

# 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	11/8/2022	December 15, 2022

## 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

Our 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. 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, a National PTA School of Excellence in 2019 and a California Pivotal Practice Award School in 2022.

# Educational Partner Involvement

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

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

Our School Site Council serves for a 2-year term and open seats are elected on an as-needed basis. 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 are welcomed to engage in our live Friday Flag assemblies when scheduled 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 in-person or via 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, Fall and Winter District professional growth days and site professional half-days.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	0.19%	0		1
African American	1.06%	0.6%	0.57%	6	3	3
Asian	25.27%	28.0%	28.36%	143	146	150
Filipino	4.59%	4.6%	6.62%	26	24	35
Hispanic/Latino	13.78%	13.4%	12.10%	78	70	64
Pacific Islander	0.18%	0.2%	0.19%	1	1	1
White	46.11%	45.2%	43.10%	261	236	228
Multiple/No Response	5.65%	8.1%	8.70%	32	42	46
	<b>Total Enrollment</b>			566	522	529

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	106	96	103
Grade 1	81	77	90
Grade 2	90	76	89
Grade 3	95	86	78
Grade 4	97	97	82
Grade 5	97	90	87
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	566	522	529

### 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 approximately 6% over the past 3 years.

2. Creekside's demographics in our largest student groups have had some changes over the past 3 years. Our Asian population has increased by 3%, our Filipino population has increased by 2% and our White population has decreased by 3%.

# 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%	10.00%
Fluent English Proficient (FEP)	66	77	80	11.5%	13.6%	15.30%
Reclassified Fluent English Proficient (RFEP)	6	29	23	5.8%	32.6%	36.50%

### Conclusions based on this data:

1. Creekside's EL population has decreased 5.5% in the past 3 years.
2. Creekside had a significant number of students reclassify as RFEP in 19-20: 32% and dropped to 4% in 20-21.
3. 30% of our population in the 20-21 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78			75			75			96.2		
Grade 4	79			77			77			97.5		
Grade 5	84			81			81			96.4		
Grade 11												
All Grades	241			233			233			96.7		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2500.			60.00			21.33			12.00			6.67		
Grade 4	2563.			71.43			11.69			11.69			5.19		
Grade 5	2594.			55.56			32.10			7.41			4.94		
Grade 11															
All Grades	N/A	N/A	N/A	62.23			21.89			10.30			5.58		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46.67			49.33			4.00		
Grade 4	44.16			54.55			1.30		
Grade 5	45.68			48.15			6.17		
Grade 11									
All Grades	45.49			50.64			3.86		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50.67			40.00			9.33		
Grade 4	54.55			40.26			5.19		
Grade 5	62.96			30.86			6.17		
Grade 11									
All Grades	56.22			36.91			6.87		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.33			76.00			6.67		
Grade 4	36.36			58.44			5.19		
Grade 5	29.63			67.90			2.47		
Grade 11									
All Grades	27.90			67.38			4.72		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.00			56.00			8.00		
Grade 4	42.86			51.95			5.19		
Grade 5	35.80			58.02			6.17		
Grade 11									
All Grades	38.20			55.36			6.44		

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

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter (2021-2022)

	Reading					
	Fall			Winter		
	Met or Exceeded Standards			Met or Exceeded Standards		
	Tested	#	%	Tested	#	%
All Students	323	195	60.4	329	234	71.1
African-American	2	*	*	2	*	*
Asian	76	55	72.4	81	70	86.4
Caucasian						

Filipino	15	11	73.3	14	11	78.6
Hispanic	40	21	52.5	40	24	60
Other	47	26	55.3	44	29	65.9
English Learners	17	3	17.6	18	5	27.8
Students with Disabilities	70	21	30	65	26	40
Socioeconomically Disadvantaged	42	14	33.3	42	16	38.1
Foster Youth						
Homeless Youth	9	*	*	8	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level  
Reading – Fall, Winter, (2021-2022)**

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
<b>Grade 2</b>						
All Students	86	44	51.2	89	56	62.9
African-American						
Asian	16	12	75	18	15	83.3
Caucasian	46	22	47.8	47	28	59.6
Filipino	2	*	*	2	*	*
Hispanic	9	*	*	9	*	*
Other	13	6	46.2	13	8	61.5
English Learners	4	*	*	4	*	*
Students with Disabilities	19	7	36.8	19	9	47.4
Socioeconomically Disadvantaged	11	3	27.3	11	4	36.4
Foster Youth						
Homeless Youth	2	*	*	2	*	*
<b>Grade 3</b>						
All Students	72	38	52.8	76	48	63.2
African-American	2	*	*	2	*	*
Asian	24	13	54.2	25	18	72
Caucasian	26	14	53.8	28	16	57.1
Filipino	4	*	*	4	*	*
Hispanic	8	*	*	8	*	*
Other	8	*	*	9	*	*
English Learners	5	*	*	6	*	*



