

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT CROWN POINT ELEMENTARY SCHOOL

**2022-23**

37-68338-6039424

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Smith, Sakeenah

**Contact Person:** Smith, Sakeenah

**Position:** Principal

**Telephone Number:** 858/987-5500;

**Address:** 4033 Ingraham St, Crown Point Elementary, San Diego, CA, 92109-5946,

**E-mail Address:** ssmith10@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

**Board Approval:** *January 24, 2023*



**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: CPJMA PHONE: 602 391-8711 FAX: \_\_\_\_\_  
 SITE CONTACT PERSON: Sakeenah Smith E-MAIL ADDRESS: ssmith10@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP)       CSI School       ATSI School

The School Site Council (SSC) recommends this school’s site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- |                                     |   |   |
|-------------------------------------|---|---|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC)                         | Date of presentation: <u>9/28 &amp; 10/3</u>  |
| <input type="checkbox"/>            | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____                   |
| <input type="checkbox"/>            | Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____                   |
| <input type="checkbox"/>            | Site Governance Team (SGT)  | Date of presentation: _____                   |
| <input checked="" type="checkbox"/> | Other (list): <u>Staff &amp; ILT</u>                              | Date of presentation: <u>9/21, 9/28, 10/3</u> |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/3/22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Sakeenah Smith  
Type/Print Name of School Principal

Lisa Tessaro - Love  
Type/Print Name of SSC Chairperson

Gabriela Maidhof  
Type/Print Name of ELAC Representative

Christina Caselle  
Type/Print Name of Area Superintendent

[Signature] 10-5-22  
Signature of School Principal / Date

Lisa Tessaro - Love 10/5/22  
Signature of SSC Chairperson / Date

[Signature] 10/05/22  
Signature of ELAC Representative / Date

[Signature] 10/5/22  
Signature of Area Superintendent / Date

**Email & Submit Document with Original Signatures**  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

**Due October 7th 2022**

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a schoolwide Title I Program School which has been identified as an ATSI school. Title I funds will be used to support all students' academic needs. The staff at Crown Point Junior Music Academy strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, the staff at Crown Point Junior Music Academy work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to a high-quality education that includes rigorous lessons that are standards based, as well as music instruction engaging the whole child. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

**ENGAGING EDUCATIONAL PARTNERS**

SSC viewed and approved SBB March 2, 2022

Annual Title 1 Parent Meeting occurred on October 14, 2022.

Staff & ILT Meetings occurred September 21, 28, 2022 and October 3, 2022 reviewed SPSA and gave input/feedback.

ELAC Meeting occurred on September 28, 2022, & October 4, 2022 reviewed SPSA section on English Learners and gave input/feedback.

SSC Meeting occurred on October 3, 2022, and 2022-23 SPSA was reviewed, input/feedback added, and approved.

**RESOURCE INEQUITIES****Resource inequities**

Effective instructional pedagogy and high-quality instruction drive student achievement. With these critical items is the need for appropriate materials for students to utilize in learning. There is a need for additional materials that support all Crown Point students and are specific to the needs of our English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Currently, we have curriculum for Mathematics (Envision) and ELA (Benchmark) which serves to target Tier 1 instruction. For Tier 2 and 3 intervention/support, we also utilize online curriculum programs such as Reading Plus, ST Math, and RazKids. Reading Plus and STMath provide students with additional instruction, intervention, and support at their specific learning level. These are all strongly evidence-based programs. We are utilizing supplemental materials in ELD (Benchmark ELD) which serve to target English Learners. In addition, based on our spring 2022 data points (see below), our achievement data continues to show that we are in need of resources (materials, supplies, training) in the areas in language arts and math. We will continue to budget Title 1 dollars to areas that support teachers with professional development and professional learning communities. In the cycle of professional learning, teachers are always in need of clear targeted professional development, planning time, optional peer observations, and data analysis. At Crown Point, teachers and all staff understand the need to be up-to-speed on current evidence-based practices. At Crown Point, professional development typically happens 1-2 times monthly on Wednesdays. The practice of PLC at Crown Point is critical to plan for and implement the professional development that has occurred year to year. Currently, teachers engage in student data analysis monthly, plan for instruction, and implement professional development and/or professional learning taken from our monthly PLCS. As some of the professional development overlaps into teacher PLC time, what remains the same is the need for more professional development and Professional Learning Community time. Staff, parents, and other stakeholder groups understand the need for more time for professional development PLC time as demonstrated in the previous year's approval of the SPSA specifically in the area of visiting teachers. In addition, our students in our students with disabilities and black students, are showing the greatest areas of disparities as it related to instructional gaps and student achievement. Our district has provided our school with a full time resident visiting teacher (RVT). The RVT will support struggling students in reading, writing, and math intervention through small group instruction. The RVT will work with identified SWD, black students, and students identified by classroom teachers based on classroom observation by teacher, real-time assessments, and formative assessments. We are also aligning our Title 1 dollars to fund an EL coordinator that will assess students in EPLAC and also provide small group and 1:1 intervention/language support to EL students.

**Data:**

In the spring of the 2021-2022 school year, students at CPJMA in grades 3rd - 5th took the CAASPP/SBAC ELA and Math State Assessment. The results of this summative assessment reflect the following:

All students:

**CAASPP/SBAC ELA and Math**

-ELA (*all students in 3rd-5th grade*) 66% of students showed proficiency in grade-level ELA standards

-MATH (*all students in 3rd-5th grade*) 51% of students showed proficient in grade level Math standards

ELL students:

-ELA (ELL students) 25% of ELL students showed proficiency in grade level ELA standards

-MATH (ELL students) 25% of ELL students showed proficiency in grade level MATH standards

Students with disabilities:

-ELA (SWD) 22% of SWD showed proficiency in grade level ELA standards

-MATH (SWD) 0% of SWD showed proficiency in grade level MATH standards

Hispanic students:

-ELA (Hispanic students) 64% of Hispanic students showed proficiency in grade level ELA standards

-MATH (Hispanic students) 36% of Hispanic students showed proficiency in grade level MATH standards

Black students:

-ELA (Black students) 40% of Black students showed proficiency in grade level ELA standards

-MATH (Black students) 40% of Black students showed proficiency in grade level MATH standards

#### **Additional Data Points:**

In addition to the data from the 21-22 CAASPP, ELA and Math site assessments were given to students in the spring of 2022. These assessments yielded different results. Students in grades third through fifth took the Fast Bridge ELA Assessment in ELA. Students in third grade through fifth grade took the DEMI Math Assessment. In addition, our students in Kindergarten through second grade took the Fauntas and Pinnell Benchmark Assessment for reading. The results for these assessments were as follows:

#### **Fast Bridge ELA Assessment:**

(All students) On the ELA Fast Bridge Assessment, 58% of students scored in the low risk/advanced level categories (students on track with high quality core instruction).

(Hispanic students) On the ELA Fast Bridge Assessment, 47% of Hispanic students scored in the low risk/advanced categories for grade level benchmark reading norms.

(Black students) On the ELA Fast Bridge Assessment, 100% of black students scored in the low risk/advanced categories for grade level benchmark reading norms.

(Students with disabilities) On the ELA Fast Bridge Assessment, 23% of SWD scored in the low risk/advanced categories for grade level benchmark reading norms.

(ELL students) On the ELA Fast Bridge Assessment, 23% of ELL students scored in the low risk/advanced categories for grade level benchmark reading norms.

#### **District Essential Mathematics Indicator / DEMI Math Assessment:**

59% of students showed evidence of proficiency in the area of knowledge on the DEMI assessment

66% of students showed evidence of proficiency in the area of application on the DEMI assessment

46% of students showed evidence of proficiency in the area of communication on the DEMI assessment

(Hispanic students) 61% of Hispanic students showed evidence of proficiency in the area of knowledge on the DEMI assessment, and 68% showed evidence of proficiency in the area of application, and 40% showed evidence of proficiency in the area of communication

(Black students \*grouped as 2 or more races) 60% of black students showed evidence of proficiency in the area of knowledge on the DEMI assessment, 30% showed evidence of proficiency in application, and 70% showed evidence of proficiency in the area of communication

(ELL students) 54% of EL students showed evidence of proficiency in knowledge, 45% showed evidence of proficiency in the area of application, and 30% showed evidence of proficiency in the area of communication

(Students with disabilities) 46% of SWD showed evidence of proficiency in the area of knowledge, 53% showed evidence of proficiency in the area of application, and 0% showed evidence of proficiency in the area of communication

**Fauntas and Pinnell Benchmark Assessment:**

44% of students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

(Hispanic) 24% of Hispanic students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

(Black) 50% of black students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

(ELL) 22% of ELL students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

(SWD) 31% of students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

**CORE SEL** - A social emotional awareness survey (CORE SEL) was given in the spring of 2022 to students in grades 4th and 5th, The data from this survey presented itself as follows: Percent of students that responded favorably - 75% in climate and culture, 79% in growth mindset, 79% in self management, 71% in self efficacy, 72% in social awareness.

**2022-2023 School Plan Overview:**

For the 2022-23 school year-

Crown Point Junior Music Academy School will serve as a SDUSD Enhanced Math Ambassador School, in which our professional development work and professional learning communities will be targeted on the area of enhancing our daily mathematics instruction as it relates to the standards based teaching and learning, and targeted mathematic instructional strategies. In addition, our work this year will also include strengthening our school climate and culture as it relates to the social emotional wellness and safety of our students. At the start of this school year we implemented a beginning tier school-wide PBIS and behavioral management system with restorative justice practices, and our work this year will include strengthening our practices in the area of PBIS to build school-wide consistency, buy-in, and ownership. Our school plan also includes increasing our student body daily attendance rate and decreasing our chronic absenteeism rate.

**Chronic Absenteeism:**

*Our chronic absenteeism rates for the past three years are as follows:*

*2019-20 17% of students were chronically absent*

*2020-21 22% of students were chronically absent*

*2021-22 43% of students were chronically absent*

*Prior to the 2019 pandemic, our school was identified as an ATSI school. For the 2022-23 school year, we have a year-long calendar that includes monthly meetings with our attendance committee. The members on this committee include: School principal, school clerk, school counselor, and our cluster family services assistant. Each month we meet to discuss planned attendance incentives for students, attendance interventions and real-time supports for students, attendance home visits/phone calls, school attendance data, and all factors concerning student attendance in an effort to greatly reduce our chronic absenteeism rate.*

**Based on our school site data, our school focus of teaching and learning this year will be:**

- Ensure components of effective math instruction in every math lesson (teaching and learning feedback loop, student-to-student engagement, teacher-to-student engagement, checking for understanding and monitoring student progress)
- Social emotional learning - establishing a safe, collaborative, and inclusive classroom in every classroom/school community for all students through PBIS, class council, and ongoing school counselor lessons
- Strengthening our school-wide behavioral management system through PBIS and school-wide consistent practices to include restorative justice practices
- Supportive classroom/school environment that supports healthy increasing our student body attendance rate (Significant decrease in our chronic absenteeism rate , and increasing our daily attendance rate)



**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Laura Mcdougall	Parent
Renee Rainville	Parent
Brad Kelly	Parent
Christopher Dumm	Parent
Katie Gugino	Parent
Lisa Tessaro-Love	Classroom Teacher
Samantha Guffy	Classroom Teacher
Matthew Rhoades	Classroom Teacher
Adelle DuCharme	Other School Personnel
Sakeenah Smith	Principal

**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**

**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District**

**Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Monthly attendance meetings were held last school year, however the impacts of covid-19 variant surges greatly affected student attendance. In addition, our school counselor's role last year included triage, behavioral, and SEL support to our students. In contrast to our initial strategies to have our counselor also support with home visits, and attendance supports for students, most of her time was spent in triage and SEL support to students. The covid-19 variant surge last year impacted our school's ability to have our counselor support with increasing daily student attendance rates. In 2021-22, our chronic absenteeism rate increased drastically. This was due to the increase in the number of students and staff that were affected by Covid-19 variants, as well as students and staff that had to quarantine as a result of being close contacts. Covid-19 attendance protocols aligned to student attendance factored into a variable for the chronic absenteeism. For this current school year, 2022-23, our goal is to drastically decrease our chronic abs absenteeism rate, and increase our daily attendance rate through active/real-time attendance supports which include funding for an additional day of counseling.

