be reflected in the SPSA under the Special Education and Literacy Instruction strategies section, including updated metrics for monitoring progress throughout the year.

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	\$57,514.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$16,522.00
Title I Parent Involvement	\$825.00

Subtotal of additional federal funds included for this school: \$17,347.00

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 (\$)
S/C	\$40,167.00

Subtotal of state or local funds included for this school: \$40,167.00

Total of federal, state, and/or local funds for this school: \$57,514.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
S/C	\$40,167	0.00
Title I	\$16,522	0.00
Title I Parent Involvement	\$825	0.00

Expenditures by Funding Source

Funding Source	Amount
S/C	40,167.00
Title I	16,522.00
Title I Parent Involvement	825.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,000.00
2000-2999: Classified Personnel Salaries	600.00
4000-4999: Books And Supplies	15,964.00
5000-5999: Services And Other Operating Expenditures	5,750.00
5700-5799: Transfers Of Direct Costs	25,582.00
5800: Professional/Consulting Services And Operating Expenditures	8,618.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	1,000.00
2000-2999: Classified Personnel Salaries	S/C	600.00

4000-4999: Books And Supplies	S/C	9,367.00
5000-5999: Services And Other Operating Expenditures	S/C	1,000.00
5700-5799: Transfers Of Direct Costs	S/C	19,582.00
5800: Professional/Consulting Services And Operating Expenditures	S/C	8,618.00
4000-4999: Books And Supplies	Title I	5,772.00
5000-5999: Services And Other Operating Expenditures	Title I	4,750.00
5700-5799: Transfers Of Direct Costs	Title I	6,000.00
4000-4999: Books And Supplies	Title I Parent Involvement	825.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,149.00
Goal 2	10,006.00
Goal 3	15,359.00
Goal 4	3,000.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Megan Jove	Principal
Jennay Butler	Classroom Teacher
Camden Ledford	Classroom Teacher
Lauryn Lucca	Classroom Teacher
David Crescitelli	Parent or Community Member
Laurie Kern	Parent or Community Member
Samantha Wright	Secondary Student
Elissa Cobb	Other School Staff
Maddox Castillo	Secondary Student

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

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 5/26/26.

Attested:

Handwritten signatures in blue ink. The top signature appears to be 'Megan Jove' and the bottom signature appears to be 'Laurie Kern'. There is a checkmark to the right of the bottom signature.

Principal, Megan Jove on 5-26-26
SSC Chairperson, Laurie Kern on 5-26-26

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.

[Educational Partner 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.

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

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

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.

Educational Partner 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 Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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