	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Students with Disabilities	11	4	36.4	11	4	36.4
Socioeconomically Disadvantaged	9	*	*	10	*	*
Foster Youth						
Homeless Youth	3	*	*	3	*	*
<b>Grade 4</b>						
All Students	81	55	67.9	80	60	75
African-American						
Asian	17	13	76.5	18	17	94.4
Caucasian	33	19	57.6	33	22	66.7
Filipino	5	*	*	5	*	*
Hispanic	12	8	66.7	12	8	66.7
Other	14	10	71.4	12	8	66.7
English Learners	4	*	*	5	*	*
Students with Disabilities	21	5	23.8	20	7	35
Socioeconomically Disadvantaged	10	*	*	10	*	*
Foster Youth						
Homeless Youth	2	*	*	2	*	*
<b>Grade 5</b>						
All Students	84	58	69	84	70	83.3
African-American						
Asian	19	17	89.5	20	20	100
Caucasian	38	27	71.1	40	33	82.5
Filipino	4	*	*	3	*	*
Hispanic	11	6	54.5	11	7	63.6
Other	12	5	41.7	10	*	*
English Learners	4	*	*	3	*	*
Students with Disabilities	19	5	26.3	15	6	40
Socioeconomically Disadvantaged	12	5	41.7	11	6	54.5
Foster Youth						
Homeless Youth	2	*	*	1	*	*

## Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Winter (2022)

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	158	7.59	17.09	8.86	66.46
African-American	2	50	0	50	0
Asian	42	4.76	9.52	9.52	76.19
Caucasian	62	4.84	25.81	9.68	59.68
Filipino	9	0	11.11	11.11	77.78
Hispanic	20	10	25	5	60
Other	23	17.39	4.35	4.35	73.91
English Learners	10	50	20	0	30
Students with Disabilities	33	21.21	30.3	6.06	42.42
Socioeconomically Disadvantaged	21	33.33	19.05	14.29	33.33
Foster Youth					
Homeless Youth	5	0	0	40	60

Datasource – CALPADS and Synergy

### Conclusions based on this data:

- School-wide:** Based on the 2021-2022 CAASPP for grade 3-5 students, 84.12% met or exceeded standard for ELA (10.3% nearly met standard and 5.58% did not meet standard)

#### **iReady Fall 2022-2023 Diagnostic results:**

69% of our students in grades 2-5 are early to above grade level in Reading  
 21% of our students in grades 2-5 are one grade level below in Reading  
 7.25% of our students in grades 2-5 are two grade levels below in Reading  
 Our lowest domains are in Vocabulary and Informational Text Comprehension

- Grade Level:** 2021-2022 CAASPP results:
  - Grade 3 had 81.33% met or exceeded standard in ELA
  - Grade 3 had 12% nearly meet the standard in ELA
  - Grade 3 had 6.67% not meet the standard in ELA
  - Grade 4 had 83.12% met or exceeded standard in ELA
  - Grade 4 had 11.69% nearly meet the standard in ELA
  - Grade 4 had 5.19% not meet the standard in ELA
  - Grade 5 had 87.66% met or exceeded standard in ELA
  - Grade 5 had 7.41% nearly meet standard in ELA
  - Grade 5 had 4.94% not meet standard in ELA

In ELA, you can see a decrease with the number of students meeting or exceeding standards as you go across the grade levels from grades 3rd to 5th, and an increase in numbers of students not meeting standard.

3. **Based on our 2022 Winter iReady correlation to CAASPP results:**

**English Learners:** 30% of our grade 2-5 English Learners met or exceeded standard in ELA, 20% nearly met standard in ELA, and 50% did not meet standard in ELA. Again, we need to work on moving our students in the nearly met to meeting standards.

**Students with learning differences:** 48.48% met or exceeded standards in grades 2-5 in ELA, 30.3% nearly met standard in ELA, and 21.21% did not meet standard in ELA.

**Socioeconomically Disadvantaged:** 47.62% of our grade 2-5 students met or exceeded standards in ELA, 30.3% nearly met standard in ELA, and 21.21% did not meet standard in ELA. Again, we need to shift our students nearly meeting standards by identifying the students in this area that are close to meeting standard for our teachers to provide more practice in the areas of need.

# Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78			76			76			97.4		
Grade 4	79			77			77			97.5		
Grade 5	84			81			81			96.4		
Grade 11												
All Grades	241			234			234			97.1		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2505.			56.58			28.95			6.58			7.89		
Grade 4	2560.			58.44			24.68			9.09			7.79		
Grade 5	2570.			53.09			18.52			16.05			12.35		
Grade 11															
All Grades	N/A	N/A	N/A	55.98			23.93			10.68			9.40		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	64.47			30.26			5.26		
Grade 4	63.64			28.57			7.79		
Grade 5	55.56			35.80			8.64		
Grade 11									
All Grades	61.11			31.62			7.26		

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51.32			42.11			6.58		
Grade 4	46.75			42.86			10.39		
Grade 5	38.27			50.62			11.11		
Grade 11									
All Grades	45.30			45.30			9.40		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57.89			40.79			1.32		
Grade 4	59.74			33.77			6.49		
Grade 5	40.74			46.91			12.35		
Grade 11									
All Grades	52.56			40.60			6.84		

## Alternative Metrics Mathematics (All Students)

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter (2021-2022)

	Math					
	Fall			Winter		
		Met or Exceeded Standards			Met or Exceeded Standards	
	Tested	#	%	Tested	#	%
All Students	324	165	50.9	330	232	70.3
African-American	2	*	*	2	*	*
Asian	77	54	70.1	81	71	87.7
Caucasian	143	73	51			
Filipino	15	5	33.3	14	9	64.3
Hispanic	40	15	37.5	40	19	47.5
Other	47	18	38.3	44	28	63.6
English Learners	18	3	16.7	17	6	35.3
Students with Disabilities	71	25	35.2	66	35	53
Socioeconomically Disadvantaged	42	8	19	42	17	40.5
Foster Youth						
Homeless Youth	9	*	*	8	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level  
Math – Fall, Winter, (2021-2022)**

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
<b>Grade 2</b>						
All Students	86	49	57	89	66	74.2
African-American						
Asian	16	10	62.5	18	14	77.8
Caucasian	46	27	58.7	47	38	80.9
Filipino	2	*	*	2	*	*
Hispanic	9	*	*	9	*	*
Other	13	5	38.5	13	8	61.5
English Learners	4	*	*	4	*	*
Students with Disabilities	19	10	52.6	19	13	68.4
Socioeconomically Disadvantaged	11	3	27.3	11	6	54.5
Foster Youth						
Homeless Youth	2	*	*	2	*	*
<b>Grade 3</b>						
All Students	72	34	47.2	77	54	70.1
African-American	2	*	*	2	*	*
Asian	24	16	66.7	25	22	88
Caucasian	26	12	46.2	29	21	72.4
Filipino	4	*	*	4	*	*
Hispanic	8	*	*	8	*	*
Other	8	*	*	9	*	*
English Learners	5	*	*	6	*	*
Students with Disabilities	11	4	36.4	12	8	66.7
Socioeconomically Disadvantaged	9	*	*	10	*	*
Foster Youth						
Homeless Youth	3	*	*	3	*	*
<b>Grade 4</b>						
All Students	82	43	52.4	79	56	70.9
African-American						
Asian	18	13	72.2	17	16	94.1

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Caucasian	33	14	42.4	33	21	63.6
Filipino	5	*	*	5	*	*
Hispanic	12	5	41.7	12	6	50
Other	14	8	57.1	12	9	75
English Learners	5	*	*	4	*	*
Students with Disabilities	22	7	31.8	19	8	42.1
Socioeconomically Disadvantaged	10	*	*	10	*	*
Foster Youth						
Homeless Youth	2	*	*	2	*	*
<b>Grade 5</b>						
All Students	84	39	46.4	85	56	65.9
African-American						
Asian	19	15	78.9	21	19	90.5
Caucasian	38	20	52.6	40	25	62.5
Filipino	4	*	*	3	*	*
Hispanic	11	2	18.2	11	5	45.5
Other	12	2	16.7	10	*	*
English Learners	4	*	*	3	*	*
Students with Disabilities	19	4	21.1	16	6	37.5
Socioeconomically Disadvantaged	12	3	25	11	4	36.4
Foster Youth						
Homeless Youth	2	*	*	1	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Winter (2022)**

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	157	6.37	28.03	7.64	57.96
African-American	2	50	50	0	0
Asian	42	2.38	11.9	9.52	76.19
Caucasian	62	4.84	38.71	4.84	51.61
Filipino	9	0	11.11	11.11	77.78

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
Hispanic	20	15	35	15	35
Other	22	9.09	27.27	4.55	59.09
English Learners	10	30	40	0	30
Students with Disabilities	32	18.75	28.13	6.25	46.88
Socioeconomically Disadvantaged	20	25	50	5	20
Foster Youth					
Homeless Youth	5	0	60	0	40

**Conclusions based on this data:**

- School-Wide:** Based on the 2021-2022 CAASPP results in math  
80 % met or exceeded standard in Math (10.68% nearly met standard and 9.4% did not meet standard)

**iReady Fall Diagnostic Results:**

-47% of our students in grades K-5 are early on to above grade level in Math

-46% of our students in grades K-5 are one grade level below in Math

-5% of our students in grades K-5 are two grade levels below in Math

-3% of our students in grades K-5 are three or more grade levels below in Math

The data results from this diagnostic are lower due to math concepts being on the diagnostic without the students experiencing any instruction around these concepts.

