

School Year:

2021-22



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
Cresson Elementary School	19647176014997	September 27, 2021	November 16, 2021

Purpose and Description

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

Schoolwide Program

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

Cresson's SPSA was developed in collaboration with teachers and parents. SSC/ELAC meets regularly (9/27/21, 10/11/21, 11/29/21, 1/24/22, 2/28/22, 3/28/22, 4/25/22, 5/23/22) to review and update the plan, including planned improvements and revisions of goals and proposed expenditures of LCAP and Title I funds. School goals are based on the annual needs assessment, state data (i.e. SBAC, CA Dashboard, ELPAC, Reclassification rates), and local assessments (i.e. district benchmarks). School goals are aligned with LCAP and include the same overarching goals and metrics. The SPSA addresses LCFF and Title I funds which are used to support improved student performance for all students as well as closing the achievement gap, through various intervention opportunities, such as RtI, Tier 3 intervention, and before and after school tutoring. The SPSA also supports the school climate and social emotional development of students with action steps such as PBIS, SEL instruction in the classroom, Trauma Informed Instruction PD, and our elementary counselor.

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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).

We use data collected from the LCAP Survey and the Healthy Kids Survey to provide information about programs and their effectiveness. In the spring of 2021, parents at all schools were asked to complete an online survey regarding Student Achievement, Conditions for Learning, Stakeholder Engagement, School Climate and Overall Satisfaction. Cresson scored 95% for overall satisfaction, which matched the Little Lake City School District score. Cresson scored 99% on parents having a positive relationship with the staff at school. In overall categories, Cresson scored highest in School Climate and Overall Satisfaction. An overall area of potential focus for improvement was Stakeholder Engagement, with an average overall score of 88%. Items in this category include parent awareness of and participation in school events and leadership opportunities.

The Healthy Kids Survey showed overall growth and stability in school connectedness from the 2015-2016 school year to the 2020-2021 school year (82% to 92%) and also in feeling safe at school (90% to 95%). When asked if they were happy to be at school, 95% of the students responded yes, and 95% also responded that they feel safe at school. When asked if adults at school listen to them (92%), they were part of the school (97%), if adults believe they will be a success (95%), if there is an adult who cares about them (92%), if staff treats them fairly (97%), and if there is an adult who always want them to do their best (100%), students responded consistently in the positive. When asked if they felt close to people at school, only 76% indicated that they did, down from 95% the prior year. This is likely due to students being engaged in virtual learning during this time. When asked if their parents were involved at school, 84% of students responded yes, which aligns with the data from the Stakeholder Engagement category of the parent survey.

Classroom Observations

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

District personnel and the site administrator conduct formal and informal classroom observations throughout the school year. Tenured teachers are formally evaluated every other year, and probationary teachers are evaluated annually. During an evaluation year, two formal observations of entire lessons are conducted in ELA and math. Informal observations and walk-throughs are conducted throughout the school year and are part of the site administrator's routine duties. During these short observations, the administrator frequently has a set target for the observation, which has been communicated to the staff, such as math talk, checking for understanding, EL strategies, close reading, or a specific district-determined data point. These formal and informal observations provide data and information which will help determine further professional development needs. They may also provide information for discussion during Innovative Learning Collaborative (ILC) meetings.

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)

During our Innovative Learning Collaborative (ILC) sessions, teachers, site administration, and interventionists meet in a Professional Learning Community to analyze data, monitor student progress, to group students for intervention or enrichment, and plan classroom and extra support instruction and focus areas. The data that is collected and analyzed includes state assessment data (SBAC, ELPAC, CAST, CAA) when available, district benchmark information, district reading (DRA, BRI) and writing assessments, classroom assessments, and student work samples. During the data analysis, particular attention is paid to the progress of the students in our subgroups, our English Learners, our Students with Disabilities, our Socioeconomically Disadvantaged students, and our Foster Youth and In Transition students. Students are closely monitored for growth, possible reclassification from English Learner to Proficient English, and for additional supports, such as before/after school tutoring or social-emotional support.

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

Curriculum-embedded assessments and progress monitoring assessments (PMA's) are created by district and site teams and are used by individual teachers and grade level collaborative teams to monitor student progress on grade level standards. These assessments are aligned to the district pacing guides, and predetermined assessments are entered into our data system. The information is used to monitor progress, determine areas for growth, and guide instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our instructional staff meet the criteria for "highly qualified".

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

All Cresson teachers hold the appropriate credential for their current assignments. Professional development opportunities exist at both the site and district level to address ongoing educational goals. The district has scheduled professional development to address the current and ongoing needs of teachers, including math, NGSS, ELA instruction, digital platforms and programs, and SEL. In addition, teachers have opportunities to work with district ELA/ELD, math, and science TOSA's, and the site TOSA. All teachers were trained in the use of Thinking Maps. Three teachers and the site administrator attended Thinking Maps training for trainers and provide additional support at the site level in these strategies. The EL coordinator will continue to provide support to the staff in the implementation of designated and integrated ELD instruction to our students. The SALT members will continue to provide leadership in the facilitation of professional collaboration directed at improving student achievement. The site also has two science lead teachers who will continue to attend additional professional development in NGSS.

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

Little Lake City School District continually collects and analyzes a variety of data and uses this information to offer professional development to staff that is research-based, aligned to the California State Standards, and based on identified needs. In recent years, the district professional development has addressed mathematics instruction, NGSS framework and instruction, English Language Arts instruction, and English Language Development standards and instruction. In addition, members of Cresson staff worked with the district math coaches, either as a grade level or individually, to enhance their knowledge and understanding of mathematical skills and strategies and their implementation of these strategies with their students. Particular attention was given to strategies related to number sense and math talk. In addition, Cresson staff will continue to address the ELD standards and strategies for working with English learners.

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

Teachers receive support through formal and informal observations and feedback by the administrator, collaboration time through ILC, and support from district staff and consultants, and the site TOSA. Cresson staff has taken advantage of opportunities to work with math coaches to enhance their understanding and implementation of math instruction. In addition, Cresson staff benefited from three years of coaching support on CELL/ExLL strategies. As part of the ILC process, grade level teams, the principal, interventionists, and the Think Together coordinator have collaborated together regarding effective instructional strategies and lesson planning. District TOSA's have periodically participated in ILC sessions to provide specific support in the area of math, ELA and ELD instruction. District ELA TOSA's have provided site-level professional development in the use of close reading strategies to address reading comprehension and writing skills.

