

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Creekside Elementary School	37682966117469	November 12, 2021	December 16, 2021

## School Vision and Mission

Creekside Elementary School is a community of lifelong learners committed to high academic achievement and respect for all in an environment that fosters responsibility, collaboration, communication, and celebrations. Every student. Every day.

## School Profile

Creekside Elementary School opened in the Poway Unified School District in the fall of 2000. As the first new PUSD school for the 21st century, Creekside was built with a physical structure that is unique. It consists of 30 permanent classrooms organized into five villages. Each of the villages contains six teaching stations or classrooms, student restrooms, a staff restroom as well as a workroom and a large village “square” or common area. The common area is used for pull-out instruction, parent volunteers to work, groups to collaborate, and space for technology. Additionally, the main building houses the administrative functions, a full-size multi-purpose room, and the library. We also have a computer lab, and our school is now 1:1 with Chromebook devices. The before and after-school care and the preschool are also located in the center of the campus adjacent to the cafeteria and lunch area. Our campus is surrounded by beautiful natural landscaping.

The staff of Creekside represents a group of outstanding individuals who are well educated and trained to meet the needs of each child. Staff, parents, and students have come together to create a positive learning environment that provides numerous opportunities for all children to experience leadership, problem-solving, rigor, and positive relationships. The staff continually challenge themselves to find new ways to connect with students and to build the students' social emotional skills to increase students' positive attitudes towards school. Creekside's high California Assessment of Student Performance and Progress or CAASPP scores are evidence of our students' academic achievements. With the assistance of our PTA and the Creekside Educational Foundation we provide our students with enrichment opportunities in technology, art, music, and PE. The support of the parents and the numerous parent volunteers on campus each day contribute to the success of Creekside and our students. We were named a California Distinguished School in 2014, a National Blue Ribbon School in 2016, and a National PTA School of Excellence in 2019.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

Our School Site Council was elected during the first trimester of the 2021-22 school year. The Council represents our administration, parents, teachers, and classified staff. Drafts of the categorical budgets, site goals and explanation of the process in creating a SPSA led our first meetings of the school year, with opportunity for feedback and adjustments. Council meetings and other opportunities to participate are advertised in our weekly Friday announcements to parents and on our website.

In addition to the School Site Council, all parents are encouraged to be part of our site planning in a number of ways that provide opportunity to share input casually and organically:

1. Participation in the PUSD Thought Exchange process.
2. Participation in site-based surveys.
3. Participation in Coffee with the Principal - a casual dialogue - At the start of each trimester to provide multiple opportunities for parents to share in dialogue with the principal.
4. Participation in the Facility Improvement input meetings.
5. Participation in our Site Safety Committee.
6. Invitation and recruitment of parents whose children have an IEP to be Ambassadors to other parents who are just starting the IEP process.
7. Invitation extended to parents of EL students to actively participate in our English Language Advisory Committee meetings and our Multicultural annual events.
8. Invitation to parents to Back to School Night within the first 2 weeks of school starting.
9. Offering Family Nights such as movie nights, math nights, etc.
10. Parents welcomed to engage in our weekly Friday Flag video to hear about school events and student achievements.
11. Open communication with our School Resource Officer and with the City of San Diego Traffic (through our district liaison) in issues of campus safety and traffic safety on the streets surrounding Creekside.
12. Planning and implementation of Professional growth opportunities for our staff around Equity and Inclusive Culture.
13. Teacher and parent connection on how students are performing academically, social emotionally and behavior. Connection through parent-teacher conferences, progress reports, or e-mail/phone conferences.
14. To continue open communication with our parent community, we have conducted IEP meetings and parent-teacher conferences with our stakeholders through Zoom.
15. We continue to find creative ways to connect with our parents/guardians and students.

Every team on campus - grade level, Special Education, and ELL were part of the goal setting during X-ploration collaboration and Fall District professional growth day.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.17%	0%	%	1	0	
African American	0.87%	1.06%	0.6%	5	6	3
Asian	28.52%	25.27%	28.0%	164	143	146
Filipino	5.04%	4.59%	4.6%	29	26	24
Hispanic/Latino	10.09%	13.78%	13.4%	58	78	70
Pacific Islander	0.17%	0.18%	0.2%	1	1	1
White	46.09%	46.11%	45.2%	265	261	236
Two or More Responses	6.61%	5.65%	8.1%	38	32	42
Not Reported	2.43%	3.36%	%	14	19	
<b>Total Enrollment</b>				575	566	522

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	105	106	96
Grade 1	87	81	77
Grade 2	96	90	76
Grade3	98	95	86
Grade 4	97	97	97
Grade 5	92	97	90
<b>Total Enrollment</b>	575	566	522

### Conclusions based on this data:

1. Creekside's enrollment data has had some changes over the past three years. Our total enrollment has decreased by 9% over the past 3 years.
2. Creekside's demographics in our largest subgroups have had some increases and decreases. Our Asian population has decreased by 11%, our Hispanic/Latino has increased by 20% and our White population has decreased by 11%.

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	89	63	52	15.5%	11.1%	10.0%
Fluent English Proficient (FEP)	66	77	80	11.5%	13.6%	15.3%
Reclassified Fluent English Proficient (RFEP)	6	29	25	5.8%	32.6%	39.7%

### Conclusions based on this data:

1. Creekside's EL population has decreased over these three years by nearly 33%.
2. Creekside had a significant number of students reclassify as RFEP in 20-21: 39.7%, approximately 316% bump in the past 2 years. Both significant in that total number of EL students has decreased a total of 41% in the past 2 years.
3. Over 30% of our population in the 19-20 school year speaks another language in the home.

# Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	99			97			97			98		
Grade 4	96			95			95			99		
Grade 5	92			91			91			98.9		
All	287			283			283			98.6		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2504.			61.86			23.71			9.28			5.15		
Grade 4	2546.			60.00			26.32			6.32			7.37		
Grade 5	2595.			62.64			24.18			10.99			2.20		
All Grades	N/A	N/A	N/A	61.48			24.73			8.83			4.95		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	57.73			38.14			4.12			
Grade 4	54.74			40.00			5.26			
Grade 5	62.64			32.97			4.40			
All Grades	58.30			37.10			4.59			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	52.58			40.21			7.22		
Grade 4	52.63			38.95			8.42		
Grade 5	56.04			42.86			1.10		
All Grades	53.71			40.64			5.65		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	53.61			44.33			2.06		
Grade 4	35.79			61.05			3.16		
Grade 5	41.76			51.65			6.59		
All Grades	43.82			52.30			3.89		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	48.45			44.33			7.22		
Grade 4	51.58			38.95			9.47		
Grade 5	65.93			28.57			5.49		
All Grades	55.12			37.46			7.42		

## Alternative Metrics English Language Arts/Literacy (All Students)

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	349	228	65.3	352	248	70.5	354	242	68.4
African-American	3	2	66.7	3	1	33.3	3	0	0
Asian	91	67	73.6	93	74	79.6	93	77	82.8
Caucasian	143	90	62.9	144	100	69.4	144	92	63.9
Filipino	15	8	53.3	15	9	60	15	12	80
Hispanic	52	27	51.9	50	26	52	51	28	54.9
Other	45	34	75.6	47	38	80.9	48	33	68.8
English Learners	24	2	8.3	25	3	12	25	5	20
Students with Disabilities	61	22	36.1	63	29	46	63	27	42.9
Socioeconomically Disadvantaged	42	9	21.4	42	14	33.3	42	13	31
Foster Youth	2	0	0	2	0	0	2	1	50
Homeless Youth	6	1	16.7	6	2	33.3	6	3	50

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level  
Reading – Fall, Winter, Spring, (2020-2021)**

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
<b>Grade 2</b>									
All Students			57.1			59			57.7
African-American			50			50			0
Asian			58.3			56			64
Caucasian			57.1			60.7			60.7
Filipino			40			40			80
Hispanic			36.4			45.5			36.4
Other			100			100			57.1
English Learners			12.5			11.1			22.2
Students with Disabilities			41.2			47.1			41.2
Socioeconomically Disadvantaged			10			20			20
Homeless Youth			33.3			33.3			66.7
<b>Grade 3</b>									
All Students			62.4			68.6			69.4
Asian			60			71.4			81
Caucasian			62.9			68.6			58.8
Filipino			60			60			80
Hispanic			54.5			60			70
Other			71.4			73.3			73.3
English Learners			0			0			0
Students with Disabilities			43.8			58.8			41.2
Socioeconomically Disadvantaged			20			30			20
Homeless Youth			0			50			50
<b>Grade 4</b>									
All Students			60.8			70.1			71.4
Asian			82.6			91.3			91.3
Caucasian			54.8			71.4			69
Filipino			33.3			66.7			100
Hispanic			55.6			47.1			61.1
Other			54.5			58.3			50
English Learners			0			14.3			14.3
Students with Disabilities			26.7			31.3			31.3

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Socioeconomically Disadvantaged			35.3			41.2			35.3
Foster Youth			0			0			0
Homeless Youth			0			0			0
<b>Grade 5</b>									
All Students			80			82.4			73.1
African-American			100			0			0
Asian			91.7			100			95.8
Caucasian			76.3			74.4			65
Filipino			100			100			50
Hispanic			58.3			58.3			50
Other			84.6			100			85.7
English Learners			50			50			100
Students with Disabilities			30.8			46.2			61.5
Socioeconomically Disadvantaged			0			40			60
Foster Youth			0			0			100

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Spring (2021)**

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	278	6.83	21.58	9.35	62.23
African-American	1	0	100	0	0
Asian	68	2.94	7.35	5.88	83.82
Caucasian	117	7.69	27.35	6.84	58.12
Filipino	10	0	20	40	40
Hispanic	41	9.76	29.27	12.2	48.78
Other	41	9.76	19.51	12.2	58.54
English Learners	16	31.25	50	6.25	12.5
Students with Disabilities	46	32.61	23.91	8.7	34.78
Socioeconomically Disadvantaged	32	31.25	34.38	9.38	25
Foster Youth	2	0	50	50	0



Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
Homeless Youth	3	66.67	0	0	33.33

## Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

### Creekside Elementary School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
<b>Grade 1</b>								
Fall	456	255	466	455	452	452	456	456
Winter	480	341	480	491	482	475	479	471
Spring	499	441	494	503	496	497	498	494
<b>Growth</b>	43	186	28	48	44	45	42	38
<b>Grade 2</b>								
Fall	502	577	34	497	491	500	505	508
Winter	517	643	35	525	502	520	514	512
Spring	528	694	18	543	503	529	523	519
<b>Growth</b>	26	117	-16	46	12	29	18	11
<b>Grade 3</b>								
Fall	539	738	0	121	3	545	540	533
Winter	553	802	0	91	14	557	556	546
Spring	569	871	0	61	0	567	574	568
<b>Growth</b>	30	133	0	-60	-3	22	34	35
<b>Grade 4</b>								
Fall	563	843	0	53	8	560	567	562
Winter	577	916	0	47	12	578	579	574
Spring	587	961	0	25	10	585	588	587
<b>Growth</b>	24	118	0	-28	2	25	21	25
<b>Grade 5</b>								
Fall	597	999	0	22	0	595	602	594
Winter	609	1054	0	5	0	610	611	607
Spring	611	1063	0	9	0	619	609	604
<b>Growth</b>	14	64	0	-13	0	24	7	10