**Chronic Absenteeism:**

In the 2019, Crown Point Junior Music Academy was identified as an ATSI school due to the chronic absenteeism rate of 19%

*Our chronic absenteeism rates for the past three years are as follows:*

*2019-20 17% of students were chronically absent*

*2020-21 22% of students were chronically absent*

*2021-22 43% of students were chronically absent*

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

COVID-19 temporarily halted Crown Point's data collection when school closed March 13th, 2020. Any further data collection was based on a change of criteria deeming a student to be late or absent potentially affecting the final data. The comparison of the 18-19 data to 19-20, was affected by the changes made to the state's criteria for attendance monitoring. In addition, the 20-21 attendance rate is greatly affected by the pandemic and changes in the criteria for attendance monitoring as well.

For the 2022-23 school year, the school district has hired attendance support via family services support assistant assigned to each cluster to support schools in the area of attendance and students/families affected by homelessness. At Crown Point, the family services support assistant is on our school campus for the full day every Wednesday. This individual works intensely with students, parents, and staff to support with interventions and accountability to increase student attendance. In addition, this individual, as well as the school principal, school counselor, and clerk, meet monthly for the school attendance committee. Our school counselor, supports with attendance interventions such as home visits, attendance check-ins, attendance contracts, and is a gate-keeper in our school SST process to support not only academic and behavioral intervention, but also attendance intervention as well.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

2022-23 School Year:

Due to the increased chronic absenteeism, the attendance team will need to increase its membership of stakeholders to include more teachers and parents. The school recognizes the importance of a positive, safe, supportive and inclusive school environment. To lower our rate of chronic absenteeism, improvements to our site attendance team will be made. Prior to the 2019 pandemic, our school was identified as an ATSI school. For the 2022-23

## Crown Point Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

school year, we have a year-long calendar that includes monthly meetings with our attendance committee. The members on this committee include: School principal, school clerk, school counselor, and our cluster family services assistant. Each month we meet to discuss planned attendance incentives for students, attendance interventions and real-time support for students, attendance home visits/phone calls, school attendance data, and all factors concerning student attendance in an effort to greatly reduce our chronic absenteeism rate.

### \*Identified Need

Data from the 2021-22 CHKS showed that 53% of students feel they meaningfully participate in their school. We would like to increase this percentage to 70%

Core SEL Data- Percent of students that responded favorably - 75% in climate and culture, 79% in growth mindset, 79% in self management, 71% in self efficacy, 72% in social awareness.

The daily attendance rate for students during the 2021-22 school year was 91%

In 2021-22, 43% of students were chronically absent

In addition, according to the Hoonuit dashboard, the cumulative attendance rate for the 2021-2022 school year was 93.5%

NEED: Significant increase in our daily attendance rate, and significant decrease in our chronic abse absenteeism eintism rate. In addition, increasing our school counselor onsite from 2 days a week to 3 days.

### \*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	5	Meaningful Participation in School	53%	70%	CAL-SCHLS (CHKS)	Annually
June 2023	TK-5	Attendance-All Students	43%	15%	Chronic Absenteeism	Annually
June 2023	TK-5	Attendance - All students	93.5	95%	Attendance	Annually

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	TK-5	English Learner	Chronic Absenteeism	22.4	17.4	Chronic Absenteeism	Annually
June 2023	TK-5	Students with Disabilities	Chronic Absenteeism	25.8	20.8	Chronic Absenteeism	Annually
June 2023	TK-5	Hispanic or Latino	Chronic Absenteeism	25.2	20.2	Chronic Absenteeism	Annually
June 2023	TK-5	Two or More Races	Chronic Absenteeism	18.4	13.4	Chronic Absenteeism	Annually
June 2023	TK-5	Socioeconomically Disadvantaged	Chronic Absenteeism	25.1	20.1	Chronic Absenteeism	Annually
June 2023	TK-5	Black or African American	Chronic Absenteeism	14	9	Chronic Absenteeism	Annually
June 2023	TK-5	English Learner	Suspension Rate	1.7	0	Suspension	Annually
June 2023	TK-5	Hispanic or Latino	Suspension Rate	2.3	0	Suspension	Annually
June 2023	TK-5	Homeless/Foster	Suspension Rate	3.3	0	Suspension	Annually
June 2023	TK-5	Students with Disabilities	Suspension Rate	6.3	0	Suspension	Annually

**Supporting Black Youth - Additional Goals**

- ✓ 1. CPJMA Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The CPJMA staff diversity goal is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. [school name]'s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, CPJMA will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. CPJMA will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. CPJMA's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. CPJMA will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews

to learn about their experiences and gain their input/feedback on site goals and actions.

✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓ 8.CPJMA will study/learn culturally responsive instructional practices, to increase engagement and achievement of black youth and other marginalized groups.

### **School Counselor -Increase Attendance and support social-emotional wellness of students**

#### **\*Students to be served by this Strategy/Activity**

All students will be served by this strategy including the subgroups consisting of English Learners, Hispanic, SWD, Black Youth, and 2 or more races.

#### **\*Strategy/Activity - Description**

##### **2022-23 School Year:**

The counselor will continue to support students' social emotional wellbeing and needs, restorative justice practices, and PBIS. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will work with families to ensure families receive support and services they need to get their children to school every day and on time. In addition, for the 2022-23 school year, CPJMA will Increase our school counselor onsite from 2 days a week to 3 days.

#### **COUNSELOR (ATTENDANCE)**

For the attendance goal, the counselor facilitates and/or participates the following:

- Attendance groups
- Monthly Attendance meetings
- Home visits
- Attendance Incentives
- Phone calls to monitor attendance

##### **2022-23 School Year:**

The counselor will continue to support students' social emotional wellbeing and needs. The counselor will support with restorative justice practices, and PBIS school interventions and supports. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will work with families to ensure families receive support and services they need to get their children to school every day and on time. For the 2022-23 school year, CPJMA will Increase our school counselor onsite from 2 days a week to 3 days.

**COUNSELOR (SCHOOL CONNECTEDNESS)**

In order to target the school connectedness goal, the counselor facilitates and/or supports the following activities on a school-wide basis:

- Kindness week
- Bullying prevention lessons
- CATCH SEL Curriculum lessons in every classroom (Coordinated Approach to Child Health)
- Ongoing Counseling groups
- PBIS
- Restorative Circles
- School-wide behavioral management system
- Award Assemblies
- Monthly celebrations (PBIS -blue tickets)
- Attendance support

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00731E	School Counselor -	0.15000	\$13,431.45	\$21,581.31	0073-30100-00-1210-3110-0000-01000-3999	Title I Basic Program	[no data]		School counselor to provide SEL support to whole group and individual students. In addition, counselor to provide attendance interventions and strategies to support reduced attendance rates, and promote healthy attendance for students.
F00731F	School Counselor -	0.05000	\$4,477.15	\$7,193.78	0073-30106-00-1210-3110-0000-01000-3999	Title I Supplmnt Prog Imprvmnt	[no data]		School counselor to provide SEL support to whole group and individual students. In addition, counselor to provide attendance interventions and strategies to support reduced attendance rates, and promote healthy attendance for students.

**\*Additional Supports for this Strategy/Activity**

1. Monthly Attendance meetings which include the administrator, counselor, attendance clerk, and cluster student services assistant. At these meetings we review student absences and decide on a plan of action for students who are showing chronic attendance issues.
2. Incentives, interventions, and strategies to support students with healthy attendance rates will be reviewed and decided upon during these meetings.
3. Meetings will be increased to monthly meeting.

## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

**ELA:** We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

**Math:** All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

**English Learners:** We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

**Students with Disabilities: Ownership:** Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
**Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

**Graduation/Promotion Rate:** All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### **District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning



**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Implementation-Teachers received professional development in the following areas related to English Language Arts during the 2021-22 school year:

- Literacy Acceleration PD - Targeted cyclical PD centered on guided reading practices (Balanced literacy structure, guided reading focus to differentiate support during Tier I Instruction)
- PLC (Student centered data decision-making, alignment of task and the California State Standards, teacher-student feedback loop)

Outcomes/Effectiveness

In the spring of the 2021-2022 school year, students at CPJMA in grades 3rd - 5th took the CAASPP ELA and Math Smarter Balanced State Assessment. The results of this summative assessment reflect the following:

**All students:**

- ELA(*all students in 3rd-5th grade*) 66% of students showed proficiency in grade-level ELA standards
- MATH (*all students in 3rd-5th grade*) 51% of students showed proficient in grade level Math standards

**ELL students:**

- ELA (ELL students) 25% of ELL students showed proficiency in grade level ELA standards
- MATH (ELL students) 25% of ELL students showed proficiency in grade level MATH standards

**Students with disabilities:**

- ELA (SWD) 22% of SWD showed proficiency in grade level ELA standards
- MATH (SWD) 0% of SWD showed proficiency in grade level MATH standards

**Hispanic students:**

- ELA (Hispanic students) 64% of Hispanic students showed proficiency in grade level ELA standards
- MATH (Hispanic students) 36% of Hispanic students showed proficiency in grade level MATH standards

**Black students:**

- ELA (Black students) 40% of Black students showed proficiency in grade level ELA standards
- MATH (Black students) 40% of Black students showed proficiency in grade level MATH standards

**Additional Data Points:**

In addition to the data from the 21-22 CAASPP, ELA and Math site assessments were given to students in the spring of 2022. These assessments yielded different results. Students in grades third through fifth took the Fast Bridge ELA Assessment in ELA. Students in third grade through fifth grade took the DEMI Math Assessment. In addition, our students in Kindergarten through second grade took the Fauntas and Pinnell Benchmark Assessment for reading. The results for these assessments were as follows:

**Fast Bridge ELA Assessment:**

(All students) On the ELA Fast Bridge Assessment, 58% of students scored in the low risk/advanced level categories (students on track with high quality

core instruction).