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

Cresson teachers collaborate by grade level regularly in two ways. On Wednesday of each week, students are dismissed early. Two Wednesdays of every month are specifically dedicated to grade level collaboration and planning. Teachers monitor student progress, and plan lessons aligned to their grade level standards and the district pacing guide, creating assessments, and scoring writing assessments using the district rubrics. During the bi-weekly ILC sessions, which last ninety minutes, teachers meet with grade level colleagues in a professional learning community focused on analyzing student data to monitor progress and plan instruction and interventions.

Teaching and Learning

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

Cresson teachers use curriculum, instructional strategies, and materials that are research-based, rigorous, and aligned to the California State Standards and district pacing guides.

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

Cresson instructional staff strictly adhere to the recommended two hours of reading/language arts instruction and one hour of mathematics instructions, as evidenced by daily schedules and administrator observation.

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

District pacing guides and the school's schedule ensure that intervention can take place across grade levels on a daily basis. Kindergarten through second grade students participate in Response to Intervention or enrichment in reading/language arts four days per week. Third through fifth grades participate in intervention or enrichment in reading/language arts and/or math four times per week. The intervention and enrichment groups are created based on data and directed at specific gaps or needs.

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

Standards-based instructional materials are available to students in all demographic groups in both general and special education. Supplemental researched-based materials that align with the California standards and district-adopted strategies are available for intervention during small group instruction and extra support.

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

Cresson's instructional staff uses instructional materials that are SBE adopted and aligned to the California State Standards and district expectations, during core instruction and small group interventions and supports.

Opportunity and Equal Educational Access

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

Underperforming students are served by differentiation and small group support by the classroom teacher, Response to Intervention during the instructional day to fill in gaps and meet specific needs in ELA and/or math, and through additional support, as needed.

Evidence-based educational practices to raise student achievement

Daily instruction at Cresson Elementary is made up of research-based educational practices that align with the California State Standards framework and district expectations. Our ELA instruction is built upon a foundation of CELL/ExLL strategies, which is a comprehensive literacy learning framework. In math, our instruction is based on the standards and the standards of mathematical practice and include math talks and number talks to ensure that students develop the necessary number sense, the ability to use oral and written language in math, and the ability to use a variety of skills and strategies to solve problems. Throughout the day and in all content areas, teachers use research-based strategies to develop strong language skills for our English learners, such as Think-Write-Pair-Share.

Parental Engagement

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

During the regular school year, Cresson students have access to Stone Soup, which provides before school care, THINK Together, which provides an after school program that includes homework help, clubs, field trips, and special events. Cresson offers before and/or after school tutoring for those students who need additional support in reading or math. We have a full-time counselor on site and a counseling intern from Turning Point one day per week. Little Lake City School District offers the support of a Social Worker and two Family Liaisons, who facilitate connecting students and families to outside resources and supports. In addition, the district offers parent education opportunities throughout the school year.

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)

Cresson Elementary has an active PTO and SSC/ELAC, which are consulted and asked for input regarding the planning, implementation, and ongoing evaluation of programs and use of resources to support students. The District has DAC/DELAC and the LCAP Central Committee that serve in a similar capacity.

Funding

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

LCAP and Title I funds enable us to provide additional support for underperforming students in a variety of ways. Interventionists are hired to allow us to provide small group instruction to grade one through five. With these funds, we are also able to offer the support of a school counselor, increased access to technology, and professional development and collaboration time to address the needs of specific students.

Fiscal support (EPC)

Refer to budget report.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The annual review and update of the SPSA is an ongoing process that includes input from staff and parent groups in the development of the plan and the budget. Our combined SSC/ELAC is composed of five parents, including one representative of ELAC, three teachers, one classified staff member, and the administrator. Parents and staff members are elected by peers to their positions on the committee, and they serve two-year terms. Elections are held in the fall to fill any vacancies. At Cresson, ELAC has chosen to join with SSC and assign their responsibilities to SSC, with a representative of ELAC serving as part of the board. Topics of specific concern to ELAC are part of the agenda and discussed and acted upon as necessary and appropriate. The combined group meets at least five times per year. Cresson's administrator begins getting input in the spring (February or March) for the plan and budget for the upcoming school year. The current SPSA was taken to vote in September 2021. The plan is shared with the staff at a staff meeting. Once the plan has been approved by the Little Lake City School Board, it will be available in the school office should anyone wish to review it.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.35%	%		1	
African American	0.37%	0.71%	0.4%	1	2	1
Asian	0.37%	0%	0.4%	1	0	1
Filipino	0.37%	0%	0.8%	1	0	2
Hispanic/Latino	93.36%	94.33%	93.4%	253	266	225
Pacific Islander	0.37%	0.71%	0.4%	1	2	1
White	4.06%	3.19%	3.3%	11	9	8
Multiple/No Response	1.11%	0.71%	1.2%	3	2	3
Total Enrollment				271	282	241

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	61	65	42
Grade 1	42	43	34
Grade 2	51	39	38
Grade 3	45	46	39
Grade 4	40	49	42
Grade 5	32	40	46
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	271	282	241

Conclusions based on this data:

1. Cresson's enrollment has dropped over the past three years.
2. Our primary numbers are overall larger than our upper grade numbers at this point.

3. Hispanic students continue to make up more than 90% of Cresson's overall enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	73	62	50	26.9%	22.0%	20.7%
Fluent English Proficient (FEP)	26	34	27	9.6%	12.1%	11.2%
Reclassified Fluent English Proficient (RFEP)	6	13	7	7.3%	17.8%	11.3%

Conclusions based on this data:

1. Our number of EL students is dropping over time.
2. The number of students identified as FEP has been fairly consistent over the past three years.
3. There has been a slight drop in the students reclassified as English Proficient since making the switch to ELPAC.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35	39	43	34	39	43	34	39	43	97.1	100	100
Grade 4	46	34	40	46	34	39	46	34	39	100	100	97.5
Grade 5	57	47	31	57	46	30	57	46	30	100	97.9	96.8
All Grades	138	120	114	137	119	112	137	119	112	99.3	99.2	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2415.	2452.	2431.	11.76	38.46	30.23	38.24	25.64	20.93	17.65	20.51	20.93	32.35	15.38	27.91
Grade 4	2458.	2471.	2486.	21.74	26.47	30.77	23.91	29.41	33.33	30.43	17.65	10.26	23.91	26.47	25.64
Grade 5	2491.	2507.	2513.	17.54	21.74	20.00	26.32	34.78	43.33	22.81	23.91	13.33	33.33	19.57	23.33
All Grades	N/A	N/A	N/A	17.52	28.57	27.68	28.47	30.25	31.25	24.09	21.01	15.18	29.93	20.17	25.89