**District**

<b>Term</b>	<b>Overall SS</b>	<b>Lexile Score</b>	<b>Phonological Awareness</b>	<b>Phonics</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Reading Comprehension Literature</b>	<b>Reading Comprehension Informational Text</b>
<b>Grade 1</b>								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
<b>Growth</b>	39	137	22	46	40	38	37	36
<b>Grade 2</b>								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
<b>Growth</b>	33	146	-20	37	14	33	33	30
<b>Grade 3</b>								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
<b>Growth</b>	29	129	0	-64	-6	27	31	29
<b>Grade 4</b>								
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
<b>Growth</b>	25	112	0	-36	-1	22	27	27
<b>Grade 5</b>								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
<b>Growth</b>	21	94	0	-19	-1	21	21	21
<b>Grade 6</b>								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
<b>Growth</b>	9	43	0	-1	1	12	6	10
<b>Grade 7</b>								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	627	1137	0	14	1	637	622	622
<b>Growth</b>	9	39	0	0	1	11	6	9
<b>Grade 8</b>								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
<b>Growth</b>	9	41	0	-1	0	12	5	10
<b>Grade 9</b>								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
<b>Growth</b>	38	187	-1	-27	-1	38	54	21
<b>Grade 10</b>								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591
<b>Growth</b>	111	545	0	-275	-74	130	126	61
<b>Grade 11</b>								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
<b>Growth</b>	95	407	-48	-89	-41	100	101	90
<b>Grade 12</b>								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
<b>Growth</b>	82	395	-102	-224	-101	84	72	91

## Grade 11 – Grade Point Average English Language

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Creekside Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
English Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Datasource – CALPADS and Synergy

### Conclusions based on this data:

1. As the district shifted to iReady data due to the suspension of the CAASPP test, we can use the alternative data to see the percentage of students who would meet or exceed standards. Overall, 72 % of our students would meet or exceed standards. Our 2 highest subgroups being our Asian population at 90% and Filipino population at 80%, followed by our Caucasian students at 65% and our Hispanic population at 61%. Our students with disabilities are at 43% meeting or exceeding standards and our Low SES students at 34%. Our lowest group is our English Learner population who are at 19% meeting or exceeding standards.
2. Overall, the growth summary of iReady scaled scores show small (2%) to significant (10%) growth in all grades.
3. When looking at the domains within the reading portion of the iReady Growth Summary, phonics in grades 3, 4 and 5 showed significant drops up to 50%.

# Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	99			97			97			98		
Grade 4	96			95			95			99		
Grade 5	92			91			91			98.9		
All	287			283			283			98.6		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2499.			49.48			34.02			12.37			4.12		
Grade 4	2549.			54.74			27.37			15.79			2.11		
Grade 5	2609.			70.33			20.88			7.69			1.10		
All Grades	N/A	N/A	N/A	57.95			27.56			12.01			2.47		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	60.82			32.99			6.19			
Grade 4	67.37			25.26			7.37			
Grade 5	78.02			18.68			3.30			
All Grades	68.55			25.80			5.65			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	54.64			41.24			4.12		
Grade 4	55.79			36.84			7.37		
Grade 5	67.03			28.57			4.40		
All Grades	59.01			35.69			5.30		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	60.82			39.18			0.00		
Grade 4	62.11			32.63			5.26		
Grade 5	65.93			30.77			3.30		
All Grades	62.90			34.28			2.83		

### Alternative Metrics Mathematics (All Students)

#### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	350	173	49.4	355	221	62.3	354	203	57.3
African-American	3	2	66.7	3	1	33.3	3	0	0
Asian	90	63	70	93	73	78.5	92	75	81.5
Caucasian	144	64	44.4	145	84	57.9	144	70	48.6
Filipino	15	6	40	15	10	66.7	15	10	66.7
Hispanic	52	14	26.9	52	21	40.4	52	20	38.5
Other	46	24	52.2	47	32	68.1	48	28	58.3
English Learners	24	5	20.8	25	8	32	24	8	33.3
Students with Disabilities	62	19	30.6	63	24	38.1	61	21	34.4
Socioeconomically Disadvantaged	41	5	12.2	42	10	23.8	42	11	26.2
Foster Youth	2	0	0	2	0	0	2	0	0
Homeless Youth	6	1	16.7	6	2	33.3	6	2	33.3

#### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
<b>Grade 2</b>									
All Students			52.6			64.1			50
African-American			50			50			0

	Math								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Asian			65.2			76			75
Caucasian			57.1			64.3			40.7
Filipino			40			60			40
Hispanic			27.3			36.4			27.3
Other			42.9			71.4			57.1
English Learners			50			55.6			50
Students with Disabilities			23.5			41.2			33.3
Socioeconomically Disadvantaged			22.2			30			20
Homeless Youth			33.3			33.3			33.3
<b>Grade 3</b>									
All Students			51.8			66.7			64.4
Asian			60			71.4			85.7
Caucasian			37.1			62.9			45.7
Filipino			80			80			100
Hispanic			45.5			54.5			54.5
Other			71.4			73.3			73.3
English Learners			0			14.3			28.6
Students with Disabilities			37.5			52.9			47.1
Socioeconomically Disadvantaged			0			40			30
Homeless Youth			0			50			50
<b>Grade 4</b>									
All Students			40.8			50			54.1
Asian			73.9			69.6			73.9
Caucasian			38.1			45.2			52.4
Filipino			0			66.7			66.7
Hispanic			16.7			38.9			44.4
Other			33.3			41.7			33.3
English Learners			0			14.3			14.3
Students with Disabilities			25			18.8			25
Socioeconomically Disadvantaged			11.8			11.8			29.4
Foster Youth			0			0			0
Homeless Youth			0			0			0
<b>Grade 5</b>									
All Students			53.8			69.6			60.2

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
African-American			100			0			0
Asian			79.2			95.8			91.7
Caucasian			48.7			62.5			52.5
Filipino			0			50			50
Hispanic			25			33.3			25
Other			53.8			84.6			64.3
English Learners			50			50			50
Students with Disabilities			38.5			38.5			30.8
Socioeconomically Disadvantaged			20			20			20
Foster Youth			0			0			0

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Spring (2021)**

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	278	7.91	32.73	10.43	48.92
African-American	1	0	100	0	0
Asian	68	2.94	13.24	13.24	70.59
Caucasian	117	7.69	41.88	8.55	41.88
Filipino	10	0	20	40	40
Hispanic	41	19.51	39.02	7.32	34.15
Other	41	7.32	34.15	7.32	51.22
English Learners	16	37.5	37.5	6.25	18.75
Students with Disabilities	46	23.91	41.3	2.17	32.61
Socioeconomically Disadvantaged	32	31.25	40.63	9.38	18.75
Foster Youth	2	50	50	0	0
Homeless Youth	3	66.67	0	33.33	0