- Grade Level:** Based on the 2021-2022 CAASPP results:  
-Grade 3 had 85.53% met or exceeded standard in Math (6.58% nearly met standard and 7.89% did not meet standard in Math)  
-Grade 4 had 83.12% met or exceeded standard in Math (9.09% nearly met standard and 7.79% did not meet standard in Math)  
-Grade 5 had 71.61% met or exceeded standard in Math (16.05% nearly met standard and 12.35% did not meet standard in Math)

In Math, you can see a decrease with the number of students meeting or exceeding standards as you go across the grade levels and an increase in numbers of students not meeting standard. We need to look at how to move the students in nearly meeting standard in grades 4/5 to meeting standard. We notice a strength in our 3rd grade math scores and wonder what practice and/or tasks are causing the strength in scores?

- Based on our 2022 Winter iReady correlation to CAASPP results:

**English Learners:**

30% of our grade 3-5 students met or exceeded standard in Math

40% of our grade 3-5 students nearly met standard in Math

30% of our grade 3-5 students did not meet standard in Math

Need to look at the students in the nearly met standards category to see how to shift them in to meeting standards in Math.

**Students with learning differences:**

53.13% of our grade 3-5 students met or exceeded standard in Math

28.13% of our grade 3-5 students nearly met standard in Math

18.75% of our grade 3-5 students did not meet standard in Math



Need to look at the students in the nearly met standards category to see how to shift them in to meeting standards in Math.

**Socioeconomically Disadvantaged:**

25% of our grade 3-5 students met or exceeded standards in Math

50% of our grade 3-5 students nearly met standards in Math

25% of our grade 3-5 students did not meet standards in Math

Need to look at the students in the nearly met standards category to see how to shift them in to meeting standards in Math.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1472.1	1404.3	1475.4	1477.7	1399.8	1466.2	1459.4	1414.9	1497.1	15	20	11
<b>1</b>	1491.1	*	1479.5	1487.7	*	1490.3	1493.9	*	1468.0	15	5	15
<b>2</b>	*	*	*	*	*	*	*	*	*	10	9	4
<b>3</b>	*	*	*	*	*	*	*	*	*	6	7	6
<b>4</b>	*	*	*	*	*	*	*	*	*	6	7	4
<b>5</b>	*	*	*	*	*	*	*	*	*	8	*	4
<b>All Grades</b>										60	50	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	46.67	25.00	45.45	40.00	25.00	18.18	6.67	25.00	27.27	6.67	25.00	9.09	15	20	11
<b>1</b>	60.00	*	33.33	20.00	*	33.33	13.33	*	20.00	6.67	*	13.33	15	*	15
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	50.00	28.00	34.09	35.00	30.00	31.82	10.00	20.00	25.00	5.00	22.00	9.09	60	50	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	53.33	20.00	36.36	33.33	30.00	27.27	6.67	30.00	27.27	6.67	20.00	9.09	15	20	11
<b>1</b>	46.67	*	53.33	46.67	*	20.00	0.00	*	26.67	6.67	*	0.00	15	*	15
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	56.67	36.00	40.91	35.00	32.00	36.36	1.67	12.00	18.18	6.67	20.00	4.55	60	50	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	33.33	35.00	36.36	46.67	20.00	18.18	13.33	20.00	36.36	6.67	25.00	9.09	15	20	11
<b>1</b>	26.67	*	26.67	53.33	*	33.33	6.67	*	26.67	13.33	*	13.33	15	*	15
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	30.00	26.00	27.27	41.67	22.00	29.55	20.00	30.00	31.82	8.33	22.00	11.36	60	50	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	46.67	35.00	54.55	46.67	45.00	45.45	6.67	20.00	0.00	15	20	11
<b>1</b>	86.67	*	73.33	6.67	*	26.67	6.67	*	0.00	15	*	15
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	53.33	38.00	56.82	40.00	40.00	43.18	6.67	22.00	0.00	60	50	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	53.33	0.00	27.27	40.00	70.00	54.55	6.67	30.00	18.18	15	20	11
<b>1</b>	46.67	*	33.33	46.67	*	53.33	6.67	*	13.33	15	*	15
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	66.67	30.00	31.82	28.33	46.00	56.82	5.00	24.00	11.36	60	50	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	13.33	20.00	36.36	80.00	55.00	54.55	6.67	25.00	9.09	15	20	11
<b>1</b>	60.00	*	46.67	26.67	*	26.67	13.33	*	26.67	15	*	15
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	33.33	26.00	34.09	58.33	48.00	45.45	8.33	26.00	20.45	60	50	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	73.33	50.00	72.73	20.00	20.00	18.18	6.67	30.00	9.09	15	20	11
<b>1</b>	20.00	*	20.00	73.33	*	73.33	6.67	*	6.67	15	*	15
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	36.67	32.00	40.91	56.67	42.00	50.00	6.67	26.00	9.09	60	50	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

## Alternative Metrics EL Students

Our site will utilize CAASPP, 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 21-22 school administration.