(Hispanic students) On the ELA Fast Bridge Assessment, 47% of Hispanic students scored in the low risk/advanced categories for grade level benchmark reading norms.

(Black students) On the ELA Fast Bridge Assessment, 100% of black students scored in the low risk/advanced categories for grade level benchmark reading norms.

(Students with disabilities) On the ELA Fast Bridge Assessment, 23% of SWD scored in the low risk/advanced categories for grade level benchmark reading norms.

(ELL students) On the ELA Fast Bridge Assessment, 23% of ELL students scored in the low risk/advanced categories for grade level benchmark reading norms.

**District Essential Mathematics Indicator / DEMI Math Assessment:**

59% of students showed evidence of proficiency in the area of knowledge on the DEMI assessment

66% of students showed evidence of proficiency in the area of application on the DEMI assessment

46% of students showed evidence of proficiency in the area of communication on the DEMI assessment

(Hispanic students) 61% of Hispanic students showed evidence of proficiency in the area of knowledge on the DEMI assessment, and 68% showed evidence of proficiency in the area of application, and 40% showed evidence of proficiency in the area of communication

(Black students \*grouped as 2 or more races) 60% of black students showed evidence of proficiency in the area of knowledge on the DEMI assessment, 30% showed evidence of proficiency in application, and 70% showed evidence of proficiency in the area of communication

(ELL students) 54% of EL students showed evidence of proficiency in knowledge, 45% showed evidence of proficiency in the area of application, and 30% showed evidence of proficiency in the area of communication

(Students with disabilities) 46% of SWD showed evidence of proficiency in the area of knowledge, 53% showed evidence of proficiency in the area of application, and 0% showed evidence of proficiency in the area of communication

**Fauntas and Pinnell Benchmark Assessment:**

44% of students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

(Hispanic) 24% of Hispanic students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

(Black) 50% of black students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

(ELL) 22% of ELL students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

(SWD) 31% of students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

ILT worked in coordination with the site administrator to determine the school year's strategic focus (teacher clarity and literacy acceleration plan). The

intended implementation for the literacy acceleration plan was to have a strong and direct implementation of the work from the literacy trainings into the teaching and learning loop in the classrooms. Right before the pandemic in 2020 our teachers received professional development in the area of teacher clarity. School closure impacted the continuation of the teacher clarity PD. However, the plan made with teachers and the current administrator was to bring teacher clarity back as our PD focus for the 2021-22 school year. The covid-19 variant surge and factors concerning professional development during the 21-22 school year impacted the implementation of the teacher clarity focus.

This plan for the 21-22 school year was created without the insight to predict the covid-19 surges that impacted student/staff attendance, and any impact on social-emotional wellness of the school and district community as a result. The surges of the COVID-19 variants greatly affected the completion of professional learning during the 2020-2021 school year. Professional learning was started, but not closely monitored, and halted by the superintendent mid year as a result of the impact of the covid-19 surge.

### **\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

### **2022-23 School Year:**

For this current year, we anticipate a normal school year, without the interruption of the covid-19 pandemic, as it related to student and staff absences.

#### **Our school focus of teaching and learning this year will be:**

- Components of effective math and literacy instruction standards-based instruction in every math lesson, (teaching and learning feedback loop, student-to-student engagement, teacher-to-student engagement, checking for understanding and monitoring student progress)
- Social emotional learning - establishing a safe, collaborative, and inclusive classroom and school community for all through PBIS, restorative justice practices, and counselor lessons
- Strengthening our school-wide behavioral management system

\*We are also going to continue the focus of our Special Education co-teaching plan which supports inclusion and best practices for all students.

### **\*Identified Need - English Language Arts**

Our student achievement data points still reflect significant disparities in ELA and math for our students with disabilities and black students. In addition, our student achievement data in ELA and math for all students, show that there is still a great amount of work to be done as it related to teaching and learning.

#### **SBAC -**

(all students in 3rd-5th grade) 66% of students showed proficiency in grade-level ELA standards

(ELL students) 25% of ELL students showed proficiency in grade level ELA standards

(SWD) 22% of SWD showed proficiency in grade level ELA standards

(Hispanic students) 64% of Hispanic students showed proficiency in grade level ELA standards

(Black students) 40% of Black students showed proficiency in grade level ELA standards

#### **Fast Bridge ELA Assessment:**

(All students) On the ELA Fast Bridge Assessment, 58% of students scored in the low risk/advanced level categories (students on track with high quality

core instruction).  
 (Hispanic students) On the ELA Fast Bridge Assessment, 47% of Hispanic students scored in the low risk/advanced categories for grade level benchmark reading norms.  
 (Black students) On the ELA Fast Bridge Assessment, 100% of black students scored in the low risk/advanced categories for grade level benchmark reading norms.  
 (Students with disabilities) On the ELA Fast Bridge Assessment, 23% of SWD scored in the low risk/advanced categories for grade level benchmark reading norms.  
 (ELL students) On the ELA Fast Bridge Assessment, 23% of ELL students scored in the low risk/advanced categories for grade level benchmark reading norms.

**Fauntas and Pinnell Benchmark Assessment:**  
 44% of students scored at or above grade level as measured by the F&P Benchmark Reading Assessment  
 (Hispanic) 24% of Hispanic students scored at or above grade level as measured by the F&P Benchmark Reading Assessment  
 (Black) 50% of black students scored at or above grade level as measured by the F&P Benchmark Reading Assessment  
 (ELL) 22% of ELL students scored at or above grade level as measured by the F&P Benchmark Reading Assessment  
 (SWD) 31% of students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

<b>*Goal 2 - English Language Arts</b>						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Meets or Exceeds the Standard	66	75	CAASPP ELA	Annually
June 2023	2nd-5th (2nd grade will be added this year)	Meets or Exceeds the standard	58	65	FAST aReading	Annually
June 2023	TK-2nd	Performance Level Increase (At or Above grade level)	44	50%	Fountas and Pinnel	Twice Annually

<b>*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5th	Students with Disabilities	Will increase the percentage of students at or above grade level	46.1	56.1	Fountas and Pinnel	Annually
June 2023	3rd-5th	Students with Disabilities	Will increase the amount of	29	39	CAASPP ELA	Annually

## Crown Point Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			students meeting or exceeding the standards				
June 2023	TK-5th	English Learner	Will increase the percentage of students at or above grade level	30.8	40.8	Fountas and Pinnel	Annually
June 2023	3rd-5th	English Learner	Will increase the amount of students meeting or exceeding the standards	11	21	CAASPP ELA	Annually
June 2023	TK-5th	Black or African American	Will increase the percentage of students at or above grade level	Establishing Baseline	80	Fountas and Pinnel	Annually
June 2023	3rd-5th	Black or African American	Will increase the amount of students meeting or exceeding the standards	Establishing Baseline	80	CAASPP ELA	Annually

### \*Identified Need - Math

Our student achievement data points still reflect significant disparities in ELA and math for our students with disabilities and black students. In addition, our student achievement data in ELA and math for all students, show that there is still a great amount of work to be done as it related to teaching and learning.

The following data served as basis for our goals:

#### SBAC:

MATH (*all students in 3rd-5th grade*) 51% of students showed proficient in grade level Math standards

MATH (ELL students) 25% of ELL students showed proficiency in grade level MATH standards

MATH (SWD) 0% of SWD showed proficiency in grade level MATH standards

MATH (Hispanic students) 36% of Hispanic students showed proficiency in grade level MATH standards

MATH (Black students) 40% of Black students showed proficiency in grade level MATH standards

#### District Essential Mathematics Indicator / DEMI Math Assessment:

59% of students showed evidence of proficiency in the area of knowledge on the DEMI assessment

## Crown Point Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

66% of students showed evidence of proficiency in the area of application on the DEMI assessment  
 46% of students showed evidence of proficiency in the area of communication on the DEMI assessment  
 (Hispanic students) 61% of Hispanic students showed evidence of proficiency in the area of knowledge on the DEMI assessment, and 68% showed evidence of proficiency in the area of application, and 40% showed evidence of proficiency in the area of communication  
 (Black students \*grouped as 2 or more races) 60% of black students showed evidence of proficiency in the area of knowledge on the DEMI assessment, 30% showed evidence of proficiency in application, and 70% showed evidence of proficiency in the area of communication  
 (ELL students) 54% of EL students showed evidence of proficiency in knowledge, 45% showed evidence of proficiency in the area of application, and 30% showed evidence of proficiency in the area of communication  
 (Students with disabilities) 46% of SWD showed evidence of proficiency in the area of knowledge, 53% showed evidence of proficiency in the area of application, and 0% showed evidence of proficiency in the area of communication

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Meet or Exceed	51	60	CAASPP Math	Annually
June 2023	3-5	Proficiency increase (school-wide)	Knowledge-59%, Application-66%, Communication - 46%	Knowledge - 69%, Application-76%, Communication-56%	DEMI	Twice Annually

### \*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Will Meet or Exceed the Standard	25	35	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Will Meet or Exceed the Standard	0	20	CAASPP Math	Annually
June 2023	3-5	Black or African American	Will Meet or Exceed the Standard	40	50	CAASPP Math	Annually

### \*Identified Need - English Learners

We currently have 49 EL students  
 8 students were reclassified last year  
 Our reclassification rate is at 16%

<b>*Goal 4 - English Learners</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5th grade	English Learner	Reclassification Rate	16	20	Reclassification Rates	Annually
June 2023	3rd-5th	English Learner	SBAC ELA increase	25	30	Other (Describe in Objective)	Annually

**\*Identified Need - Graduation/Promotion Rate**

This is the first normal school year in 3 years as a result of the previous Covid-19 pandemic. Every data point below is measured at a baseline level. As a result, there is much work to do with supporting ALL students with high quality core ELA and Math instruction to ensure they are on track for grade level learning, as well as ensuring that any instructional gaps are corrected. In addition, supporting our students with social emotional wellness is also priority. The following is the data that is reflected by the summative assessments during the previous school year, 2021-2022:

**SBAC:**  
**All students:**  
 -ELA(*all students in 3rd-5th grade*) 66% of students showed proficiency in grade-level ELA standards  
 -MATH (*all students in 3rd-5th grade*) 51% of students showed proficient in grade level Math standards  
**ELL students:**  
 -ELA (ELL students) 25% of ELL students showed proficiency in grade level ELA standards  
 -MATH (ELL students) 25% of ELL students showed proficiency in grade level MATH standards  
**Students with disabilities:**  
 -ELA (SWD) 22% of SWD showed proficiency in grade level ELA standards  
 -MATH (SWD) 0% of SWD showed proficiency in grade level MATH standards  
**Hispanic students:**  
 -ELA (Hispanic students) 64% of Hispanic students showed proficiency in grade level ELA standards  
 -MATH (Hispanic students) 36% of Hispanic students showed proficiency in grade level MATH standards  
**Black students:**  
 -ELA (Black students) 40% of Black students showed proficiency in grade level ELA standards  
 -MATH (Black students) 40% of Black students showed proficiency in grade level MATH standards  
**Additional Data Points:**  
 In addition to the data from the 21-22 CAASPP, ELA and Math site assessments were given to students in the spring of 2022. These assessments yielded different results. Students in grades third through fifth took the Fast Bridge ELA Assessment in ELA. Students in third grade through fifth grade took the DEMI Math Assessment. In addition, our students in Kindergarten through second grade took the Fauntas and Pinnell Benchmark Assessment for reading. The results for these assessments were as follows:  
**Fast Bridge ELA Assessment:**

(All students) On the ELA Fast Bridge Assessment, 58% of students scored in the low risk/advanced level categories (students on track with high quality core instruction).