## Grades 2-8 and 11 iReady Math Growth Summary by Grade Level Spring

### Creekside Elementary School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
<b>Grade 1</b>						
Fall	410	0	406	412	411	415
Winter	424	0	421	432	423	423
Spring	432	0	427	436	432	437
<b>Growth</b>	22	0	21	24	21	22
<b>Grade 2</b>						
Fall	426	0	425	430	424	429
Winter	437	0	431	441	434	442
Spring	444	0	440	447	442	447
<b>Growth</b>	18	0	15	17	18	18
<b>Grade 3</b>						
Fall	445	0	441	450	447	443
Winter	460	0	454	469	464	453
Spring	474	0	473	478	477	467
<b>Growth</b>	29	0	32	28	30	24
<b>Grade 4</b>						
Fall	459	0	457	465	460	453
Winter	470	0	467	478	472	461
Spring	484	0	484	487	489	477
<b>Growth</b>	25	0	27	22	29	24
<b>Grade 5</b>						
Fall	490	0	488	496	489	485
Winter	503	0	508	502	503	497
Spring	515	0	514	511	515	520
<b>Growth</b>	25	0	26	15	26	35

**District**

<b>Term</b>	<b>Overall SS</b>	<b>Lexile Score</b>	<b>Phonological Awareness</b>	<b>Phonics</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Reading Comprehension Literature</b>	<b>Reading Comprehension Informational Text</b>
<b>Grade 1</b>								
Fall	404	0						
Winter	413	0						
Spring	423	0						
<b>Growth</b>	19	0						
<b>Grade 2</b>								
Fall	422	0						
Winter	435	0						
Spring	443	0						
<b>Growth</b>	21	0						
<b>Grade 3</b>								
Fall	443	0						
Winter	454	0						
Spring	467	0						
<b>Growth</b>	24	0						
<b>Grade 4</b>								
Fall	465	0						
Winter	475	0						
Spring	488	0						
<b>Growth</b>	23	0						
<b>Grade 5</b>								
Fall	482	0						
Winter	493	0						
Spring	506	0						
<b>Growth</b>	24	0						
<b>Grade 6</b>								
Fall	501	0						
Winter	506	0						
Spring	511	0						
<b>Growth</b>	10	0						
<b>Grade 7</b>								
Fall	512	0						
Winter	518	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	522	0						
<b>Growth</b>	10	0						
<b>Grade 8</b>								
Fall	512	0						
Winter	516	0						
Spring	536	0						
<b>Growth</b>	24	0						
<b>Grade 9</b>								
Fall	512	0						
Winter	482	0						
Spring	478	0						
<b>Growth</b>	-34	0						
<b>Grade 10</b>								
Fall	513	0						
Winter	459	0						
Spring	475	0						
<b>Growth</b>	-38	0						
<b>Grade 11</b>								
Fall	470	0						
Winter	447	0						
Spring	560	0						
<b>Growth</b>	90	0						
<b>Grade 12</b>								
Fall	442	0						
Winter	373	0						
Spring	519	0						
<b>Growth</b>	77	0						

## Grade 11 – Grade Point Average Mathematics

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Creekside Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
Mathish Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

**Conclusions based on this data:**

1. As the district shifted to iReady data due to the suspension of the CAASPP test, we can use the alternative data to see the percentage of students who would meet or exceed standards. Overall, 59% of our students would meet or exceed standards. Our 2 highest subgroups being our Asian population at 84% and Filipino population at 80%, followed by our Caucasian students at 50% and our Hispanic population at 41%. Our students with disabilities are at 35% meeting or exceeding standards and our Low SES students at 28%. Our lowest group is our English Learner population who are at 25% meeting or exceeding standards.
2. Overall, the growth summary of iReady scaled scores show growth in all domain areas with no scores dropping in any of the domains.
3. Averages in the overall growth summary of iReady Math scores in each domain ranged from the low average of 17-point growth in Algebra and Algebraic Thinking and 21 point average growth in Measurement/Data and Geometry.

# Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1456.3	1472.1	1454.5	1477.7	1460.5	1459.4	24	15
Grade 1	1505.5	1491.1	1517.4	1487.7	1493.2	1493.9	20	15
Grade 2	1524.8	*	1514.2	*	1535.0	*	22	10
Grade 3	*	*	*	*	*	*	*	6
Grade 4	1573.0	*	1600.0	*	1545.6	*	14	6
Grade 5	*	*	*	*	*	*	*	8
All Grades							91	60

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.17	46.67	*	40.00	*	6.67	*	6.67	24	15
1	85.00	60.00		20.00		13.33	*	6.67	20	15
2	86.36	*	*	*		*	*	*	22	*
3	*	*	*	*		*		*	*	*
4	*	*	*	*		*	*	*	14	*
All Grades	70.33	50.00	17.58	35.00	*	10.00	*	5.00	91	60

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.17	53.33	*	33.33	*	6.67	*	6.67	24	15
1	75.00	46.67	*	46.67		0.00	*	6.67	20	15
2	90.91	*	*	*		*	*	*	22	*
3	*	*	*	*		*		*	*	*
4	78.57	*	*	*		*	*	*	14	*
All Grades	74.73	56.67	13.19	35.00	*	1.67	*	6.67	91	60

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	62.50	33.33	*	46.67	*	13.33	*	6.67	24	15
<b>1</b>	65.00	26.67	*	53.33		6.67	*	13.33	20	15
<b>2</b>	68.18	*	*	*	*	*	*	*	22	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	14	*
<b>All Grades</b>	52.75	30.00	28.57	41.67	12.09	20.00	*	8.33	91	60