**Conclusions based on this data:**

1. Total number of students tested has decreased significantly compared to 2018-2019. From 60 students total to 44 students in 21-22 school year.

2. According to then preliminary 2021-2022 data, 56.82% of our English learners are in levels 3 and 4 in written language and 90.91% are somewhat developed and well developed in the written domain. This data is relevant due to written language and expression is the #1 indicator of long-term English Learners.
3. Our significant English Learner groups are in kindergarten and first grade.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	*19-20	20-21	21-22	*19-20	20-21	21-22	*19-20	20-21	21-22
<b>African American</b>	7	3	4		1	*		33.33	*
<b>American Indian or Alaskan</b>			1			*			*
<b>Asian</b>	148	151	160	4	2	20	2.7	1.32	12.5
<b>Filipino</b>	27	28	38	1	0	9	3.7	0	23.68
<b>Hispanic or Latino</b>	89	78	69	3	4	11	3.37	5.13	15.94
<b>Did not Report</b>			1			*			*
<b>Pacific Islander</b>		1	1		0	*		0	*
<b>Two or More Races</b>	38	46	49	1	3	12	2.63	6.52	24.49
<b>White</b>	266	244	243	9	9	13	3.38	3.69	5.35
<b>Male</b>									
<b>Female</b>									
<b>English Learners</b>	42	53	55	3	5	12	7.14	9.43	21.82
<b>Students with Disabilities</b>		79			7			8.86	
<b>Socioeconomically</b>		65	81		9	21		13.85	25.93
<b>Total</b>	576	551	566	18	19	67	3.13	3.45	11.84

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

### Conclusions based on this data:

1. Our student enrollment increased by 15 students from the 20-21 to the 21-22 school year. There was an increase in Asian, Filipino, two or more races and a decrease in our Latino population. We also had an increase in our English learner and socioeconomically disadvantaged students.
2. There was a significant increase in our chronic absenteeism count from 19 in the 20-21 school year to 67 for the 21-22 school year. This pattern was observed due to the amount of school days missed when student families were hit with COVID.
3. Our white population has been steadily decreasing and this is also the student group that saw the least drastic rate in chronic absenteeism.

# Student Performance Data

## Suspension Data

	*2019-20	2020-21	2021-22
<b>Suspensions Rate</b>	0.0	0.00	0

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

### Conclusions based on this data:

1. Our suspension rate has been 0 for the past 3 years.



# Student Performance Data

## Graduation Rate

	*2019-20	2020-21	2021-22
<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

On the 22-23 Math CAASPP, 84% of all students will meet or exceed standards in the areas of mathematics. Students in our significant student groups will increase their math scores by 2%.

## Identified Need

This need was identified by analysis of Creekside's data from the iReady fall 2022 Math diagnostic report of all students and these student groups: ELL, EDY, Hispanic or Latino, and Students with Learning Differences.

## Alternative Metrics

As measured by spring 2023 iReady math diagnostic data, students will increase from current 27% to 78% of students performing at or above grade-level.

As derived from the fall 2023 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) 27%

EL: 6.5%

Special Education: 16.1%

Hispanic: 16.3%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Math portion of the 2022-2023 iReady diagnostics for all students.	Data from the Math portion of the Fall 2023 iReady diagnostic shows that 27% of all students are performing at grade level.	Compared to the 2022 Fall iReady diagnostic data, the percentage of all students who are performing at or above grade-level in Math as measured by the spring 2023 iReady diagnostic data will increase by 51% from 27% to 78%.
<b>English Learner</b> Data from the Math portion of the 2022-2023 iReady diagnostics for all EL students.	Data from the Math portion of the Fall 2023 iReady diagnostic shows that 6.5% of all EL students are performing at grade level.	Compared to the 2022 Fall iReady diagnostic data, the percentage of all students who are performing at or above grade-level in Math as measured by the spring 2023 iReady diagnostic data will increase by 30% from 6.5% to 36.5%.
<b>EDY/Title I</b> Data from the Math portion of the 2022-2023 iReady diagnostics for all EDY students.	Data not disaggregated for this student group from iReady.	Data not disaggregated for this student group from iReady.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Student with Disabilities</b> Data from the Math portion of the 2022-2023 iReady diagnostics for all students with disabilities.	Data from the Math portion of the Fall 2022 iReady diagnostic shows that 16.1% of all students with disabilities are performing at grade level.	Compared to the 2022 Fall iReady diagnostic data, the percentage of all students who are performing at or above grade-level in Math as measured by the spring 2023 iReady diagnostic data will increase by 20% to 36%.
<b>Hispanic or Latino</b> Data from the Math portion of the 2022-2023 iReady diagnostics for all Hispanic or Latino students.	Data from the Math portion of the Fall 2022 iReady diagnostic shows that 16.3% of all Hispanic or Latino students are performing at grade level.	Compared to the 2022 Fall iReady diagnostic data, the percentage of all students who are performing at or above grade-level in Math as measured by the spring 2023 iReady diagnostic data will increase by 30% to 46%.