(Hispanic students) On the ELA Fast Bridge Assessment, 47% of Hispanic students scored in the low risk/advanced categories for grade level benchmark reading norms.

(Black students) On the ELA Fast Bridge Assessment, 100% of black students scored in the low risk/advanced categories for grade level benchmark reading norms.

(Students with disabilities) On the ELA Fast Bridge Assessment, 23% of SWD scored in the low risk/advanced categories for grade level benchmark reading norms.

(ELL students) On the ELA Fast Bridge Assessment, 23% of ELL students scored in the low risk/advanced categories for grade level benchmark reading norms.

**District Essential Mathematics Indicator / DEMI Math Assessment:**

59% of students showed evidence of proficiency in the area of knowledge on the DEMI assessment

66% of students showed evidence of proficiency in the area of application on the DEMI assessment

46% of students showed evidence of proficiency in the area of communication on the DEMI assessment

(Hispanic students) 61% of Hispanic students showed evidence of proficiency in the area of knowledge on the DEMI assessment, and 68% showed evidence of proficiency in the area of application, and 40% showed evidence of proficiency in the area of communication

(Black students \*grouped as 2 or more races) 60% of black students showed evidence of proficiency in the area of knowledge on the DEMI assessment, 30% showed evidence of proficiency in application, and 70% showed evidence of proficiency in the area of communication

(ELL students) 54% of EL students showed evidence of proficiency in knowledge, 45% showed evidence of proficiency in the area of application, and 30% showed evidence of proficiency in the area of communication

(Students with disabilities) 46% of SWD showed evidence of proficiency in the area of knowledge, 53% showed evidence of proficiency in the area of application, and 0% showed evidence of proficiency in the area of communication

**Fauntas and Pinnell Benchmark Assessment:**

44% of students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

(Hispanic) 24% of Hispanic students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

(Black) 50% of black students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

(ELL) 22% of ELL students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

(SWD) 31% of students scored at or above grade level as measured by the F&P Benchmark Reading Assessment

**CORE SEL** -A social emotional awareness survey (CORE SEL) was given in the spring of 2022 to students in grades 4th and 5th, The data from this survey presented itself as follows: Percent of students that responded favorably - 75% in climate and culture, 79% in growth mindset, 79% in self management, 71% in self efficacy, 72% in social awareness.



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<b>*Goal 5- Graduation/Promotion Rate</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	Will Meet or Exceed the Standard in ELA	63	70	Grade 3 ELA Reading	Annually	
June 2023	5	Will Meet or Exceed the Standard in ELA	65	72	Grade 5 ELA Reading	Annually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Students with Disabilities	Will Meet or Exceed the Standard	0	20	CAASPP Math	Annually
June 2023	5	English Learner	Will Meet or Exceed the Standard	17	30	CAASPP ELA	Annually
June 2023	3	Students with Disabilities	Will Meet or Exceed the Standard	22	30	CAASPP ELA	Annually
June 2023	5	English Learner	Will Meet or Exceed the Standard	25	40	Grade 5 ELA Reading	Annually
June 2023	3	Black or African American	Will Meet or Exceed the Standard	Establishing Baseline	80	Grade 3 ELA Reading	Annually
June 2023	5	Black or African American	Will Meet or Exceed the Standard	Establishing Baseline	80	Grade 5 ELA Reading	Annually
<b>Optional School Goal(s)</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

**Grade Level PLC -ELA/Literacy, Math, EL Support**

**\*Students to be served by this Strategy/Activity**

All Students will benefit from this strategy/activity in the area of English Language Arts (& Math), specifically the following subgroups: Hispanic, Black Youth, English Learners, students with disabilities, and students who are considered Socio-economically disadvantaged.

**\*Strategy/Activity - Description**

**2022-23 School Year: Professional Learning Communities (All teachers: general education and special education teachers (Ed Specialists))**

**Our school focus of teaching and learning this year will be:**

- Components of effective math and literacy instruction standards-based instruction, (teaching and learning feedback loop, student-to-student engagement, teacher-to-student engagement, checking for understanding and monitoring student progress)
  - Social emotional learning - establishing a safe, collaborative, and inclusive classroom and school community for all through PBIS, restorative justice practices, and counselor lessons
  - Strengthening our school-wide behavioral management system
- \*We are also going to continue the focus of our Special Education co-teaching plan which supports inclusion and best practices for all students. As part of our SDUSD Mathematics Enhancement Ambassador plan (A "Getting Ready" SDEM School) to support our TK4-5th grade students as active mathematicians, and our educators as effective teachers of mathematics standards of instruction and best practices, it is integral that we support teachers with a system to regularly collaborate with teammates to support the teaching and learning loop.

**GRADE LEVEL COLLABORATIONS/PLC**

During this time, general education teachers will analyze literacy and math data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities with respect to mathematics instruction, as well as other content specific needs. Teachers will plan math/literacy instruction and discuss ways to support students using best practices and strategies/instruction from monthly mathematics professional development moments and PLC sharing.

Education Specialists will co-plan with general education teachers during PLC time in the effort to calibrate and align instruction with the expectations of the California Core State Standards and the students' Individualized Educational Program. During the PLCs, the Education Specialist will analyze data informing the differentiated instructional support to ensure success in student learning outcomes. In addition, we will continue an inclusion (co-teaching) model with our educational specialist pushing into classrooms (and out of classrooms) to support students with accessing the curriculum.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00734N	Classroom Teacher Hrly		\$5,000.00	\$6,190.50	0073-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Grade level PLCs released to collaborate on Math standards, lessons and student work. In the event, due to the pandemic, that visiting teachers are not available, we

## Crown Point Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

								will transfer to teacher hourly for PD support.
N00735H	Prof&Curriclm Dev Vist Tchr		\$3,500.00	\$4,333.35	0073-09800- 00-1192-1000- 1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Grade level PLCs released to collaborate on Math standards, lessons and student work. In the event, due to the pandemic, that visiting teachers are not available, we will transfer to teacher hourly for PD support.
N007373	Classroom Teacher Hrly		\$9,131.00	\$11,305.10	0073-09800- 00-1157-1000- 1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Grade level PLCs released to collaborate on Math standards, lessons and student work. In the event, due to the pandemic, that visiting teachers are not available, we will transfer to teacher hourly for PD support.
N00739V	Non Clsrn Tchr Hrly		\$4,562.00	\$5,648.21	0073-30100- 00-1957-2490- 0000-01000- 0000	Title I Basic Program	[no data]	Grade level PLCs released to collaborate on Math standards, lessons and student work. In the event, due to the pandemic, that visiting teachers are not available, we will transfer to teacher hourly for PD support.
N00739Y	Non Clsrn Tchr Hrly		\$4,841.00	\$5,993.64	0073-30106- 00-1957-2490- 0000-01000- 0000	Title I Supplmnt Prog Imprvmnt	[no data]	Grade level PLCs released to collaborate on Math standards, lessons and student work. In the event, due to the pandemic, that visiting teachers are not available, we will transfer to teacher hourly for PD support.

**\*Additional Supports for this Strategy/Activity**

**Online Language Arts Supplemental Program- Reading Plus**

**\*Students to be served by this Strategy/Activity**

All Students will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, Black Youth, English Learners, students with disabilities, and students who are considered Socio-economically disadvantaged.

**\*Strategy/Activity - Description**

**2022-23 School Year:**

**ONLINE LANGUAGE ARTS PROGRAMS**

We will continue to purchase and actively use our license for Reading Plus. This online language arts programs provides opportunities for students to practice their reading skills at their particular individual instructional level as an additional layer of intervention. Reading Plus also has an assessment component that helps teachers to monitor student growth three times per year.

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N00739U	Software License		\$6,000.00	\$6,000.00	0073-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Support student with reading comprehension. The purchase of Reading Plus.
<b>*Additional Supports for this Strategy/Activity</b>									
FAST (A Reading), and Fauntas and Pinnell will also serve as a summative diagnostic tools assessing individual students level in Language Arts									
<b>English Learner Testing Coordinator</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All Students will benefit from this strategy/activity in the area of struggling readers, English Language Arts, specifically the following subgroups: Hispanic, Black Youth, English Learners, students with disabilities, and students who are considered Socio-economically disadvantaged.									
<b>*Strategy/Activity - Description</b>									
<b>2022-23 School Year:</b>									
Teacher hourly is being funded to work with small intervention groups which target English Learners (newcomers and at-risk LTELS) and struggling readers needing more intensive support in language arts and ELD.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N00738N	Non Clsrn Tchrr Hrly		\$5,631.00	\$6,971.75	0073-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ELPAC Testing
<b>*Additional Supports for this Strategy/Activity</b>									
<b>Online Mathematics Program-ST Math</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students will be served by this strategy including the subgroups consisting of English Learners, Hispanic, SWD, Black Youth, and 2 or more races.									
<b>*Strategy/Activity - Description</b>									
<b>2022-23 School Year:</b>									
<b>ONLINE MATHEMATICS PROGRAMS</b>									
We are utilizing ST Math, a district funded math program. This is no cost to the school.									

## Crown Point Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

This is an online math platform and supplemental standards-based program which provides opportunities for students to practice their math skills at their particular instructional level. ST Math focuses on the conceptual component which is critical for why certain algorithms are utilized in math. ST Math also has an assessment component that helps teachers to monitor growth and individualize instruction as a layer of intervention. We also continue to use the DEMI assessment (District Essential Mathematics Indicators). This assessment assesses students' ability to solve problems in context and communicate their reasoning in writing. This assessment is an opportunity to showcase how students solve problems and explain their thinking. The data from this assessment will be used to plan for whole group and differentiated instruction, ensuring that we are meeting the needs of all students.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

**\*Additional Supports for this Strategy/Activity**

**Instructional Supplies**

**\*Students to be served by this Strategy/Activity**

English Learners and All Students, as the strategies and activities will benefit all students.