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	17.65	23.08	25.58	44.12	61.54	46.51	38.24	15.38	27.91	
Grade 4	6.52	20.59	28.21	73.91	61.76	48.72	19.57	17.65	23.08	
Grade 5	22.81	26.09	16.67	49.12	47.83	60.00	28.07	26.09	23.33	
All Grades	16.06	23.53	24.11	56.20	56.30	50.89	27.74	20.17	25.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.59	38.46	20.93	47.06	35.90	46.51	32.35	25.64	32.56
Grade 4	26.09	20.59	23.08	54.35	55.88	58.97	19.57	23.53	17.95
Grade 5	28.07	28.26	33.33	50.88	52.17	56.67	21.05	19.57	10.00
All Grades	25.55	29.41	25.00	51.09	47.90	53.57	23.36	22.69	21.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.65	17.95	20.93	61.76	74.36	72.09	20.59	7.69	6.98
Grade 4	8.70	14.71	17.95	69.57	61.76	76.92	21.74	23.53	5.13
Grade 5	12.28	17.39	13.33	61.40	58.70	63.33	26.32	23.91	23.33
All Grades	12.41	16.81	17.86	64.23	64.71	71.43	23.36	18.49	10.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.47	33.33	30.23	44.12	53.85	48.84	29.41	12.82	20.93
Grade 4	28.26	20.59	25.64	41.30	61.76	56.41	30.43	17.65	17.95
Grade 5	22.81	30.43	33.33	49.12	54.35	46.67	28.07	15.22	20.00
All Grades	25.55	28.57	29.46	45.26	56.30	50.89	29.20	15.13	19.64

Conclusions based on this data:

1. Cresson experienced a growth of 12% in students meeting or exceeding the standard in ELA from 2016/17 to 2018/19.
2. There is growth in the students scoring above standard on Reading, Listening, and Research and Inquiry. There was a slight decline overall in Writing, due to a dip in third grade.
3. Our SALT plan will continue to focus on close reading and using evidence when responding orally and in writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35	39	43	34	39	43	34	39	43	97.1	100	100
Grade 4	46	34	40	46	34	39	46	34	39	100	100	97.5
Grade 5	57	47	31	57	46	30	57	46	30	100	97.9	96.8
All Grades	138	120	114	137	119	112	137	119	112	99.3	99.2	98.2

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2410.	2433.	2446.	2.94	12.82	23.26	44.12	38.46	34.88	20.59	28.21	23.26	32.35	20.51	18.60
Grade 4	2487.	2466.	2489.	32.61	5.88	23.08	23.91	32.35	30.77	21.74	44.12	30.77	21.74	17.65	15.38
Grade 5	2511.	2520.	2523.	22.81	32.61	20.00	24.56	17.39	23.33	21.05	23.91	40.00	31.58	26.09	16.67
All Grades	N/A	N/A	N/A	21.17	18.49	22.32	29.20	28.57	30.36	21.17	31.09	30.36	28.47	21.85	16.96

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	8.82	28.21	39.53	50.00	35.90	34.88	41.18	35.90	25.58	
Grade 4	41.30	14.71	30.77	32.61	44.12	43.59	26.09	41.18	25.64	
Grade 5	35.09	36.96	36.67	24.56	30.43	30.00	40.35	32.61	33.33	
All Grades	30.66	27.73	35.71	33.58	36.13	36.61	35.77	36.13	27.68	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.71	23.08	30.23	61.76	53.85	51.16	23.53	23.08	18.60
Grade 4	30.43	8.82	17.95	47.83	61.76	58.97	21.74	29.41	23.08
Grade 5	26.32	28.26	16.67	40.35	43.48	66.67	33.33	28.26	16.67
All Grades	24.82	21.01	22.32	48.18	52.10	58.04	27.01	26.89	19.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.71	20.51	32.56	52.94	58.97	48.84	32.35	20.51	18.60
Grade 4	28.26	20.59	20.51	43.48	50.00	66.67	28.26	29.41	12.82
Grade 5	17.54	26.09	20.00	50.88	50.00	53.33	31.58	23.91	26.67
All Grades	20.44	22.69	25.00	48.91	52.94	56.25	30.66	24.37	18.75

Conclusions based on this data:

1. Over the past three years, Cresson has experienced overall growth in math scores from 50% met and exceeded standard in 2016/17 to 53% met and exceeded standard in 2018/19.
2. Cresson has experienced growth over time in all claims areas.
3. Claims 2 and 4 (Problem Solving and Modeling & Data) are our current areas of greatest need.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1406.6	1419.7	1419.6	1432.7	1376.4	1389.5	22	20
Grade 1	1480.4	*	1487.3	*	1473.1	*	16	8
Grade 2	1498.5	1495.5	1498.2	1499.4	1498.1	1490.8	15	13
Grade 3	*	*	*	*	*	*	*	9
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	7
All Grades							76	61

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.00	*	50.00	*	40.00	*	5.00	22	20
1	*	*	*	*	*	*	*	*	16	*
2	*	15.38	*	61.54	*	23.08		0.00	15	13
3	*	*	*	*		*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	32.89	13.11	42.11	54.10	*	27.87	*	4.92	76	61

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	20.00	*	40.00	*	35.00	*	5.00	22	20
1	*	*	*	*	*	*		*	16	*
2	*	15.38	*	69.23	*	15.38		0.00	15	13
3	*	*	*	*		*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	50.00	31.15	32.89	42.62	*	21.31	*	4.92	76	61

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.00	*	85.00	*	5.00	22	20
1	*	*	*	*		*	16	*
2	*	38.46	*	61.54		0.00	15	13
5	*	*	*	*	*	*	*	*
All Grades	46.05	26.23	46.05	68.85	*	4.92	76	61

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	30.00	*	65.00	*	5.00	22	20
1	*	*	*	*		*	16	*
2	73.33	23.08	*	76.92		0.00	15	13
All Grades	56.58	42.62	30.26	52.46	*	4.92	76	61

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	54.55	95.00	*	5.00	22	20
1	*	*	*	*	*	*	16	*
2	*	7.69	*	84.62	*	7.69	15	13
All Grades	23.68	6.56	55.26	81.97	21.05	11.48	76	61

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	50.00	*	20.00	*	30.00	22	20
1	*	*	*	*	*	*	16	*
2	*	0.00	*	84.62		15.38	15	13
All Grades	30.26	26.23	53.95	57.38	15.79	16.39	76	61

Conclusions based on this data:

- Kindergarten scores showed growth in overall scores and in written and oral language subcategories from 17-18 to 18-19.
- Second grade scores showed slight decline overall and in written language from 17-18 to 18-19, but slight growth in oral language.