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

#### 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 RtI 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 learning differences 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

Weekly iReady practice built into the classroom  
iReady lesson plans differentiated for small group instruction (groupings)  
iReady practice at home as 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)

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

Utilize hands-on math games and Marcy Cook tile math fluency activities  
Implement iReady lesson completion/math games practice  
Implement strategies and games from youcubed.org or other sources  
Conduct regular math talk activities  
Utilize volunteer support for small groups  
Use multi-sensory math/music activities

### 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  
Facilitate active engagement with use of math centers/games to provide an opportunity for differentiated small group math instruction for targeted skills  
Practice and support with Intervention Assistant and Impact teacher  
Ensure students meet weekly required iReady math minutes

### 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  
Provide open ended tasks  
Offer choice of tasks  
Incorporate math talk (Numbers strings, which one doesn't belong, notice/wonder)  
Provide small group instruction  
Provide math fact practice games - Reinvented Homework family games,  
Plan for 45 minutes of iReady minutes  
Use Math 4 Today warm up practice,  
Compact math curriculum to focus on specific concepts and strategies  
Review and complete 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

Implement "Geometry Friday" every other Friday where we incorporate geometry games and literature. Incorporate 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

Complete Math For Today (Daily)  
Provide Math Tasks that include geometrical thinking (Weekly)  
Introduce geometry concepts throughout the school year (Monthly)  
Use 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: 2021-22

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.

Overall, the implementation of the strategies/activities we planned to achieve our math goal were carried out. Impact and intervention teachers delivered review lessons focused on math skills and concepts to targeted students either one-to-one or in small groups. During our X-ploration collaboration meetings, grade levels teams analyzed mid-year i-Ready math data and Math Expression Unit tests taken September through January to determine progress and next steps for instructional support focused on Students with Learning Differences, English Learners, and Educationally Disadvantaged Students. Teachers engaged students in rich mathematical tasks, usually in collaborative groups, that required reasoning, planning, and higher-level thinking as well as Math Talks to encourage students to orally and visually share strategies they used to solve a problem with the class. Students engaged in i-Ready math lessons, with 40 minutes per week as the goal. Overall, the strategies/activities proved to be effective in supporting students' math progress, and meeting our 2021-2022 school-wide and grade level math goals.

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

All students were to engaged in i-Ready Math for 40 minutes per week. Not all grade levels were consistent in implementing this activity due to various factors such as full-commitment to carry out this activity and student and staff Covid-related absences.

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

To support the achievement of our 2022-2023 math goal, the following activity was discussed regarding i-Ready minutes expectations and the need to use this program with students to help close learning gaps. All grade level teams agreed to fully commit to the following strategy: All students will complete 40 minutes of Math i-Ready per week to address learning gaps in math skills and reinforce math skills and concepts learned in class.

# 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

On the 22-23 ELA CAASPP, 88% of all students will meet or exceed standards in the areas of English Language Arts. Students in our significant student groups will increase their ELA scores by 2%.

### Identified Need

This need was identified by analysis of Creekside's data from the reading portion of the 2021-2022 spring iReady diagnostic data report of all students and these subgroups: ELL, Hispanic or Latino, and Students with learning differences.

### Alternative Metrics

As measured by spring 2022 iReady Reading diagnostic data, 80% of students will be performing at or above grade-level.