**\*Strategy/Activity - Description**

**2022-23 School Year:**

**SUPPLEMENTAL MATERIALS**

Funds will be utilized to purchase supplemental materials that will enhance ELD instruction (e.g. Reading Plus and ImagineLearning) as well as online programs that specifically target the needs of students based on assessment data.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N007369	Supplies		\$4,793.00	\$4,793.00	0073-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Purchase of classroom supplies including books, basic classroom materials (pens/pencil) and readers.
N00738R	Supplies		\$6,037.00	\$6,037.00	0073-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Purchase of classroom supplies including books, basic classroom materials (pens/pencil) and

**\*Additional Supports for this Strategy/Activity**

**LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**

**Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

**District LCAP Goals**

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

**IMPLEMENTATION**

In the previous two years, our goal was to effectively communicate with all parents regarding student progress. Due to the effects of the covid-19 pandemic during the 2020-21, and 2021-22 school years with respect to covid protocols, our in person events with parents were limited. However, we were able to loosely meet our goal of effectively communicating with parents regarding student progress through informal parent meetings, back-to-school events, PTO and SSC meetings that all are invited to attend, report cards, and parent/teacher conferences via zoom.

We also stated that at least 80% of families would attend at least one school event. We reached out to parents via flyers, automated phone calls, school-wide emails, monthly calendars, verbal announcements by teachers, and our marquee. We also communicated all of the events in both English and Spanish.

In addition to the above, the school communicated via Social Media (Instagram, Facebook, school website)

In order to encourage participation in groups such as ELAC, SSC, and PTO.

Parent communication was facilitated through funding for duplication services of items such as the yearly parent handbook and flyers for special events.

**EFFECTIVENESS OF STRATEGIES**

The California Healthy Kids Survey results from the spring of 2021 will be used a baseline measure.

When considering further data in parental involvement, below are the scores based on the percentage of parents strongly agreeing and agreeing combined

based on the California Healthy Kids Survey.

- The school allows input and welcomes parents' contributions (Strongly Agree 80%, Agree 0%, Combined 20%)
- The school encourages me to be an active partner with the school in educating my child (Strongly Agree 80%, Agree 20%, Combined 95%)
- The school actively seeks the input of parents before making important decisions (Strongly Agree 80%, Agree 20%, Combined 0%)
- Parents feel welcome to participate at this school. (Strongly Agree 80, Agree 0%, Combined 96%)
- School staff treat parents with respect (Strongly Agree 60%, Agree 20%, Combined 20%)
- School staff take parent concerns seriously (Strongly Agree 41%, Agree 48%, Combined 89%)
- School staff are helpful to parents (Strongly Agree 80%, Agree 20%, Combined 0%)

When looking at the combined percentages of Strongly Agree (SA) and Agree, we can see that we have a very high percentage of parents who feel that we actively seek the input of parents before making important decisions (Strongly Agree 80%, Agree 20%, Combined 0%)

We would like to see an increase in 10% in the category of Strongly Agree for the 2022-2023 school year.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The covid-19 pandemic protocols concerning attendance monitoring, as well as visitors on campus and online meetings gravely impacted this goal during the 2021-22 school year.

This current school year is the first "normal" brick and mortar school experience for our students since March of 2020. As a result, attendance monitoring/attendance protocols are a lot more standardized than the previous two years, and more supportive of healthy attendance rates for all students.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

**2022-23 School Year:**

Parents are now allowed back on campus, parent meetings and back-to-school events are all thriving and occur in person. Parents walk students on campus to the blacktop every morning. The school is rebuilding and recultivating our school-parent/family partnership as it related to bringing our families back on our campus, thus has a positive affect on our school climate and culture and school attendance rates.

**\*Identified Need**

**IMPLEMENTATION**

In the previous two years, our goal was to effectively communicate with all parents regarding student progress. Due to the effects of the covid-19 pandemic during the 2020-21, and 2021-22 school years with respect to covid protocols, our in person events with parents were limited. However, we were able to loosely meet our goal of effectively communicating with parents regarding student progress through informal parent meetings, back-to-school events, PTO and SSC meetings that all are invited to attend, report cards, and parent/teacher conferences via zoom.

We also stated that at least 80% of families would attend at least one school event. We reached out to parents via flyers, automated phone calls, school-

wide emails, monthly calendars, verbal announcements by teachers, and our marquee. We also communicated all of the events in both English and Spanish.

In addition to the above, the school communicated via Social Media (Instagram, Facebook, school website)

In order to encourage participation in groups such as ELAC, SSC, and PTO.

Parent communication was facilitated through funding for duplication services of items such as the yearly parent handbook and flyers for special events.

### **EFFECTIVENESS OF STRATEGIES**

The California Healthy Kids Survey results from the spring of 2021 will be used as a baseline measure.

When considering further data in parental involvement, below are the scores based on the percentage of parents strongly agreeing and agreeing combined based on the California Healthy Kids Survey.

- The school allows input and welcomes parents' contributions (Strongly Agree 80%, Agree 0%, Combined 20%)
- The school encourages me to be an active partner with the school in educating my child (Strongly Agree 80%, Agree 20%, Combined 95%)
- The school actively seeks the input of parents before making important decisions (Strongly Agree 80%, Agree 20%, Combined 0%)
- Parents feel welcome to participate at this school. (Strongly Agree 80, Agree 0%, Combined 96%)
- School staff treat parents with respect (Strongly Agree 60%, Agree 20%, Combined 20%)
- School staff take parent concerns seriously (Strongly Agree 41%, Agree 48%, Combined 89%)
- School staff are helpful to parents (Strongly Agree 80%, Agree 20%, Combined 0%)

When looking at the combined percentages of Strongly Agree (SA) and Agree, we can see that we have a very high percentage of parents who feel that we actively seek the input of parents before making important decisions (Strongly Agree 80%, Agree 20%, Combined 0%)

We would like to see an increase in 10% in the category of Strongly Agree for the 2022-2023 school year.

### **\*Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents/guardians will feel that the school actively seeks the input of parents before making important decisions	91	98	CAL - SCHLS (CSPS)

### **\*Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents/guardians will feel that the school actively seeks the input of parents before making important decisions measured with CAL HKS	Strongly Agree/Agree 80%	95-98% Combined	Other - Describe in Objective



		parent survey, parent input in SCC, PTO, ELPAC, and parent attendance in meetings/events			
--	--	--	--	--	--

**Family Reach-out**

**\*Families to be served by this Strategy/Activity**

All families will be served from this activity

**\*Strategy/Activity - Description**

**2022-23 School Year:**

**FAMILY COMMUNICATION**

The school will encourage parent participation meetings/committees that elicit stakeholder input through effective communication strategies:

- site developed communications will occur in Spanish and English
- Weekly Principal Sunday update
- Principal/Parent chats (Friday meetings)
- Monthly school calendar
- Automated phone calls
- Marquee
- Flyers
- Announcements at Family Fridays
- Verbal communication by teachers both formal and informal
- Social Media (i.e.. Facebook, Instagram, School Website...)

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N007344	Supplies		\$429.00	\$429.00	0073-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		supplies for parent meetings (not food). Notices and pamphlets to be sent home for communication.
N00739W	Inservice supplies		\$400.00	\$400.00	0073-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		light refreshments *water light snacks for parent meetings
N00739X	Other Support Prsnl PARAS Hrly		\$200.00	\$274.02	0073-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Support with supplies/resources for parent meetings and parent trainings.

**\*Additional Supports for this Strategy/Activity****2022-23 School Year:**

The counselor will continue to support students' social emotional well being and needs, as well as restorative justice and PBIS practices. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will work with families to ensure families receive support and services they need to get their children to school every day and on time. For the 2022-23 school year, CPJMA will Increase our school counselor onsite from 2 days a week to 3 days.

**COUNSELOR (SCHOOL CONNECTEDNESS)**

In order to target the school connectedness goal, the counselor facilitates and/or supports the following activities on a school-wide basis:

- Kindness week
- Bullying prevention lessons
- CATCH SEL Curriculum (Coordinated Approach to Child Health)
- Counseling groups
- PBIS
- Restorative Circles
- School-wide behavioral management system
- Award Assemblies
- Monthly celebrations (PBIS -blue tickets)
- Attendance support

## ACHIEVEMENT

**APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

## ACHIEVEMENT

**APPENDIX A****BUDGET SUMMARY**

# Crown Point Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 39,126
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 87,151

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 25,415
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 25,415

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 22,610
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 22,610

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 87,151

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Crown Point Elementary	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	9,131.00	0	\$9,131.00
Crown Point Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	3,500.00	0	\$3,500.00
Crown Point Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	5,631.00	0	\$5,631.00
Crown Point Elementary			3000 Benefits			0	\$4,348.20
Crown Point Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$22,610.20</b>
Crown Point Elementary	<b>09800 LCFF Intervention Support Total</b>					<b>0</b>	<b>\$22,610.20</b>
Crown Point Elementary	30100 Title I Basic Program	School Counselor	1210 Counselor	Counselor	13,431.45	0.15	\$13,431.45
Crown Point Elementary			3000 Benefits			0	\$8,149.86
Crown Point Elementary		<b>School Counselor Total</b>				<b>0.15</b>	<b>\$21,581.31</b>
Crown Point Elementary		(blank)	1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	4,562.00	0	\$4,562.00
Crown Point Elementary			3000 Benefits			0	\$1,086.21
Crown Point Elementary			4301 Supplies	Supplies	4,793.00	0	\$4,793.00
Crown Point Elementary			5841 Software License	Software License	6,000.00	0	\$6,000.00
Crown Point Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$16,441.21</b>
Crown Point Elementary	<b>30100 Title I Basic Program Total</b>					<b>0.15</b>	<b>\$38,022.52</b>
Crown Point Elementary	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsni PARAS Hrly	Other Support Prsni PARAS Hrly	200	0	\$200.00
Crown Point Elementary			3000 Benefits			0	\$74.02
Crown Point Elementary			4301 Supplies	Supplies	429	0	\$429.00
Crown Point Elementary			4304 Inservice supplies	Inservice supplies	400	0	\$400.00
Crown Point Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$1,103.02</b>
Crown Point Elementary	<b>30103 Title I Parent Involvement Total</b>					<b>0</b>	<b>\$1,103.02</b>
Crown Point Elementary	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210 Counselor	Counselor	4,477.15	0.05	\$4,477.15
Crown Point Elementary			3000 Benefits			0	\$2,716.63
Crown Point Elementary		<b>School Counselor Total</b>				<b>0.05</b>	<b>\$7,193.78</b>
Crown Point Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	5,000.00	0	\$5,000.00
Crown Point Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	4,841.00	0	\$4,841.00
Crown Point Elementary			3000 Benefits			0	\$2,343.14
Crown Point Elementary			4301 Supplies	Supplies	6,037.00	0	\$6,037.00
Crown Point Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$18,221.14</b>
Crown Point Elementary	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>					<b>0.05</b>	<b>\$25,414.92</b>

## ACHIEVEMENT

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Finance Division  
Strategic Planning for Student Achievement Department  
Crown Point Junior Music Academy

**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23**

2.0 With approval from the local governing board, Crown Point Junior Music Academy has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

- **Crown Point Junior Music Academy** has developed a written Title I parent and family engagement policy with input from Title I parents at the October 3, 2022 School Site Council meeting. The policy is distributed to the parents of Title 1 students before October 17<sup>th</sup>, 2022 in both English and Spanish. Copies of the policy are available at the office and posted on the school website. The School Site Council reviews, gives input, and approves the Parent and Family Engagement Policy prior to distribution.