3. We did not receive scores for first, third, fourth, or fifth grades due to the small numbers of students in these grade levels.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
282	69.9	22.0	3.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	62	22.0
Foster Youth	9	3.2
Homeless	22	7.8
Socioeconomically Disadvantaged	197	69.9
Students with Disabilities	29	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.7
American Indian	1	0.4
Hispanic	266	94.3
Two or More Races	2	0.7
Pacific Islander	2	0.7
White	9	3.2

Conclusions based on this data:





- For the 2018-2019 school year, Cresson's largest subgroups were socioeconomically disadvantaged (69%), English Learners (26.9%), Students with Disabilities (13.7%), Homeless (6.3%), and Foster Youth (3%).
- Hispanic students comprised the overwhelming majority of population at 93.4% of Cresson's overall student body.
- Cresson's enrollment remained similar to the prior school year.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Green		

Conclusions based on this data:

1. Cresson scored in the yellow range for English Language Arts and in the green range for Math.
2. Cresson's suspension rate remained in the blue range.
3. Cresson's chronic absenteeism rate continues to be a concern, as we scored in the orange range.

School and Student Performance Data

Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 6.4 points above standard Maintained 0 points 111	<p>English Learners</p> Yellow 7.7 points below standard Increased Significantly ++17.6 points 43	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Green 4.5 points above standard Increased ++10.4 points 79	<p>Students with Disabilities</p> No Performance Color 60.1 points below standard Increased Significantly ++28.7 points 15

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.7 points above standard Maintained ++2.2 points 106	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.7 points below standard Maintained ++2.8 points 18	35.5 points above standard Increased ++6.2 points 25	13.6 points above standard Declined -10.4 points 67

Conclusions based on this data:

- Our overall score for English Language Arts maintained at 6.4 points above standard.
- Our English Learners increased significantly (17.6 points), although they remain below standard. However, this constitutes a small decrease in the achievement gap between EL's and All Students.
- Our socioeconomically disadvantaged students increased (10.4 points) and scored 4.5 points above standard. This constitutes a small decrease in the achievement gap between SED students and All Students.

School and Student Performance Data

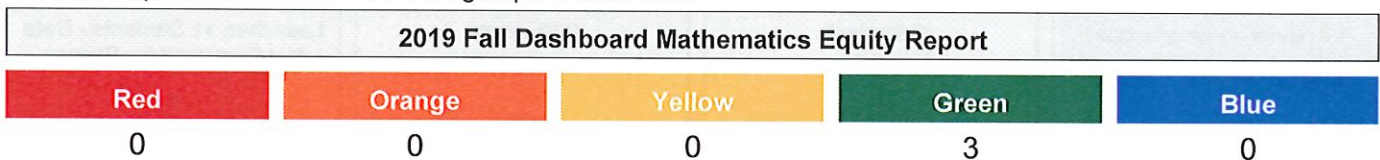
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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






This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Green 1.9 points above standard Increased ++13.5 points 111	<p>English Learners</p> Green 6.8 points below standard Increased Significantly ++19.8 points 43	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Green 3 points below standard Increased Significantly ++22.3 points 79	<p>Students with Disabilities</p> No Performance Color 53.2 points below standard Increased Significantly ++20.1 points 15

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
 Green 3.4 points above standard Increased ++14 points 106	Two or More Races	Pacific Islander	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
53.6 points below standard Increased ++12.4 points 18	26.9 points above standard Increased ++6.1 points 25	5.8 points above standard Increased ++11.4 points 67

Conclusions based on this data:

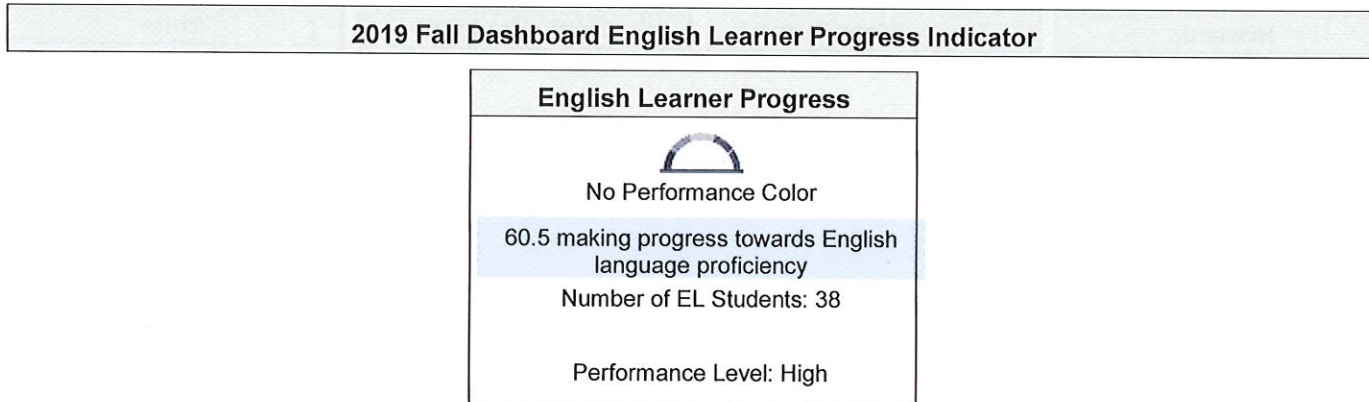
- Our overall score increased 13.5 points, leaving us with a score 1.9 points above standard.
- English Learners' scores increased significantly (19.9 points) but remain 6.8 points below standard. However, this does constitute a small decrease in the achievement gap between EL's and All Students.
- Socioeconomically disadvantaged students' scores increased significantly (22.3 points) but remain 3 points below standard. This constitutes a small decrease in the achievement gap between SED Students and All Students.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.2	34.2	5.2	55.2