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	66.67	46.67	*	46.67	*	6.67	24	15	
<b>1</b>	85.00	86.67	*	6.67	*	6.67	20	15	
<b>2</b>	95.45	*		*	*	*	22	*	
<b>4</b>	78.57	*	*	*	*	*	14	*	
<b>All Grades</b>	81.32	53.33	12.09	40.00	*	6.67	91	60	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	*	53.33	*	40.00	*	6.67	24	15	
<b>1</b>	65.00	46.67	*	46.67	*	6.67	20	15	
<b>2</b>	81.82	*	*	*	*	*	22	*	
<b>4</b>	85.71	*	*	*	*	*	14	*	
<b>All Grades</b>	70.33	66.67	18.68	28.33	*	5.00	91	60	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	50.00	13.33	45.83	80.00	*	6.67	24	15	
<b>1</b>	75.00	60.00	*	26.67	*	13.33	20	15	
<b>2</b>	77.27	*	*	*	*	*	22	*	
<b>3</b>	*	*	*	*	*	*	*	*	
<b>4</b>	*	*	*	*	*	*	14	*	
<b>All Grades</b>	53.85	33.33	36.26	58.33	*	8.33	91	60	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	66.67	73.33	*	20.00	*	6.67	24	15
<b>1</b>	*	20.00	*	73.33	*	6.67	20	15
<b>2</b>	54.55	*	*	*	*	*	22	*
<b>4</b>	*	*	*	*	*	*	14	*
<b>All Grades</b>	51.65	36.67	40.66	56.67	*	6.67	91	60

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

### Alternative Metrics EL Students

Due to the Covid-19 Pandemic CAASPP testing was suspended for the spring of 2021. Students did not complete the ELPAC test in person and those scores have been reported individually to families. In order to monitor student progress for this year, our site will utilize iReady and ELPAC data to gauge student progress as well as Lexia, criterion referenced assessments, and Core Reading diagnostics. Conclusions below are based on preliminary 19-20 school administration.

#### Conclusions based on this data:

1. Total number of students tested has decreased significantly compared to 2017-18. From 91 students total to 50 students in 2020-2021 school year.
2. According to then preliminary 2020-21 data, over 70% of our English learners in grades 3-5 are in levels 3 and 4 in oral language compared to written language where grades 3 and 4 over 75% are in levels 1 and 2 in written language.
3. 20% of our English Learners scored at levels 1 & 2 overall on the ELPAC for the 19-20 school year compared to 42% of English Learners scoring at levels 1 and 2 overall on the ELPAC for the 20-21 school year.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	*	7	3	*		1	*		33.33
American Indian or Alaskan	*			*			*		
Asian	165	148	151	5	4	2	3	2.7	1.32
Filipino	26	27	28	0	1	0	0	3.7	0
Hispanic or Latino	67	89	78	1	3	4	1	3.37	5.13
Did not Report	16			0			0		
Pacific Islander	*		1	*		0	*		0
Two or More Races	44	38	46	2	1	3	5	2.63	6.52
White	267	266	244	12	9	9	4	3.38	3.69
Male									
Female									
English Learners	89	42	53	4	3	5	6	7.14	9.43
Students with Disabilities			79	4		7	5		8.86
Socioeconomically	75		65	7		9	9		13.85
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	592	576	551	21	18	19	4	3.13	3.45

\* Date range August 21,2019 – March 15, 2020

### Conclusions based on this data:

1. The number of unique students with chronic absenteeism increased slightly from 18 to 19, which means 1 more student was chronically absent in 2020-21 as compared to 2019-20.
2. The under-served groups of Low Socioeconomically Disadvantaged had a rate of 14% and our English Learner and students with disabilities had a rate of 9%
3. We maintained an overall attendance rate of 97%.



# Student Performance Data

## Suspension Data

	2018-19	*2019-20	2020-21
<b>Suspensions Rate</b>	0.3	0.0	0

\* Date range August 21,2019 – March 15, 2020

### Conclusions based on this data:

1. Our suspension rate has been 0 for the past 2 years.

# Student Performance Data

## Graduation Rate

	2018-19	*2019-20	2020-21
<b>Graduation Rate</b>			

\* Preliminary Data

### Conclusions based on this data:

1. Does not apply to Creekside, as our students promote to middle school.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 1: Mathematics

As measured by spring 2022 iReady math diagnostic data, students will increase from current 50% to 78% of students performing at or above grade-level.

## Identified Need

This need was identified by analysis of Creekside's data from the iReady fall 2021 Math diagnostic report of all students and these subgroups: ELL, EDY, Hispanic or Latino, and Students with Disabilities.

## Alternative Metrics

As derived from the fall 2021 iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades K-5) 50.21%  
 EL: 23.40%  
 EDY: 8.7%  
 Special Education: 42.03%  
 Hispanic: 38.98%  
 African American: 0.0%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Math portion of the 2021-2022 iReady diagnostics for all students.	Data from the Math portion of the Fall 2021 iReady diagnostic shows that 48.7% of all students are performing at grade level.	Compared to the 2021 Fall iReady diagnostic data, the percentage of all students who are performing at or above grade-level in Math as measured by the spring 2022 iReady diagnostic data will increase by 30% from 48% to 78%.
<b>English Learner</b> Data from the Math portion of the 2021-2022 iReady diagnostics for all EL students.	Data from the Math portion of the Fall 2021 iReady diagnostic shows that 23.7% of all EL students are performing at grade level.	Compared to the 2021 Fall iReady diagnostic data, the percentage of all students who are performing at or above grade-level in Math as measured by the spring 2022 iReady diagnostic data will increase by 30% to 53.7%.
<b>EDY/Title I</b> Data from the Math portion of the 2021-2022 iReady diagnostics for all EDY students.	Data from the Math portion of the Fall 2021 iReady diagnostic shows that 42.6% of all EDY students are performing at grade level.	Compared to the 2021 Fall iReady diagnostic data, the percentage of all students who are performing at or above grade-level in Math as measured by the spring 2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		iReady diagnostic data will increase by 20% to 62.6%.
<b>Student with Disabilities</b> Data from the Math portion of the 2021-2022 iReady diagnostics for all students with disabilities.	Data from the Math portion of the Fall 2021 iReady diagnostic shows that 38.3% of all students with disabilities are performing at grade level.	Compared to the 2021 Fall iReady diagnostic data, the percentage of all students who are performing at or above grade-level in Math as measured by the spring 2022 iReady diagnostic data will increase by 20% to 58%.
<b>Hispanic or Latino</b> Data from the Math portion of the 2021-2022 iReady diagnostics for all Hispanic or Latino students.	Data from the Math portion of the Fall 2021 iReady diagnostic shows that 36.4% of all Hispanic or Latino students are performing at grade level.	Compared to the 2021 Fall iReady diagnostic data, the percentage of all students who are performing at or above grade-level in Math as measured by the spring 2022 iReady diagnostic data will increase by 30% to 66.4%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