An outline of the process is below:

- In the fall, the annual Title 1 parent meeting is held to share with parents a description of the Title 1 program and its requirements.
- A copy of the Parent and Family Engagement Policy is sent home in October in English and Spanish.
- Copies are always available in the office and on the school website.
- The policy is updated annually with approval from School Site Council.

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Crown Point Junior Music Academy school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school’s participation in



the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

- The annual Title 1 meeting is held in the month of October.
  
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])
  - In addition:
    - • Parent chat with the Principal every month beginning in October
    - • Awards assemblies
    - • Individual classroom activities planned by teachers
    - • Back to School Night (Fall Open House) in September
    - • Winter Parent/Teacher Conferences in November
    - • Spring Parent/Teacher Conferences in March
    - • Spring Open House in May
  
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

The school involves parents through:

- • School Site Council
- • English Learner Advisory Council meetings
- • Parent chat with the Principal
- • Parent Teacher Organization
- • Active parent volunteer opportunities

- d) The school provides parents of participating children with the following:
  - i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

The school provides parents with information through

- Annual Title 1 meeting
- Bilingual staff available to assist and answer questions
- Quarterly Standards Based Report Card in both English and Spanish

- All meetings and assemblies conducted in both English and Spanish (if requested)
- Teacher communication with parents

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- The school uses Benchmark reading instructional materials, the Mystery Science platform, and Envisions math instructional materials

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- Parents are encouraged to participate in parent/principal chats, PTO events, PTO meetings, ELAC, and are invited to attend School Site Council meetings, and communicate with their child's teacher regularly

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

- Parents have the opportunity to provide written comments, concerns, or express complaints on the complaint forms located in the office lobby. In addition, parents are able to speak/meet with the principal and teachers

## 2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A,

and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- Parent meetings, parent teacher conferences, back to school events, principal/parent chats, parent classes

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

- Parent classes, parent/principal meetings, Homework/classwork requested by parent from teachers, online learning platforms used in the classroom that students can engage in and complete at home, library books, flash cards/resources from teachers

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- Parents are encouraged to attend SSC meetings, ELAC, PTO, Parent/Principal chats, parent teacher conferences, fall/spring open house, and to communicate with teachers regularly, as well as volunteer on campus

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- Parent classes, parent volunteers, SSC, ELAC School counselor, PTO, school/family parent events, active parent volunteers around campus

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

School forms and documents are sent home in English and Spanish. Teachers and school staff use language translation support (Dojo translation, School Messenger translation) when sending home forms and documents to parents

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- Volunteer opportunities for parents and families
- Parent chat with the Principal every month beginning in October
- Awards assemblies
- Individual classroom activities planned by teachers
- Back to School Night (Fall Open House) in September
- Winter Parent/Teacher Conferences in November
- Spring Parent/Teacher Conferences in March
- Spring Open House in May

### 2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Crown Point Junior Music Academy to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- School Site Council
- Parent Teacher Organization (PTO)
- English Learner Advisory Council meetings
- Parent chat with the Principal
- Volunteer opportunities for parents and families
- Parent chat with the Principal every month beginning in October
- Awards assemblies
- Individual classroom activities planned by teachers
- Back to School Night (Fall Open House) in September
- Winter Parent/Teacher Conferences in November

- Spring Parent/Teacher Conferences in March
- Spring Open House in May

## ACHIEVEMENT

**APPENDIX C****SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Strategic Planning for Student Achievement Department**

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**Title I School-Parent Compact 2022-23**  
**Crown Point Junior Music Academy**

**2.4 School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- The teachers and other support staff are committed to providing all students a rigorous instructional program. Students will be engaged in a three-hour literacy block, seventy-five minutes of mathematics and two hours a week of science.
- Parent conferences will be held twice a year. Teachers will send out dates and times available for conferences.
- Parents will receive an official report card three times during the year.
- Staff are always available to speak with parents before or after the school day. The only requirement that we have is that parents call and make an appointment. Staff also communicates with parents via telephone, written or by email.
- At the beginning of the school year, teachers send a letter informing parents of classroom policies/routines. The teacher also invites/encourages parents to be active participants in their child's education journey.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- Parent-teacher conferences are held twice yearly. Parents are encouraged to communicate with and reach out to teachers throughout the school year to stay in constant communication.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

- The teachers and other support staff are committed to providing all students a rigorous instructional program. Students will be engaged in a three-hour literacy block, seventy-five minutes of mathematics and two hours a week of science.
- Parent conferences will be held twice a year. Teachers will send out dates and times available for conferences.
- Parents will receive an official report card three times during the year.
- Staff are always available to speak with parents before or after the school day. The only requirement that we have is that parents call and make an appointment. Staff also communicates with parents via telephone, written or by email.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- Staff are always available to speak with parents before or after the school day. The only requirement that we have is that parents call and make an appointment. Staff also communicates with parents via telephone, written or by email.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- CPJMA distributes information related to school and parent programs, meetings, and other activities in both English and Spanish, our two primary language bases. Communication is done through school flyers, school website, parent calendars, school messenger, and PTO newsletter. Spanish speaking staff members of the school or through the school district department are brought in for School Site Council, ELAC meetings, IEP's, and any other times as necessary and appropriate.



## ACHIEVEMENT

**APPENDIX D****DATA REPORTS**

Data Reports: Attached Data comes from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



Home / Testing & Accountability / Accountability / California School Dashboard and System of Support  
/ School Dashboard Additional Reports and Data

## Crown Point Elementary (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

### Student Group Report for 2019

[Pivot Data by StudentGroups](#)

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Green	None	None	Green	Green
English Learners	Red	Orange	None	None	Yellow	Green
Foster Youth	None	None	None	None	None	None
Homeless	None	Orange	None	None	None	None
Socioeconomically Disadvantaged	Red	Green	None	None	Blue	Green
Students with Disabilities	Red	Orange	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Orange	None	None	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Yellow	Green	None	None	Green	Blue
Two or More Races	Orange	Blue	None	None	None	None