Conclusions based on this data:

1. Twenty-one out of 38 (60.5%) EL students progressed at least one ELPI level.
2. Fifteen students maintained at their current ELPI level.
3. Two students declined on ELPI level.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

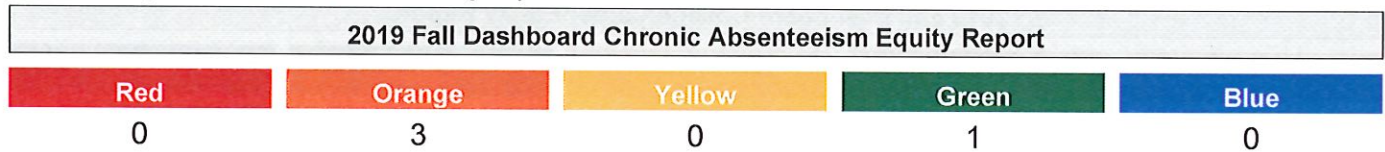
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 7.1 Increased +1.4 283	<p>English Learners</p>  Green 2.6 Declined -3.2 77	<p>Foster Youth</p>  No Performance Color 0 11
<p>Homeless</p>  No Performance Color 11.1 Declined -2.7 18	<p>Socioeconomically Disadvantaged</p>  Orange 7 Increased +0.7 200	<p>Students with Disabilities</p>  Orange 10.9 Increased +4.6 46

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.6 Increased +2.2 264	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 11

Conclusions based on this data:

- Overall students chronic absenteeism increased 1.4 points.
- English Learners' and Homeless students' chronic absenteeism declined over the prior year.
- Socioeconomically disadvantaged, Students with Disabilities, and Hispanic Students all increased in chronic absenteeism over the prior year.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard 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 or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group			
All Students	English Learners	Foster Youth	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

- 1.

School and Student Performance Data

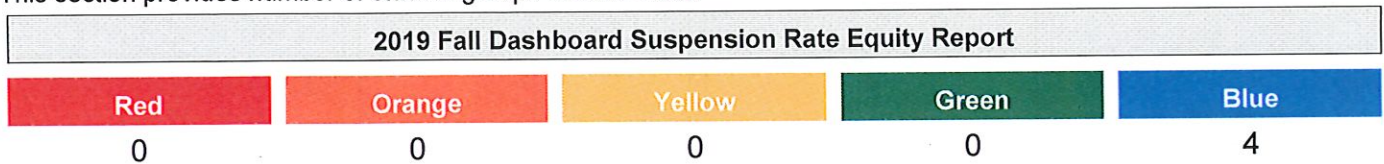
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>291</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>79</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0</p> <p>11</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>18</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>202</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>47</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2		 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 271	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 12

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. Cresson had no suspensions to report for the 2018-2019 school year.
2. Cresson's suspension rate maintained at 0.
3. Cresson will continue to strive to find alternative means of correction to address behavior issues.

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

Student Achievement

LEA/LCAP Goal

Student Achievement

K-8 students will demonstrate growth and/or maintain growth as measured by the following:

- Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
- District Assessments in ELA (DRA) and Math in grades K-2
- ELPAC
- Reclassification rates for English Learners
- District Assessments in history/social science in grades 7-8
- District Assessments in science in grades 6, 7, and 8
- CAST in grades 5 and 8
- Physical Fitness Tests in grades 5 and 7

Goal 1

Student Achievement

K-8 students will demonstrate growth and/or maintain growth as measured by the following:

- Smarter Balanced Assessments/CA Dashboard in ELA and Mathematics in grades 3-8
- District Assessments in ELA and Math in grades K-2
- ELPAC
- Reclassification rates for English Learners
- District Assessments in history/social science in grades 7-8
- District Assessments in science in grades 6, 7, and 8
- CAST in grades 5 and 8
- Physical Fitness Tests in grades 5 and 7

Identified Need

CA Dashboard Data, SBAC results, and local assessment data indicate that there is a need to increase academic achievement for all students in the areas of ELA and mathematics. In addition, data indicates a need to close the achievement gap among subgroups, particularly English learners and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Data - ELA grades 3-5 (18/19 data)	Percent Met or Exceeded Grade 3 - 51% Grade 4 - 54% Grade 5 - 63%	Increase or maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Assessments ELA grades K-2 (20/21 data)	Percent Proficient K- 17% 1 - 52% 2 - 50%	Increase or maintain
SBAC Data - Math grades 3-5 (18/19 data)	Percent Met or Exceeded Grade 3 - 58% Grade 4 - 54% Grade 5 - 53%	Increase or maintain
District Assessments Math grades K-2 (20/21 data)	Percent Proficient K- 69% 1 - 45% 2 - 23%	Increase or maintain
EL Proficiency on SBAC (18/19 data)	Percent Met or Exceeded 15%	Increase or maintain
CAST grades 5 (18/19 data)	Percent Met or Exceeded Grade 5 - 33%	Increase or maintain
Physical Fitness Test grades 5 (18/19 data)	Percent of students in HFZ (5 out of 6) Grade 5 - 33.4%	Increase or maintain

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 All teachers will follow the district pacing guides to address the California State Standards across all content areas and collaborate to plan instructional units and monitor student progress.

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)

None Specified

	<p>None Specified</p> <p>Innovative Learning Collaborative (ILC) sessions will be conducted regularly to allow teachers and the principal to analyze data to monitor progress and identify instructional needs, plan upcoming instruction, group students for additional support, and engage in professional development.</p>
	<p>District Funded</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Arts for All staff will provide art, music, and PE instruction for students while their classroom teachers engage in ILC.</p>
16,843.00	<p>District Funded</p> <p>2000-2999: Classified Personnel Salaries</p> <p>The Library Media Specialist will staff the library and support literacy development for all students.</p>
8986.00	<p>LCFF - Supplemental</p> <p>4000-4999: Books And Supplies</p> <p>Supplemental materials and supplies will be purchased to support implementation of the California State Standards. (Scholastic News, Studies Weekly, miscellaneous materials as needed)</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 All teachers will use district-adopted, research-based instructional strategies, with a focus on CELL/ExLL and Close Reading strategies in ELA, Math Talks and Number Talks in mathematics, and the use of Crosscutting Concepts in science. Professional development related to these specific areas will be provided as needed by district and site staff.