EDY and EL learners who are below proficiency in the area of mathematics  
Hispanic or Latino students

### Strategy/Activity

Instructional aides will support targeted learners on specific math skills approximately 2 days a week from January through May. The groupings of EDY and EL students (level 1-3) will be flexible and consistently monitored based on data throughout the year. Research based curriculum such as individualized iReady pathways and front loading of concepts will be used with our learners.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth None Specified
0	English Learners

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

EDY students

### Strategy/Activity

Student articulation meeting with all teachers, individually, to discuss student progress and/or struggles in Mathematics. Meetings will take place in the winter and spring trimesters with principal, teachers and Rtl TOSA.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

640

Source(s)

Educationally Disadvantaged Youth  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Students with Disabilities in fifth grade

### Strategy/Activity

Focus on 10 key math concepts that were identified with general education fifth grade teachers. Share the new website that supports the 10 key concepts with activities and practice with families for home support.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional budgeted expenditures.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All kindergarten students

### Strategy/Activity

Math Talk at least once a week to allow students to reason about math situations or problems and collaboratively discuss their math thinking, develop communication skills, sharpen their mathematical reasoning, and enhance their social awareness.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional budgeted expenditures.

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All first grade students

### Strategy/Activity

Hands-on math games and Marcy Cook tile math fluency activities  
iReady lesson completion/math games practice  
Implement strategies and games from youcubed.org or other sources

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional budgeted expenditures.

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All second grade students

### Strategy/Activity

Utilize the prerequisite lessons provided in iReady for small group instruction  
Utilize targeted, small group instruction during math block  
Engage students with targeted formative assessments to gauge understanding of numbers and operations  
Use Math Expressions curriculum for numbers and operations and geometry  
Facilitate active engagement with use of math centers/games to provide an opportunity for differentiated small group math instruction for targeted skills.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional budgeted expenditures.

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All third grade students

### Strategy/Activity

- Learn to understand evaluate others' strategies, justifying their own solutions, consider different points of view, Small Group instruction
- Math fact practice games - Reinvented Homework family games, 45 minutes a week of iReady

- Math 4 Today warm up practice, Compacting math curriculum to focus on specific concepts and strategies
- SBAC practice book

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

No additional budgeted expenditures.

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All fourth grade students

Strategy/Activity

Start a “Geometry Friday” every other Friday where we incorporate geometry games and literature.  
 Start a geometry weekly warm up where students will answer questions about geometry vocabulary daily.  
 Ensure students are completing at least 45 minutes of Math iReady.  
 Assign differentiated geometry lessons in iReady.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

No additional budgeted expenditures.

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

All fifth grade students

Strategy/Activity

Math For Today (Daily)  
 Math Tasks that include geometrical thinking (Weekly)  
 Introduce geometry concepts throughout the school year (Monthly)  
 Online resources (Khan Academy, Math Games, iReady, Freckle Math)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

No additional budgeted expenditures.

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Due to suspension of CAASPP testing due to COVID-19, we were unable to measure growth based on the assessment. As a means by which to consider growth in the area of math, we are able to report that 85% of our students showed proficiency in grade-level math skills as measured through iReady data.

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

No significant changes were made to the goal. The annual outcomes will be measured by iReady diagnostic assessment data. We will also have comparison CAASPP data in the Fall of 2022.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No significant changes were made to the goal. The annual outcomes will be measured by iReady diagnostic assessment data. We will also have comparison CAASPP data in the Fall of 2022.



# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 2: English Language Arts

As measured by spring 2021 iReady Reading diagnostic data, 80% of students will be performing at or above grade-level.

### Identified Need

This need was identified by analysis of Creekside's data from the reading portion of the 2020-2021 spring iReady diagnostic data report of all students and these subgroups: ELL, EDY, Hispanic or Latino, and Students with Disabilities.

### Alternative Metrics

As derived from the fall 2021 iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades 2-5) 66.67%  
 EL: 39.13%  
 EDY: 0%  
 Special Education: 36.21%  
 Hispanic: 52.27%  
 African American: 50.0%

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Reading portion of the 2021-2022 iReady diagnostics for all students.	Data from the Reading portion of the Fall 2021 iReady diagnostic shows that 66.7% of all students are performing at grade level.	Compared to the 2021 Fall iReady diagnostic data, the percentage of all students who are performing at or above grade-level in Reading as measured by the spring 2022 iReady diagnostic data will increase by 13% to 80%.
<b>English Learner</b> Data from the Reading portion of the 2021-2022 iReady diagnostics for EL students.	Data from the Reading portion of the Fall 2021 iReady diagnostic shows that 39.1% of all EL students are performing at grade level.	Compared to the 2021 Fall iReady diagnostic data, the percentage of all EL students who are performing at or above grade-level in Reading as measured by the spring 2022 iReady diagnostic data will increase by 10% to 50%.
<b>EDY/Title I</b> Data from the Reading portion of the 2021-2022 iReady diagnostics for EDY students.	Data from the Reading portion of the Fall 2021 iReady diagnostic shows that 64.2% of all EDY students are performing at grade level.	Compared to the 2021 Fall iReady diagnostic data, the percentage of all EDY students who are performing at or above grade-level in Reading as measured by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		the spring 2022 iReady diagnostic data will increase by 10% to 74%.
<b>Student with Disabilities</b> Data from the Reading portion of the 2021-2022 iReady diagnostics for all students with disabilities.	Data from the Reading portion of the Fall 2021 iReady diagnostic shows that 36.2% of all students with disabilities are performing at grade level.	Compared to the 2021 Fall iReady diagnostic data, the percentage of all students with disabilities who are performing at or above grade-level in Reading as measured by the spring 2022 iReady diagnostic data will increase by 10% to 46%.
<b>Hispanic or Latino Students</b> Data from the ELA portion of the 2018-19 CAASPP for all Hispanic or Latino students.	Data from the Reading portion of the Fall 2021 iReady diagnostic shows that 52.3% of all Hispanic or Latino students are performing at grade level.	Compared to the 2021 Fall iReady diagnostic data, the percentage of all Hispanic or Latino students who are performing at or above grade-level in Reading as measured by the spring 2022 iReady diagnostic data will increase by 13% to 65%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Classroom support: every general education teacher will have two hours per week of support by an instructional assistant during English Language Arts time. The instructional assistants are trained to work under guidance by the classroom teacher to allow for additional rotations in reading groups and assist in providing personalized reading instruction. This model was used in grades 3-5 for two years with success as measured by CAASPP growth and will expand into TK-2 for 2020-21 school year.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