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Crown Point**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	182	56.0	177	49.2	165	55.8	154	60.4	98	66.3	10.3	5.9	183	47.0	180	47.2	163	53.4	153	59.5	99	50.5	3.5	-9.0
Female	104	60.6	87	51.7	83	62.7	80	63.7	44	68.2	7.6	4.5	104	51.0	88	45.5	83	54.2	79	53.2	45	48.9	-2.1	-4.3
Male	78	50.0	90	46.7	82	48.8	74	56.8	54	64.8	14.8	8.0	79	41.8	92	48.9	80	52.5	74	66.2	54	51.9	10.1	-14.3
African American	8	-	5	-	8	-	7	-	1	-	-	-	8	-	5	-	8	-	7	-	1	-	-	-
Asian	5	-	2	-	3	-	5	-	3	-	-	-	5	-	2	-	3	-	5	-	3	-	-	-
Filipino	2	-	3	-	1	-	1	-	0	-	-	-	2	-	3	-	1	-	1	-	0	-	-	-
Hispanic	80	37.5	87	37.9	78	43.6	64	48.4	47	57.4	19.9	9.0	81	30.9	88	30.7	77	42.9	64	43.8	47	31.9	1.0	-11.9
Native American	0	-	0	-	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Pacific Islander	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
White	72	70.8	59	64.4	53	66.0	57	68.4	34	70.6	-0.2	2.2	72	59.7	61	63.9	52	59.6	56	73.2	35	68.6	8.9	-4.6
Multiracial	10	60.0	17	47.1	20	65.0	19	63.2	13	84.6	24.6	21.4	10	60.0	17	47.1	20	60.0	19	57.9	13	69.2	9.2	11.3
English Learner	32	15.6	23	0.0	23	8.7	19	10.5	15	33.3	17.7	22.8	34	17.6	25	4.0	23	13.0	19	10.5	16	18.8	1.2	8.3
English-Speaking	150	64.7	154	56.5	142	63.4	135	67.4	83	72.3	7.6	4.9	149	53.7	155	54.2	140	60.0	134	66.4	83	56.6	2.9	-9.8
Reclassified†	7	-	26	69.2	17	70.6	20	80.0	5	-	-	-	7	-	26	57.7	17	70.6	20	80.0	5	-	-	-
Initially Eng. Speaking	143	64.3	128	53.9	125	62.4	115	65.2	78	73.1	8.8	7.9	142	52.1	129	53.5	123	58.5	114	64.0	78	57.7	5.6	-6.3
Econ. Disadv.*	116	44.0	110	35.5	104	42.3	101	54.5	47	70.2	26.2	15.7	117	35.0	111	36.0	103	41.7	101	53.5	47	46.8	11.8	-6.7
Non-Econ. Disadv.	66	77.3	67	71.6	61	78.7	53	71.7	51	62.7	-14.6	-9.0	66	68.2	69	65.2	60	73.3	52	71.2	52	53.8	-14.4	-17.4
Gifted	59	76.3	46	73.9	33	75.8	30	96.7	11	90.9	14.6	-5.8	59	76.3	46	87.0	33	84.8	30	93.3	11	81.8	5.5	-11.5
Not Gifted	123	46.3	131	40.5	132	50.8	124	51.6	87	63.2	16.9	11.6	124	33.1	134	33.6	130	45.4	123	51.2	88	46.6	13.5	-4.6
With Disabilities	19	26.3	16	6.3	16	18.8	17	29.4	14	28.6	2.3	-0.8	18	22.2	16	6.3	15	6.7	17	29.4	14	14.3	-7.9	-15.1
WO Disabilities	163	59.5	161	53.4	149	59.7	137	64.2	84	72.6	13.1	8.4	165	49.7	164	51.2	148	58.1	136	63.2	85	56.5	6.8	-6.7
Homeless	13	30.8	17	29.4	11	27.3	13	46.2	4	-	-	-	15	6.7	17	35.3	11	36.4	13	30.8	2	-	-	-
Foster	2	-	1	-	1	-	0	-	0	-	-	-	2	-	1	-	1	-	0	-	0	-	-	-
Military	29	62.1	35	68.6	30	73.3	30	73.3	15	60.0	-2.1	-13.3	29	51.7	35	65.7	29	65.5	29	86.2	9	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Crown Point**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	61	47.5	67	49.3	46	50.0	0	-	34	64.7	17.2	-	61	55.7	68	50.0	46	60.9	47	74.5	34	55.9	0.2	-18.6
Female	32	50.0	30	50.0	26	53.8	0	-	16	68.8	18.8	-	31	58.1	30	50.0	26	61.5	23	65.2	16	50.0	-8.1	-15.2
Male	29	44.8	37	48.6	20	45.0	0	-	18	61.1	16.3	-	30	53.3	38	50.0	20	60.0	24	83.3	18	61.1	7.8	-22.2
African American	3	-	2	-	4	-	0	-	1	-	-	-	3	-	2	-	4	-	0	-	1	-	-	-
Asian	2	-	1	-	0	-	0	-	1	-	-	-	2	-	1	-	0	-	3	-	1	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	26	42.3	37	40.5	24	41.7	0	-	22	59.1	16.8	-	27	40.7	37	35.1	24	58.3	12	50.0	22	40.9	0.2	-9.1
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	25	56.0	18	61.1	9	-	0	-	9	-	-	-	24	70.8	19	73.7	9	-	26	80.8	9	-	-	-
Multiracial	4	-	7	-	8	-	0	-	1	-	-	-	4	-	7	-	8	-	6	-	1	-	-	-
English Learner	10	20.0	11	0.0	10	10.0	0	-	8	-	-	-	11	36.4	11	0.0	10	30.0	4	-	8	-	-	-
English-Speaking	51	52.9	56	58.9	36	61.1	0	-	26	73.1	20.2	-	50	60.0	57	59.6	36	69.4	43	81.4	26	65.4	5.4	-16.0
Reclassified†	0	-	7	-	2	-	0	-	1	-	-	-	0	-	7	-	2	-	6	-	1	-	-	-
Initially Eng. Speaking	51	52.9	49	55.1	34	61.8	0	-	25	72.0	19.1	-	50	60.0	50	58.0	34	70.6	37	78.4	25	68.0	8.0	-10.4
Econ. Disadv.*	42	31.0	48	43.8	30	36.7	0	-	19	73.7	42.7	-	42	47.6	48	39.6	30	50.0	27	74.1	19	57.9	10.3	-16.2
Non-Econ. Disadv.	19	84.2	19	63.2	16	75.0	0	-	15	53.3	-30.9	-	19	73.7	20	75.0	16	81.3	20	75.0	15	53.3	-20.4	-21.7
Gifted	22	59.1	14	85.7	8	-	0	-	11	90.9	31.8	-	22	77.3	14	85.7	8	-	11	100.0	11	81.8	4.5	-18.2
Not Gifted	39	41.0	53	39.6	38	44.7	0	-	34	64.7	23.7	-	39	43.6	54	40.7	38	52.6	36	66.7	34	55.9	12.3	-10.8
With Disabilities	8	-	4	-	5	-	0	-	7	-	-	-	7	-	4	-	5	-	4	-	7	-	-	-
WO Disabilities	53	50.9	63	52.4	41	53.7	0	-	27	77.8	26.9	-	54	59.3	64	53.1	41	65.9	43	76.7	27	66.7	7.4	-10.0
Homeless	5	-	4	-	4	-	0	-	1	-	-	-	6	-	4	-	4	-	4	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	15	66.7	14	71.4	3	-	0	-	8	-	-	-	15	73.3	14	78.6	3	-	15	93.3	3	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Crown Point**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	46	65.2	60	43.3	61	52.5	0	-	38	68.4	3.2	-	47	40.4	62	50.0	60	50.0	47	38.3	38	42.1	1.7	3.8
Female	26	73.1	31	45.2	27	63.0	0	-	20	65.0	-8.1	-	27	40.7	32	40.6	27	55.6	28	32.1	20	40.0	-0.7	7.9
Male	20	55.0	29	41.4	34	44.1	0	-	18	72.2	17.2	-	20	40.0	30	60.0	33	45.5	19	47.4	18	44.4	4.4	-3.0
African American	1	-	3	-	3	-	0	-	0	-	-	-	1	-	3	-	3	-	5	-	0	-	-	-
Asian	1	-	1	-	2	-	0	-	1	-	-	-	1	-	1	-	2	-	0	-	1	-	-	-
Filipino	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Hispanic	20	40.0	27	25.9	30	36.7	0	-	16	68.8	28.8	-	20	25.0	28	32.1	29	31.0	23	21.7	16	18.8	-6.2	-2.9
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	19	78.9	23	65.2	18	61.1	0	-	16	68.8	-10.1	-	20	45.0	24	62.5	18	66.7	10	70.0	16	62.5	17.5	-7.5
Multiracial	2	-	4	-	7	-	0	-	5	-	-	-	2	-	4	-	7	-	8	-	5	-	-	-
English Learner	11	18.2	7	-	7	-	0	-	5	-	-	-	12	16.7	9	-	7	-	9	-	5	-	-	-
English-Speaking	35	80.0	53	49.1	54	59.3	0	-	33	72.7	-7.3	-	35	48.6	53	56.6	53	56.6	38	47.4	33	45.5	-3.1	-1.9
Reclassified†	1	-	6	-	9	-	0	-	3	-	-	-	1	-	6	-	9	-	3	-	3	-	-	-
Initially Eng. Speaking	34	79.4	47	48.9	45	57.8	0	-	30	76.7	-2.7	-	34	47.1	47	53.2	44	54.5	35	48.6	30	46.7	-0.4	-1.9
Econ. Disadv.*	25	48.0	35	22.9	41	46.3	0	-	19	73.7	25.7	-	26	15.4	36	38.9	40	45.0	36	30.6	19	36.8	21.4	6.2
Non-Econ. Disadv.	21	85.7	25	72.0	20	65.0	0	-	19	63.2	-22.5	-	21	71.4	26	65.4	20	60.0	11	63.6	19	47.4	-24.0	-16.2
Gifted	9	-	22	63.6	11	72.7	0	-	7	-	-	-	9	-	22	86.4	11	72.7	8	-	7	-	-	-
Not Gifted	37	59.5	38	31.6	50	48.0	0	-	31	64.5	5.0	-	38	28.9	40	30.0	49	44.9	39	30.8	31	35.5	6.6	4.7
With Disabilities	7	-	6	-	5	-	0	-	3	-	-	-	7	-	6	-	4	-	5	-	3	-	-	-
WO Disabilities	39	71.8	54	48.1	56	57.1	0	-	35	68.6	-3.2	-	40	42.5	56	55.4	56	53.6	42	38.1	35	45.7	3.2	7.6
Homeless	5	-	6	-	2	-	0	-	3	-	-	-	6	-	6	-	2	-	6	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	7	-	15	73.3	12	75.0	0	-	4	-	-	-	7	-	15	60.0	12	75.0	4	-	4	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Crown Point**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	75	57.3	50	56.0	58	63.8	0	-	26	65.4	8.1	-	75	44.0	50	40.0	57	50.9	59	64.4	27	55.6	11.6	-8.8
Female	46	60.9	26	61.5	30	70.0	0	-	8	-	-	-	46	52.2	26	46.2	30	46.7	28	64.3	9	-	-	-
Male	29	51.7	24	50.0	28	57.1	0	-	18	61.1	9.4	-	29	31.0	24	33.3	27	55.6	31	64.5	18	50.0	19.0	-14.5
African American	4	-	0	-	1	-	0	-	0	-	-	-	4	-	0	-	1	-	2	-	0	-	-	-
Asian	2	-	0	-	1	-	0	-	1	-	-	-	2	-	0	-	1	-	2	-	1	-	-	-
Filipino	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
Hispanic	34	32.4	23	47.8	24	54.2	0	-	9	-	-	-	34	26.5	23	21.7	24	41.7	29	58.6	9	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	28	78.6	18	66.7	26	73.1	0	-	9	-	-	-	28	60.7	18	55.6	25	52.0	20	65.0	10	70.0	9.3	5.0
Multiracial	4	-	6	-	5	-	0	-	7	-	-	-	4	-	6	-	5	-	5	-	7	-	-	-
English Learner	11	9.1	5	-	6	-	0	-	2	-	-	-	11	0.0	5	-	6	-	6	-	3	-	-	-
English-Speaking	64	65.6	45	62.2	52	69.2	0	-	24	70.8	5.2	-	64	51.6	45	44.4	51	56.9	53	67.9	24	62.5	10.9	-5.4
Reclassified†	6	-	13	69.2	6	-	0	-	1	-	-	-	6	-	13	38.5	6	-	11	81.8	1	-	-	-
Initially Eng. Speaking	58	65.5	32	59.4	46	67.4	0	-	23	69.6	4.1	-	58	48.3	32	46.9	45	53.3	42	64.3	23	60.9	12.6	-3.4
Econ. Disadv.*	49	53.1	27	37.0	33	42.4	0	-	9	-	-	-	49	34.7	27	25.9	33	30.3	38	60.5	9	-	-	-
Non-Econ. Disadv.	26	65.4	23	78.3	25	92.0	0	-	17	70.6	5.2	-	26	61.5	23	56.5	24	79.2	21	71.4	18	61.1	-0.4	-10.3
Gifted	28	85.7	10	80.0	14	78.6	0	-	4	-	-	-	28	71.4	10	90.0	14	85.7	11	100.0	4	-	-	-
Not Gifted	47	40.4	40	50.0	44	59.1	0	-	22	59.1	18.7	-	47	27.7	40	27.5	43	39.5	48	56.3	23	47.8	20.1	-8.5
With Disabilities	4	-	6	-	6	-	0	-	4	-	-	-	4	-	6	-	6	-	8	-	4	-	-	-
WO Disabilities	71	59.2	44	61.4	52	67.3	0	-	22	72.7	13.5	-	71	46.5	44	43.2	51	56.9	51	72.5	23	60.9	14.4	-11.6
Homeless	3	-	7	-	5	-	0	-	4	-	-	-	3	-	7	-	5	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	7	-	6	-	15	73.3	0	-	3	-	-	-	7	-	6	-	14	57.1	10	90.0	2	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

## ACHIEVEMENT

**APPENDIX E****2021-22 SPSA ASSESSMENT AND EVALUATION**

**SCHOOL NAME: CROWN POINT ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**School Counselor-Increase Attendance**

**\*Strategy/Activity - Description**

**2021-22 School Year:**

The counselor will continue to support students' social emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In additional, the counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will work with families to ensure families receive support and services they need to get their children to school every day and on time.

**COUNSELOR/Military Family Life Counselor (ATTENDANCE)**

For the attendance goal, the counselor facilitates and/or participates the following:

- Attendance groups
- Monthly Attendance meetings
- Home visits
- Attendance Incentives
- phone calls to monitor attendance

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,</b>	<b>Modifications based on qualitative and quantitative data.</b>



**Crown Point Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor -	0.20000	\$24,911.97	30100-1210	School counselor to provide SEL support to whole group and individual students. In addition, counselor to provide attendance interventions and strategies to support reduced attendance rates, and promote healthy attendance for students.	1:1 counseling support Whole group SEL lessons	Scheduling logistics affecting ongoing regular counseling groups	Aligned school schedule to support group counseling

**School Counselor-School Connectedness**

**\*Strategy/Activity - Description**

**2021-22 School Year:**

The counselor will continue to support students' social emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In additional, the counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will work with families to ensure families receive support and services they need to get their children to school every day and on time.