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)

1983.00

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Teacher will be provided with release time to engage in professional collaboration with district

	coaches and grade level colleagues to engage in site-based professional development, create standards-based progress monitoring assessments (PMA's), share instructional strategies, and to plan rigorous, standards-based lessons aligned to the district pacing guides.
4448.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Professional development opportunities will be provided at the site and district level. (Site TOSA, Math coaches, Science TOSA, ELA/ELD TOSAs, Technology TOSA
409.00	LCFF - Supplemental 4000-4999: Books And Supplies Professional literature and resources will be purchased as needed to support our areas of focus.
794.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student Achievement Leadership Team (SALT) will meet periodically to analyze data and monitor our focus on our School Implementation Plan.
950.00	LCFF - Supplemental 7000-7439: Other Outgo Certificated staff will pilot Mindfulness training to support the social-emotional learning of our students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 A multi-tiered system of intervention will be implemented to ensure that the specific learning needs of every student is met.

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)

33,785.00

Source(s)

Title I Part A: Allocation

	1000-1999: Certificated Personnel Salaries Interventionists will be hired to support grades one through five in ELA and Math
5991.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Targeted students will be offered before and/or after school tutoring to address identified needs and close gaps.
4500.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries GATE-identified students will be offered enrichment opportunities outside of the school day to meet their unique instructional needs
	None Specified None Specified Student Study Team will monitor student progress and provide recommendations for interventions and supports.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4 All Cresson instructional staff will engage in rigorous instructional practices to address the new ELD standards and support our English Learners in the development of English proficiency through designated and integrated ELD. The focus of instruction for both ELD and ALD will be the district-identified target Language Functions, which will be addressed across grade levels and content areas.

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)
	District Funded 1000-1999: Certificated Personnel Salaries Professional Development will be provided to all teachers. (ELD cohorts, site TOSA support, EL coordinator support and training, teacher planning time)
	None Specified None Specified English Learner progress toward proficiency will be monitored according to district criteria, and

	recommendations for reclassification will be made when the criteria is met.
3,500	Title III 1000-1999: Certificated Personnel Salaries EL Coordinator will attend monthly district meetings and assist in monitoring data, and providing additional instructional support, for English Learners.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5 Technology will be used to support and enhance student learning in all content areas.

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)
	District Funded 1000-1999: Certificated Personnel Salaries Technology TOSA support will include professional development and instructional modeling to teachers on a regular basis.
	District Funded 2000-2999: Classified Personnel Salaries Ongoing support and repair for technology, software, network, and supplies will be provided to support instruction.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6 Physical education instruction will be implemented for 200 minutes every ten days across all grade levels to support student physical fitness and health.

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)

None Specified
None Specified
The principal will monitor PE minutes through observation and lesson plans.

District Funded
1000-1999: Certificated Personnel Salaries
Itinerant PE teacher will provide standards-based instruction to students through prerecorded digital lessons.

Annual Review

SPSA Year Reviewed: 2020-21

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 actions and services were fully implemented as planned to achieve the articulated goal, adjusted to fit a virtual learning model due to the ongoing pandemic. All teachers followed the adapted district pacing guides to address the California State Standards across all content areas and collaborated to plan instructional units and monitor student progress, including during DRS, grade level planning times, and during scheduled release days. The pacing guides and instructional schedules were modified to accommodate virtual learning. All teachers used district-adopted, research-based instructional strategies, with a focus on CELL/ExLL and Close Reading strategies in ELA, Math Talks and Number Talks in mathematics, the use of Crosscutting Concepts in science, Thinking Maps, and Depth of Knowledge levels. Professional development related to these specific areas was provided as needed. Due to the need to engage in a virtual learning model, professional development was provided to teachers in the digital platforms that were used. All Cresson instructional staff engaged in rigorous, research-based instructional practices to address the needs of all students. Support teachers provided interactive support and intervention to students as a follow-up to teacher instruction and in the areas of science and ELD instruction and tutoring. Our EL coordinator attended monthly meetings, assisted in monitoring data, provided instructional support, and oversaw the site ELD program. District and site professional development was provided to all teachers to support this effort. Technology was used to support and enhance student learning in all content areas through district TOSA support for professional development and instructional modeling, student participation in technology-based instruction, and the ongoing support of the instructional technology, software, network, and supplies. Physical education instruction was offered virtually and scheduled into students' instructional program.

The district scores for K-2 showed some decline during virtual learning. This could be attributed to a number of barriers and constraints created by the pandemic and the move to virtual learning, such as connectivity issues, the challenge of using completely virtual platforms, limited engagement of some students, and the constraints of completely online assessments. The data still shows that students learned during this time, and one overall positive effect is that students from TK through 5th grade became increasingly proficient in the use of technology and digital

platforms. The teachers and support staff also gained new knowledge and skills in the use of technology and digital platforms for instruction and support.

We will continue to use district and site data to monitor the progress of all students as we transition back to in-person learning in order to address needs and accelerate learning. We will take particular focus on our most at-risk populations, our foster youth, McKinney-Vento students, our EL students and our Special Education students for addition support academically and social emotionally.

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/or the budgeted expenditures to for implementation.

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.

There were no changes made.

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

Conditions for Learning

LEA/LCAP Goal

Conditions for Learning

Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic supplies and services

Goal 2

Conditions for Learning

Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic supplies and services

Identified Need

Students learn best in an environment that is clean, safe, and secure under the supervision of a highly qualified staff. In addition, they need access to standards-aligned textbooks and instructional and basic supplies to support their growth and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FIT - Facilities inspection tool	100% of facilities with a good/excellent rating	Maintain
Qualified staff	100% of staff members are highly qualified	Maintain
Sufficiency of standards-aligned instructional materials	100% sufficiency based on Williams board resolution	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student transportation, as required by IEPs and safety criteria	100% of eligible students have access to student transportation	Maintain
Basic supplies and services	100% of sites have basic supplies and services based on allocated base funds	Maintain

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 All students and staff will have access to the basic supplies and services necessary to support student learning, whether in person or virtually.

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)
10,782.00	General Fund 0000: Unrestricted Purchase orders for materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 Cresson Elementary School provides a safe, clean and orderly learning environment for all students and staff. Additional safety precautions have been implemented in compliance with district, county, and recommendations related to the COVID 19 pandemic.

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)
	District Funded

None Specified
Administrator facility walk-throughs will be conducted periodically to monitor the overall maintenance and upkeep of the school facilities.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.3 Students will be instructed by a highly-qualified teacher.