40,000

#### Source(s)

Educationally Disadvantaged Youth
English Learners
Foundation 2000-2999: Classified Personnel Salaries

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

EL Students in grades 1-5 (Level 1-3)

## Strategy/Activity

Supplemental programs and support:

- Push-in support for Level 1-3 EL students during ELA, social studies, and/or science.
- Summer 2022 Jumpstart: EL students participate in academic coursework during a one-week summer program on campus: 4 hours per day for five days with a credentialed teacher with a focus on academic vocabulary.
- Increased focus on writing in grades 3-5 to give additional support and practice to EL students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,100	English Learners 1000-1999: Certificated Personnel Salaries Summer 2021 Jumpstart Certificated support
600	English Learners 2000-2999: Classified Personnel Salaries Push-in support
600	English Learners 2000-2999: Classified Personnel Salaries Summer 2021 Jumpstart Classified support

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

Students with disabilities who demonstrate significant reading and/or writing difficulties

## Strategy/Activity

Increase the explicit teaching and use of structured writing organizers, frames, and grade specific writing rubrics to students grades 2-5 who receive RSP services in ELA.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	No additional budgeted expenditures.

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

Students identified through iReady diagnostic data and CORE data who are struggling in grade-level standards in the area of reading.

### Strategy/Activity

Pull-out or push-in support by a credentialed impact teacher. Allows targeted learning for students through additional support and creates follow-up skill builder activities and lessons.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

14,791

Source(s)

District Funded

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All first grade students

### Strategy/Activity

- Use Lexia
- Teach Benchmark Advance lessons
- Utilize SIPPS impact support
- Suggest Reinvented Homework activities
- Monitor student progress/add supplemental activities as needed in spring
- Use targeted small group instruction

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

720

Source(s)

English Learners  
2000-2999: Classified Personnel Salaries

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All second grade students

### Strategy/Activity

- Utilize the prerequisite lessons provided in iReady for small group instruction
- Use Benchmark Advance reading strategies in whole group and small group
- Utilize targeted, small group instruction during literacy block
- Utilize IA and Impact Teacher for individualized and small group instruction

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional budgeted expenditures.

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All third grade students

#### Strategy/Activity

- Comprehension: Select stories, passages, and poetry that teaches students how to determine and convey mood and purpose
- Continue teaching Tier 2 Vocabulary and literary terms
- Close reading strategies that identify unknown vocabulary words and use context clues to determine the meaning
- Implementing Benchmark ELA
- Phonics: Implementing Benchmark Word study
- Word Walls, Small group phonics, iReady Goal conferences and goal setting. Monitor personalized instruction, 45 minutes a week iReady

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional budgeted expenditures.

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

All fourth grade students

#### Strategy/Activity

- Small group instruction for reading strategies at least 30 minutes two times per week to support area of struggle. Two 30-minute sessions per week with impact teacher to focus on “next steps” tasks for gaps in learning; This will allow for formative assessment to drive instruction to supplement Benchmark Advanced
- Ensure that students complete at least 45 minutes of Reading iReady per week. Differentiated instruction using iReady mini lessons in the area of informational text.
- Assign differentiated iReady lessons to students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional budgeted expenditures.

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

All fifth grade students

Strategy/Activity

Facilitate lessons in Benchmark ELA focusing on non-fiction comprehension strategies, Use Online resources (i.e.: NewsELA, Scholastic News, Freckle ELA, iReady) to teach non-fiction text structures and annotation techniques,  
Lessons and strategy use from TCi reading and curriculum

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional budgeted expenditures.

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

EDY Students

Strategy/Activity

Student articulation meeting with all teachers, individually, to discuss student progress and/or struggles in Language Arts. Meetings will take place in the winter and spring trimesters with principal, teachers and Rtl TOSA.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

640

Source(s)

Educationally Disadvantaged Youth  
1000-1999: Certificated Personnel Salaries  
Roving substitute

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

Due to suspension of CAASPP testing due to COVID-19, we were unable to measure growth based on the assessment. As a means by which to consider growth in the area of language arts, we are able to report that 84% of our students showed proficiency in grade-level reading skills as measured through iReady data.

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

The physical school closure, as the result of COVID-19, impacted the ability to complete planned strategies and activities to meet the overall goal. Students engaged in the strategies listed above up until school closure in March of 2020.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No significant changes were made to the goal. The annual outcomes will be measured by iReady diagnostic assessment data. We will also have comparison CAASPP data in the Fall of 2022.



# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

## Goal 3: Socio-Emotional/Behavior

By June 2022, there will be a 20% increase in students' answer of "Yes, all of the time" to two questions related to skills in empathy, as measured through a site-based student survey in grades 2-5 as compared to the results of the California Healthy Kids Survey of 2021.

### Identified Need

Increased empathy positively affects students' ability to collaborate, innovate, and problem-solve. This need was identified by analysis of Creekside's data from the fall 2021 California Healthy Kids Survey results around empathy:

1. Question: "Does your school teach students to understand how other students think and feel?" 40% answered "most of the time," and 42% answered, "Yes, all of the time."
2. Question: "Does your school teach students to care about each other and treat each other with respect?" 22% answered "most of the time," and 68% answered, "Yes, all of the time."

### Alternative Metrics

We will use chronic absenteeism rate data.