**COUNSELOR (SCHOOL CONNECTEDNESS)**

In order to target the school connectedness goal, the counselor facilitates and/or supports the following activities on a school-wide basis:

- Kindness week
- Bullying prevention lessons
- CATCH SEL Curriculum (Coordinated Approach to Child Health)
- Leader in Me
- Restorative Circles

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	30100-5841	SEL program to support student social-emotional growth and development. This program will be used by the	SEL program facilitated whole group has helped to decrease student behavior infractions based on referral data	N/A *SEL program has been positively received by students and teachers	Utilizing SEL program during small group counseling sessions

**Crown Point Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				counselor to support classrooms through whole group instruction of SEL strategies.			
School Counselor -	--	--	30100-1210	Counselor to support restorative justice and parent education.	1:1 counseling support Whole group SEL lessons	Scheduling logistics affecting ongoing regular counseling groups	Aligned school schedule to support group counseling

**Goal 2 - English Language Arts**

**Grade Level PLC**

**\*Strategy/Activity - Description**

**2021-22 School Year:**

As part of our literacy acceleration plan to support our TK4-5th grade students as active readers, and our educators as proficient teachers of reading, it is integral that we support teachers with a system to regularly collaborate with teammates to support the teaching and learning loop.

**GRADE LEVEL COLLABORATIONS/PLC**

Visiting Teachers through the AEP program will support the implementation of PLC. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities with respect to literacy acceleration, as well as other content specific needs. Teachers will plan literacy instruction and discuss ways to support students who are in need of interventions using best practices and strategies/instruction from monthly literacy PDs.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

**Crown Point Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/VAPA		\$22,205.00	30106-5738	VT release teachers to work in PLCs. Teachers will analyze student work for grade level standards. Teachers will develop remediation strategies for at risk students. If VT release teachers from VAPA are not available due to pandemic, this money will be transferred to teacher hourly for PD.	Teacher PLC time allowing teachers designated uninterrupted time to collaborate and plan for instruction	No subs for VAPA in several instances and VAPA classes were canceled as a result	No longer doing VAPA
Supplies		\$12,742.00	30100-4301	Supplemental instructional materials to support student's access to curriculum and units developed by grade level PLCs.			

**Online Language Arts Program-Reading Plus**

**\*Strategy/Activity - Description**

**2021-22 School Year:**

**ONLINE LANGUAGE ARTS PROGRAMS**

## Crown Point Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

We will continue to purchase and actively use our license for Reading Plus. This online language arts programs provides opportunities for students to practice their reading skills at their particular individual instructional level as an additional layer of intervention. Reading Plus also has an assessment component that helps teachers to monitor student growth three times per year.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License		\$6,310.00	30100-5841	Crown Point will purchase Reading Plus to support reading at grade level. Reading Plus is an evidence-based differentiated reading	Student intervention in reading skills  3 <sup>rd</sup> -5 <sup>th</sup> grade students above district average on CAASPP reading	N/A	We will continue to use this software license

**Crown Point Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				intervention. The program is self-paced to meet learners where they are.			

**Goal 3 - Mathematics**

**Grade Level PLC**

**\*Strategy/Activity - Description**

**2021-22 School Year:**

**GRADE LEVEL COLLABORATIONS/PLC**

Visiting teachers are funded so that teachers can meet in day long grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. PLC time will also include discussion and support on ways to incorporate student-to-student interaction and student accountable talk into math lessons/instruction.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.



**Crown Point Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$6,000.00	30106-4301	Supplemental instructional supplies that may include, but not limited to math manipulatives, graph paper, and other math related supplies.	Instructional supplies support our teachers/students with instruction and learning so that students are able to make the academic and social emotional gains	N/A	We will continue to use these funds for instructional supplies.
Interprogram Svcs/VAPA	--	--	30106-5738	Grade level PLCs released to collaborate on Math standards, lessons and student work. In the event, due to the pandemic, that visiting teachers are not available, we will transfer to teacher hourly for PD support.	Teacher PLC time allowing teachers designated interrupted time to collaborate and plan for instruction	No subs for VAPA in several instances and VAPA classes were canceled as a result	No longer doing VAPA

**Goal 4- Supporting English Learners**

**Grade Level PLC**

**\*Strategy/Activity - Description**

2021-22 School Year:

**VISITING TEACHERS**

Grade Level Professional Learning Communities occur in two different ways:

Wednesdays once a month, & Arts In Education Program (1/2 day release once a month)

During this time teachers will review both Designated and Integrated ELD data as well as data in all content areas for English Learners. After reflecting on the data, teachers will collaborate to determine the next steps in instruction for English Learners. Furthermore, teachers will determine the need for intervention for English Learners as well.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Crown Point Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/VAPA	--	--	30106-5738	Grade level PLCs to look at designated and integrated EL support.	Teacher PLC time allowing teachers designated interrupted time to collaborate and plan for instruction	No subs for VAPA in several instances and VAPA classes were canceled as a result	No longer doing VAPA
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### Online Language Arts Program-Reading Plus

**\*Strategy/Activity - Description**

**2021-22 School Year:**

**ONLINE LANGUAGE ARTS PROGRAMS**

We are continuing our licenses with Reading Plus. This online language arts program provides opportunities for students to practice their reading skills at their particular instructional level, which support our district's literacy acceleration focus. In addition, Reading Plus has an assessment component that helps teachers to monitor growth.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

## Crown Point Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
Software License	--	--	30100-5841	Reading Plus and SEL software programs to support Literacy.	Above district average 3 <sup>rd</sup> -5 <sup>th</sup> grade CAASPP reading	N/A	We will continue to purchase this software license to support student learning outcomes in literacy

**Goal 7 - Family Engagement**

**Family Reach-out**

**\*Strategy/Activity - Description**

**2021-22 School Year:**

**FAMILY COMMUNICATION**

The school will encourage parent participation meetings/committees that elicit stakeholder input through effective communication strategies:

- site developed communications will occur in Spanish and English
- Monthly school calendar
- Automated phone calls
- Marquee
- Flyers
- Announcements at Family Fridays
- Verbal communication by teachers both formal and informal
- Social Media (i.e.. Facebook, Instagram, School Website...)

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

## Crown Point Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>monitoring results, etc.).</b>	<b>monitoring results, etc.).</b>	
Supplies		\$1,189.00	30103-4301	Supplies to support parent education and outreach. This includes but not limited to curriculum nights, newsletters, handouts, back to school night, Title I parent Meeting, etc.	N/A	N/A	This year we will have more in person parent classes. Last year we did not have any in person.
Classroom Teacher Hrly		\$4,399.42	30106-1157	Supporting teachers who facilitate parent evening meetings. These meetings will develop a collaborative culture at our school.	N/A	N/A	This year we will have more in person parent classes. Last year we did not have any in person.

**Goal 8- Graduation/Promotion Rate**

**Online Language Arts Program**

**\*Strategy/Activity - Description**

**2021-2022**

**ONLINE LANGUAGE ARTS PROGRAMS**

We are continuing our licenses and implementation of Reading Plus. This online language arts programs provides opportunities for students to practice their reading skills at their particular instructional level, which supports our district's literacy acceleration focus. In addition, Reading Plus has an assessment component that helps teachers to monitor growth three times per year.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

**Crown Point Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Software License	--	--	30100-5841	Software to support Literacy and grade level standards. This will support our promotion rate.	Above district average 3 <sup>rd</sup> -5 <sup>th</sup> grade CAASPP reading	N/A	We will continue to purchase this software license to support student learning outcomes in literacy
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**SCHOOL NAME: CROWN POINT ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**School Counselor-Increase Attendance**

**\*Strategy/Activity - Description**

**2021-22 School Year:**

The counselor will continue to support students' social emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In additional, the counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will work with families to ensure families receive support and services they need to get their children to school every day and on time.

**COUNSELOR/Military Family Life Counselor (ATTENDANCE)**

For the attendance goal, the counselor facilitates and/or participates the following:

- Attendance groups
- Monthly Attendance meetings
- Home visits
- Attendance Incentives
- phone calls to monitor attendance

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

**Crown Point Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<b>quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	
Non Clsrn Tchr Hrly	0.6	\$10,893.13	09800-1957	Teacher hourly to support parent outreach to improve student attendance, monitor at risk learners, meet with parents, and improve student behaviors.	Attendance interventions	Attendance protocols last year affected by covid-19 pandemic	Weekly meeting with school counselor on student attendance, at risk students, and parent/student intervention support

**Goal 2 - English Language Arts**

**English Learner Resource Teacher**

**\*Strategy/Activity - Description**

**2021-22 School Year:**

Teacher hourly is being funded to work with small intervention groups which target English Learners (newcomers and at-risk LTELS) and struggling readers needing more intensive support in language arts and ELD.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	09800-1157	EL Coordinator support English Learners within their ELA Core.	ELPAC testing, all students tested	More time needed to provide EL students with fluid small group instruction	Small group support for EL students - weekly

**Goal 3 - Mathematics**

**Grade Level PLC**

**\*Strategy/Activity - Description**

**2021-22 School Year:**

**GRADE LEVEL COLLABORATIONS/PLC**

Visiting teachers are funded so that teachers can meet in day long grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. PLC time will also include discussion and support on ways to incorporate student-to-student interaction and student accountable talk into math lessons/instruction.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

**Crown Point Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$2,200.91	09800-1192	Grade level PLCs released to collaborate on Math standards, lessons and student work. In the event, due to the pandemic, that visiting teachers are not available, we will transfer to teacher hourly for PD support.	Grade level PLC meeting times	Covid-19, lack of substitutes	This year we are utilizing these funds to support teachers with PLC time
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**Goal 4- Supporting English Learners**

**English Learner Intervention Teacher**

**\*Strategy/Activity - Description**

**2021-22 School Year:**

Visiting teacher is being funded to work with small intervention groups which target English Learners needing more intensive and targeted support in language arts and ELD. Specifically this teacher will work with at-risk LTELS and newcomers.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Crown Point Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Classroom Teacher Hrly	--	--	09800-1157	Small group instruction to support English Learners in Literacy.	Above district average 3 <sup>rd</sup> -5 <sup>th</sup> grade CAASPP reading	N/A	We will continue to pay for this position to improve EL student (all student) literacy outcomes
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### Instructional Supplies

**\*Strategy/Activity - Description**

**2021-22 School Year:**

**SUPPLEMENTAL MATERIALS**

Funds will be utilized to purchase supplemental materials that will enhance ELD instruction (e.g. Benchmark) as well as online programs that specifically target the needs of students based on assessment data.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

**Crown Point Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
Supplies		\$2,000.00	09800-4301	Supplemental instructional supplies to support our English Learner's access to Literacy and Math curriculum. Focus on academic language development.	Effective teacher instruction  Our reading scores in grades K-5 were above district average (FAST, F&P, CAASPP)	N/A	Input from ILT and staff regarding instructional supplies to support EL students



**Goal 8- Graduation/Promotion Rate**

**English Learner Intervention Teacher**

**\*Strategy/Activity - Description**

**2021-22 School Year:**

An intervention teacher (additional FTE) is being funded to work with small groups which target English Learners and struggling readers needing more intensive support in language arts and ELD.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding 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.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$10,894.33	09800-1157	Retired teacher supporting ELPAC, EL interventions, ELA monitoring, EL coordinator.	ELPAC testing and ELA monitoring are in compliance	More time needed to provide EL students with fluid small group instruction	Small group support for EL students - weekly