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)

District Funded
1000-1999: Certificated Personnel Salaries
Hire and retain highly qualified teachers.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4 Students will have access to district-adopted California State Standards aligned textbooks and/or instructional materials.

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)

District Funded
4000-4999: Books And Supplies
Purchase adopted books and materials, and any supplemental materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.5 Transportation will be provided to students who have an IEP that specifies this service.

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)

	District Funded None Specified Provide transportation for students in Special Education whose IEP's specify this service.
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Annual Review

SPSA Year Reviewed: 2020-21

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 actions and services for Goal 2 were implemented as planned to achieve the articulated goal. Students and staff had access to the basic materials and supplies they needed to support student learning. The campus was maintained daily to ensure a safe and orderly environment for all students and staff. Periodic walk-throughs and inspections were conducted, and any issues were reported in a timely manner. Work orders were created for any needs or concerns. The district hired 100% highly-qualified teachers to instruct students. One hundred percent of students were provided access to district-adopted standards-aligned textbooks and/or instructional materials to address the appropriate grade level California State Standards. Students whose IEP's indicated transportation was necessary were provided with this service, once students returned for Hybrid Instruction in April of 2021.

Due to the COVID-19 pandemic, Chromebooks were made available to students so that they could access instruction provided through the district's virtual learning model.

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 major differences between the intended implementation and/or the budgeted expenditures and the actual implementation and expenditures.

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.

No changes will be made this goal.

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

Stakeholder Engagement

LEA/LCAP Goal

Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):

1. LCAP Parent Survey
2. Student School Connectedness Rate (Grades 5 and 7)
3. Attendance Rate
4. Chronic Absenteeism Rate

Goal 3

Stakeholder Engagement

Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):

1. Parent Satisfaction Survey Response Rate (18-19)
2. Parent Satisfaction Survey Results (18-19)
3. Parent Engagement Results (District and Site SMART Goals) (18-19)
4. Student School Connectedness Rate (Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle School Dropout Rate

Identified Need

Attendance rates indicate that there is a need to focus on strategies to improve student attendance. Student school connectedness rates, which survey students' perception of belonging to their school community, show that more than 90% of our students feel connected to school, but it is such an important component that we will continue to strive for even greater percentages. Parent survey response rates indicate the importance of continuing to build relationships with families and keeping home - school communication strong.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 LCAP Parent Survey participation rate (district-wide)	43%	Maintain at or above 80%
2020-2021 LCAP Parent Satisfaction Survey Results	95%	Maintain at or above 95%
2020-2021 LCAP Parent Survey Stakeholder Engagement (ave.)	82.5%	Maintain or increase
2020-2021 Student School Connectedness Results	92%	+1 until 90% or greater

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 Student Safety Results	95%	Maintain at or above 95%
2018-2019 Chronic Absenteeism Rate	5.7%	Decrease by 1%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 Increase parent engagement and satisfaction by strengthening home-school communication and providing increased opportunities for parents to participate in social, classroom support, and leadership opportunities.

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)

	None Specified None Specified Analysis of LCAP Parent Survey will be conducted and shared to address needs indicated on the survey regarding parent education and leadership opportunities.
	LCFF - Supplemental None Specified Back-to-School Night, Open House, and family events will be held to keep parents informed about their children's education and engaged as part of the school community. In person events will be held once it is determined to be safe to do so. We will hold drive-through and/or virtual events to maintain student and community involvement until we are able to return to in-person events.
	LCFF - Supplemental 4000-4999: Books And Supplies Family Events (Harvest Carnival, Winter Program, Talent Show, Spring Multicultural Celebration, etc.) will provide parents

	involvement opportunities. If it is safe to hold these events in person, we will do so. Until that time, we will hold drive-through and/or virtual events to maintain student and community involvement.
	None Specified None Specified Provide opportunities for parent leadership through PTO, SSC, ELAC. These meetings will occur either virtually or in person, depending on the ability to hold in person meetings and the preference of those involved to hold meetings virtually or in person.
200.00	LCFF - Supplemental 4000-4999: Books And Supplies Increase communication between school and home through social media, the website, flyers and newsletters, email, and phone messages.
998.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Translation for conferences and meetings will be provided for parents who need it.
600.00	Title I 2000-2999: Classified Personnel Salaries Facilitate parent communication by providing translation for meetings, trainings, and conferences where needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.2 We will increase student connectedness by building student-staff relationships, providing counseling and support to targeted students, teaching and reinforcing schoolwide behavior expectations, and planning highly engaging experiences for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries Counselor support will be provided to students as needed to support positive mental health.
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2284.00	LCFF - Supplemental 4000-4999: Books And Supplies Monthly spirit events will be planned to increase student connectedness and motivation.
1416.00	LCFF - Supplemental 4000-4999: Books And Supplies The PBIS team will plan and facilitate school-wide expectations, events, and training to support positive adult and student relationships and foster student connectedness and safety. All events will be virtual due to distance learning.
1000.00	LCFF - Supplemental 4000-4999: Books And Supplies Awards assemblies will be held and awards given to school connectedness, positive behaviors, and student effort and achievement.
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Field trips will be provided for grade levels to support classroom instruction.
800.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies and family events will be planned to support instruction and increase student motivation and connectedness.
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.3 We will monitor, promote, and support student attendance and engagement.

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)

500

Source(s)

LCFF - Supplemental

	4000-4999: Books And Supplies Incentives and recognition will be planned to recognize responsible attendance and student engagement, such as monthly and trimester awards, classroom awards, and prizes.
	None Specified None Specified ACT - Students will be referred to the ACT program according with set guidelines.
	None Specified None Specified There will be communication as needed with students and families regarding the importance of attendance and attendance concerns.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Actions and services were implemented as planned to achieve the articulated goals, adapted for virtual learning and social distancing. Drive-through and virtual programs, activities, and strategies were used to increase stakeholder engagement, including: Parent information events, curriculum-based events, family fun events, parent leadership opportunities, PBIS, spirit events for students, trimester Awards Assemblies, monthly themes around social skills and character education, attendance incentives, counseling support, and communication via newsletter, email, phone calls, social media, and the school website. All events and activities that were scheduled were held as virtual or drive-through events. The overall effectiveness of the strategies/activities to achieve the goal is as follows:

1. Student Connectedness: The goal for our Grade 5 students is to maintain a rate above 90%. Cresson scored 92%, which is an improvement of 5% over the prior year. Goal met.
2. Parent Satisfaction Rate: Cresson scored 95% in overall parent satisfaction in the LCAP parent survey.
3. Parent Engagement Rate: Cresson scored an average of 82.5% in Stakeholder Engagement category questions.