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) 47.8%  
 EL: 10.3%  
 Special Education: 35.7%  
 Hispanic: 35.7%

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Reading portion of the 2022-2023 iReady diagnostics for all students.	Data from the Reading portion of the Fall 2022 iReady diagnostic shows that 48% of all students are performing at grade level.	Compared to the 2022 Fall iReady diagnostic data, the percentage of all students who are performing at or above grade-level in Reading as measured by the spring 2023 iReady diagnostic data will increase by 32% to 80%.
<b>English Learner</b> Data from the Reading portion of the 2022-2023 iReady diagnostics for EL students.	Data from the Reading portion of the Fall 2022 iReady diagnostic shows that 10% of all EL students are performing at grade level.	Compared to the 2022 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 2023 iReady diagnostic data will increase by 20% to 30%.
<b>EDY/Title I</b> Data from the Reading portion of the 2022-2023 iReady diagnostics for EDY students.	Data not disaggregated for this student group from iReady.	Data not disaggregated for this student group from iReady.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Student with Disabilities</b> Data from the Reading portion of the 2022-2023 iReady diagnostics for all students with disabilities.	Data from the Reading portion of the Fall 2022 iReady diagnostic shows that 36% of all students with disabilities are performing at grade level.	Compared to the 2022 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 2023 iReady diagnostic data will increase by 20% to 56%.
<b>Hispanic or Latino Students</b> Data from the ELA portion of the 2022-2023 iReady for all Hispanic or Latino students.	Data from the Reading portion of the Fall 2022 iReady diagnostic shows that 36% 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 2023 iReady diagnostic data will increase by 20% to 56%.

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.

### 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)

	Educationally Disadvantaged Youth
2088	English Learners 4000-4999: Books And Supplies Technology devices for newcomers and EL support
40,000	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 2023 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)

2250

#### Source(s)

English Learners  
1000-1999: Certificated Personnel Salaries  
Summer 2023 Jumpstart Certificated support

2100

English Learners  
1000-1999: Certificated Personnel Salaries  
GLAD training for 2 teachers

750

English Learners  
2000-2999: Classified Personnel Salaries  
Shadowing and training for new 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 learning differences 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)

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)

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)

Source(s)

### 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)

Source(s)

### 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 for skills areas needed 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**

Provide comprehension lessons: Select stories, passages, and poetry that teaches students how to determine and convey mood and purpose  
Continue teaching Tier 2 Vocabulary and literary terms  
Use of Close reading strategies that identify unknown vocabulary words and use context clues to determine the meaning  
Implement Benchmark ELA skill lessons  
Provide lessons in Phonics: Implementing Benchmark Word study  
Use 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 (ie: NewsELA, Scholastic News, Freckle ELA, iReady) to teach non-fiction text structures and annotation techniques,  
Lessons and strategy use from TCI, reading and curriculum  
  
Utilize playlists with a variety types of tasks

**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: 2021-22

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.

Overall, the implementation of the strategies/activities we planned to achieve our ELA goal were carried out. Impact teachers delivered targeted reading instruction in phonics and/or comprehension for students identified as needing reading intervention. Instruction took place either one-to-one or in small groups. During our fall Instructional Planning meeting, grade levels teams analyzed current classroom and grade level data to identify their students' ELA strengths and needs. They used their analysis of the data to set goals and determine their instructional plan for the year, including supports necessary for all students to achieve their goals. During our Spring Instructional Planning, grade level analyzed end-of-year data and determined whether their ELA goals were met paying close attention to their Students with learning differences, English Learners, and Educationally Disadvantaged Students. Using end-of-year data, grade level teams reviewed their year's instructional plan and made notes regarding any changes they might want to make the next year in their plan that would better support their new students' learning. Students engaged in i-Ready Reading lessons, with 40 minutes per week as the goal. Students identified as English Learners were invited to attend summer "Jump Start" focused on improving their English language proficiency. Our teams delivered specific language/reading lessons based on students' needs, provided opportunities for students to engage in intervention cycles, and supervised students while they engaged in the Imagine Learning program. Two teachers attended a two-day Project GLAD training in summer 2022 to develop their instructional expertise in supporting English Learners' understanding and construction of Literacy. This professional development supports the promise of the California English Learner Roadmap. The teachers provided professional development focused on GLAD strategies for staff in the spring of 2022. Overall, the strategies/activities proved to be effective in supporting students' ELA progress, We met our school-wide ELA goal and every grade-level but 1st grade met their grade-level goals. First grade was off by 1%.

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

All students were to engage in i-Ready Reading for 40 minutes per week. Not all grade levels were consistent in implementing this activity due to various factors such as full-commitment to carry out this activity and student and staff Covid-related absences.

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

To support the achievement of our 2022-2023 ELA goal, the following activity was discussed regarding i-Ready Reading minutes expectations and the need to use this program with students to help close learning gaps. All grade level teams agreed to fully commit to the following strategy: All students will complete 40 minutes of i-Ready Reading per week to address learning gaps in reading skills and reinforce reading skills and concepts learned in class.

# 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 2023, 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 Fall 2022.