All Students: 3.1 %

Asian 2.7 %

Hispanic/Latino 3.4 %

White 3.4 %

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the 2021 California Healthy Kids Survey (CHKS).	Data from the 2021 CHKS shows 42% of students answered "Yes, all of the time" to question "Does your school teach students to understand how other students think and feel?"	As measured in June 2022 by a site-based survey using the same question and given to our grade 2-5 students, 62% will answer "Yes, all of the time."
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		
<b>School Wide</b> Data from the 2021 California Healthy Kids Survey (CHKS).	Data from the 2021 CHKS shows 68% of students answered "Yes, all of the time" to question "Does your school teach students to care about each other and treat each other with respect?"	As measured in June 2022 by a site-based survey using the same question and given to our grade 2-5 students, 88% will answer "Yes, all of the time."



Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Continue teaching and using strategies learned from the Site-based Teaching Learning Cooperative (TLC) around book UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World. Teachers will continue to grow and develop classroom lessons on empathy.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Educationally Disadvantaged Youth  
No additional expenditures budgeted.

0

English Learners  
No additional expenditures budgeted.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

**Sanford Harmony: A social emotional learning program for our TK-5th grade** Teachers received free materials and training to implement daily and weekly activities using the supplemental pilot program Sanford Harmony: a social emotional learning program for Pre-K-6 grade students designed to foster communication, connection, and community both in and outside the classroom, and develop our students into compassionate and caring adults. The program includes activities to build buddies and deepen the classroom community through thoughtful classroom meetings. The four focus themes are Diversity & Inclusion, Empathy & Critical Thinking, Communication, Problem Solving, and Peer Relationships.

Student Services Assistant support available to work with students on building the Creekside inclusive community while out problem solving out on the playground, providing alternative recess activities, and conducting small friendship groups when needed.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

440

Educationally Disadvantaged Youth  
4000-4999: Books And Supplies  
Supplies and support materials needed

400

Educationally Disadvantaged Youth  
2000-2999: Classified Personnel Salaries  
Classified support

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All EL students.

#### Strategy/Activity

##### Parent involvement:

- Create inviting EL parent meetings to discuss our EL goals and social emotional goals and how parents can support.
- Lower barriers for parents to access the school by providing translators and translation services as needed.
- EL parents along with the EL coordinator plan and present an annual multi-cultural event to spotlight our represented rich cultures, which allows EL students and parents to shine.
- EL coordinator meets with each teacher of EL students during a one-day articulation meeting to discuss students, best practices, and offer ways to involve the parents in their child's education.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	English Learners 4000-4999: Books And Supplies
300	English Learners 5800: Professional/Consulting Services And Operating Expenditures
300	English Learners 1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

As a means by which to consider growth in the area of empathy, we are able to report that students at Creekside have maintained their rate of feeling they are being taught how others think and feel and treat others with respect.

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

Staffing shortage, as the result of COVID-19, impacted the ability to complete planned strategies and activities to meet the overall goal. We will continue with the intended implementation this year and budgeted expenditures to implement the strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There is no change to this goal.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

## Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2022, Creekside students and staff will engage in an activity each trimester that addresses inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school.

### Identified Need

Creekside Healthy Kids Survey results to the following 2 questions.

1. Do other kids at school spread mean rumors or lies about you? 17% responded with "Yes, some of the time" and 7% responded with "Yes, most of the time"
2. Do other kids at school call you bad names or make mean jokes about you? 26% responded with "Yes, some of the time" 2% responded with "Yes, most of the time" and 3% responded with "Yes, all of the time"

### Alternative Metrics

Creekside student centered school climate survey- given in November and May

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> By June 2022, Creekside will participate and engage in 3 school-wide activities to address inclusion, diversity, social justice and bias including becoming an officially designated No Place for Hate School. (From the anti-defamation league) ADL.	Creekside currently has a formalized anti-biased program and is an officially designated No Place for Hate School.	By June 2022, Creekside will participate and engage in 3 school-wide activities to address inclusion, diversity, social justice, and bias.
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

All staff commits to implementing specific actions and strategies as we work to address racism and become an officially designated No Place for Hate School. These include the following...

1. Create a No Place for Hate committee comprised of staff, parents, and students
2. Have all students sign a No Place for Hate pledge (Resolution of Respect).
3. Conduct a survey to assess student needs
4. Create and implement 3 school-wide anti-bias or bully prevention activities.
5. Site equity team participation in district wide professional development around equity and inclusion.
6. Principal involved in district wide equity walks

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
520	Educationally Disadvantaged Youth 4000-4999: Books And Supplies Supplies needed for activities and staff development.
0	English Learners No additional budgeted expenditures.

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Creekside students and staff were able to engage and implement each activity each trimester that addressed inclusion, diversity, social justice, and bias.

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

No major differences between the intended implementation and/or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes are expected.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$61,551.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$14,791.00
Educationally Disadvantaged Youth	\$2,640.00
English Learners	\$4,120.00
Foundation	\$40,000.00

Subtotal of state or local funds included for this school: \$61,551.00

Total of federal, state, and/or local funds for this school: \$61,551.00

## Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

## Expenditures by Funding Source

Funding Source

Amount

Funding Source	Amount
	0.00
District Funded	14,791.00
Educationally Disadvantaged Youth	2,640.00
English Learners	4,120.00
Foundation	40,000.00

## Expenditures by Budget Reference

Budget Reference

Amount

Budget Reference	Amount
	14,791.00
1000-1999: Certificated Personnel Salaries	2,680.00
2000-2999: Classified Personnel Salaries	42,320.00
4000-4999: Books And Supplies	1,460.00
5800: Professional/Consulting Services And Operating Expenditures	300.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Budget Reference	Funding Source	Amount
		0.00
		0.00
	District Funded	14,791.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	1,280.00



2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	400.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	960.00
None Specified	Educationally Disadvantaged Youth	0.00
	English Learners	0.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	1,400.00
2000-2999: Classified Personnel Salaries	English Learners	1,920.00
4000-4999: Books And Supplies	English Learners	500.00
5800: Professional/Consulting Services And Operating Expenditures	English Learners	300.00
2000-2999: Classified Personnel Salaries	Foundation	40,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	640.00
Goal 2	58,451.00
Goal 3	1,940.00
Goal 4	520.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

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

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

# Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure the Board of the following:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

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

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019