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 and the actual implementation and expenditures.

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.

Going forward, we will continue to use a variety of survey data to help us set goals and plan and budget for strategies and activities to achieve these goals. We will continue to foster awareness and communication with all stakeholders. We will continue to plan events and connectedness activities which can be carried out virtually or as a drive-through event which allows us to maintain all safety protocols required until we are able to safely hold these events in person.

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

School Climate

LEA/LCAP Goal

School Climate

School Climate will be conducive to effective teaching and learning, as measured by (metrics):

1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Results (Grades 5)
4. Parent Safety Survey Results

Goal 4

School Climate

School Climate will be conducive to effective teaching and learning, as measured by (metrics):

1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Results (Grades 5)
4. Parent Safety Survey Results

Identified Need

Student and Parent Safety Survey results indicate a need to continue building multi-tiered systems of supports such as Positive Behavior, Interventions, and Support (PBIS), access to school counselors, and social-emotional learning. In addition, students thrive in a positive school climate where positive reinforcements and motivational activities consistently engage students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 Suspension Rate	0	Maintain or decrease
2018-2019 Expulsion Rate	0	Maintain or decrease
2020-2021 Student School Safety Survey Results	95%	Maintain at or above 90%
2020-2021 LCAP Parent School Climate Results	95%	Maintain at of above 95%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.1 All aspects of the school climate will be monitored and addressed to ensure student safety and connectedness.

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)
	None Specified None Specified Analysis of Healthy Kids Survey indicate that students feel safe at Cresson. We will use any additional data, such as SWIS, to ensure this is maintained and enhanced.
	None Specified None Specified Schoolwide PBIS expectations will be taught, reinforced, and monitored to promote safety and positive student relationships.
	None Specified None Specified Alternatives to suspension will continue to be used to address behavior concerns.
	District Funded 1000-1999: Certificated Personnel Salaries Counselors (site, district and Turning Point) will provide support to students to target students in the areas of social and emotional wellness and development.
	None Specified None Specified Second Step will be implemented in all grade levels to address social emotional learning and bullying prevention.
	LCFF - Supplemental 4000-4999: Books And Supplies CHAMP tickets will be used to promote and reinforce schoolwide behavior expectations. Monthly drawings will be held for prizes. Students may use CHAMP tickets to "purchase" reward events monthly.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Actions and services were implemented as planned to achieve the articulated goal. All aspects of the school climate were monitored and addressed to ensure student safety and connectedness. Schoolwide PBIS expectations were taught, reinforced, and monitored as we were able to during virtual learning to promote safety and positive student relationships. Positive reinforcement was used to support student behavior. Targeted students were provided with support in the areas of social and emotional wellness and development through district counselors and Turning Point staff. Alternatives to suspension continued to be used to address behavior concerns. Healthy Kids Survey data was used to monitor school climate and address any issue or concerns. The overall effectiveness of the planned actions/services to achieve this goal is measured as follows:

Metrics:

1. Suspension rate: Cresson had 0% suspensions in 2020-2021. Goal met
2. Expulsion rate: Cresson had 0% expulsions in 2020-2021. Goal met
3. Student safety: The goal is to maintain a percentage of 90% or higher on the Healthy Kids Survey. Cresson scored 95%. Goal met.
4. LCAP Parent Survey safety: Cresson scored 93% on the question regarding school safety.

Other data sources:

1. SWIS data: Because we were in virtual learning, no SWIS data was collected.
2. The Turning Point counselor served Cresson students via Zoom while we were in virtual learning.
3. The district counselor provided support to students and families via Zoom for individual counseling sessions, parent consultation, and staff supports. She works with all of our Foster Youth. She monitored the McKinney-Vento students and any other students who were identified as needing support.

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/or budgeted expenditures to implement the strategies/activities to meet the articulated 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.

There were no changes made.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$100,769.00

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	\$600.00
Title I Part A: Allocation	\$33,785.00
Title III	\$3,500.00

Subtotal of additional federal funds included for this school: \$37,885.00

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 (\$)
District Funded	\$16,843.00
General Fund	\$10,782.00
LCFF - Supplemental	\$35,259.00

Subtotal of state or local funds included for this school: \$62,884.00

Total of federal, state, and/or local funds for this school: \$100,769.00

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
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Expenditures by Funding Source

Funding Source	Amount
District Funded	16,843.00
General Fund	10,782.00
LCFF - Supplemental	35,259.00
Title I	600.00
Title I Part A: Allocation	33,785.00
Title III	3,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	10,782.00
1000-1999: Certificated Personnel Salaries	55,001.00
2000-2999: Classified Personnel Salaries	18,441.00
4000-4999: Books And Supplies	14,795.00
5000-5999: Services And Other Operating Expenditures	800.00
7000-7439: Other Outgo	950.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	16,843.00
0000: Unrestricted	General Fund	10,782.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	17,716.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	998.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,795.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	800.00
7000-7439: Other Outgo	LCFF - Supplemental	950.00
2000-2999: Classified Personnel Salaries	Title I	600.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	33,785.00
1000-1999: Certificated Personnel Salaries	Title III	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,189.00
Goal 2	10,782.00
Goal 3	7,798.00

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
- 5 Parent or Community Members

Name of Members	Role
Linda Rigg	Principal
Michelle Bremner	Classroom Teacher
Diana Sanchez	Classroom Teacher
Helena Jaime	Classroom Teacher
Veronica Astudillo	Other School Staff
Michelle Estrada	Parent or Community Member
Eva Fluker	Parent or Community Member
Erika Gonzalez	Parent or Community Member
Elizabeth Navarro	Parent or Community Member
Elizabeth Oregel-Martinez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/27/2021.

Attested:

Linda Rigg
Michelle Bremner

Principal, Linda Rigg on 09/30/21

SSC Chairperson, Michelle Bremner on 09/30/21

FastBridge ELA Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	41.46	12.63	38.8	22.7	40.79	39.23
3	45.74					
4	40.17					
5	38.93					
FastBridge Math Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	37.27	14.38	35.94	26.2	36.36	38.33
3	39.23					
4	37.18					
5	35.64					