### 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: 11.84%

Asian 12.5%

Hispanic/Latino 15.94%

Filipino 23.68%

2 or more races 24.49%

English Learners 21.82%

EDY 25.93

White 5.23%%

### 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?"	By June 2023, 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		grades 2-5 as compared to the results of the California Healthy Kids Survey of Fall 2022.
<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?"	By June 2023, 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 Fall 2022.

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

Staff will participate in site-based professional development on the language and the importance of words mattering with our students. Staff will also participate in professional learning around restorative circles to support students and build stronger rapport.

#### 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)

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)

0

1830

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: 2021-22

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 has 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 May 2023, 100% of our students will share that they feel connected and they belong at Creekside based on student surveys.

### Identified Need

Creekside Healthy Kids Survey results to the following 2 questions.

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"

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 2023, 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 2023, Creekside students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school and meet the criteria to continue to be designated as a "No Place for Hate" school for 2023-2024.
<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
7. Play Zone- an alternative to playing on the playground
8. Props from the Principal- recognition by the principal on positive growth noticed by the teacher
9. Student Shout-outs- recognition of students by students for showing how they are GREAT Geckos.
10. Friendship Fridays- Friday Flag recognition for students that made or played with a new friend that week(s) prior.

### 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)

890

0

Source(s)

Educationally Disadvantaged Youth  
4000-4999: Books And Supplies  
Supplies needed for activities and staff development.

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Our goal for the 2021-2022 school year was met by the designation as a "No Place for Hate" school for 2022-2023. Students engaged in learning and activities focused on diversity, bias, social justice, and inclusion. Our "No Place for Hate" committee comprised of parents, staff, and administration continued their work in planning school wide lessons/activities.

A site Equity Team was established consisting of teachers, classified staff, counselor, ESS supervisor, and principal. In year 1, our Equity Team engaged in professional learning with the San Diego County Office of Education. The overall goals of the learning sessions were 1) help raise the consciousness about general topics and issues of equity, diversity, and inclusion, 2) build capacity with each team to be able to begin leading equity professional learning at their own site, and 3) begin addressing areas in their school systems and/or school cultures that perpetuate student inequities.

Staff engaged in ability awareness, PBIS, and Cultural Proficiency professional learning led by District staff. Professional learning focused on inclusive, restorative, and respect building practices in their classrooms and throughout the school to foster students' sense of belonging.

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. All activities were implemented to meet our goal.

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

No changes are expected. We are revising the goal to say that criteria will be met to be designated as a "No Place for Hate" school for the 2023-2024 school year. We will also add that a "No Place for Hate" student committee has been formed to ensure student voice in the planning of our equity and inclusion activities. The final activity that we are adding is professional development for staff by our site Equity Team focused on equity and inclusion.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

## Goal 5: Chronic Absenteeism

By June 2023, the percentage of chronic absenteeism will decrease for All Students by .05%, English Learners by 1%, Educationally Disadvantaged Youth by 1%, and Students with Learning Differences by 1%.

## Identified Need

We have a high percentage of students who are chronically absent in the following student groups: English Learners and Educationally Disadvantaged Youth. By increasing their school attendance, we will decrease the chronic absenteeism percentage of All Students.

## Alternative Metrics

California Dept. of Education 2021-2022 report for Chronic Absenteeism for Willow Grove:

All Students-11.84%  
 English Learners- 21.82%  
 Educationally Disadvantaged Youth- 25.93%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> 11.84% of All Students were chronically absent in 2021-2022. We would like to see this percentage decrease by at least 2%.	11.84% of All Students were chronically absent in 2021-2022.	By June 2023, the percentage of chronic absenteeism for All Students will decrease by at least 2%.
<b>English Learner</b> 21.82% of English Learners were chronically absent in 2021-2022. We would like to see this percentage decrease by at least 3%.	21.82% of English Learners were chronically absent in 2021-2022.	By June 2023, the percentage of chronic absenteeism for English Learners will decrease by at least 3%.
<b>EDY/Title I</b> 25.93% of Educationally Disadvantaged Youth were chronically absent in 2021-2022. We would like to see this percentage decrease by at least 3%.	25.93% of Educationally Disadvantaged Youth were chronically absent in 2021-2022.	By June 2023, the percentage of chronic absenteeism for Educationally Disadvantaged Youth will decrease by at least 3%.
<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)

Educationally Disadvantaged Youth and English Learners

#### Strategy/Activity

Rtl strategies to support academic and/or behavioral needs will be implemented for Educationally Disadvantaged Youth and English Learners who are going through the Rtl process.

#### 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)

--

Educationally Disadvantaged Youth
-----------------------------------

--

English Learners
------------------

### 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

The Principal and Office Assistant will follow District guidelines regarding chronic absenteeism such as sending letters to parents to keep them informed about their child's number of absences, contacting parents to find out how the school can help with getting their child to school, work to build a relationship with them, and, if needed, meeting with parents to develop a plan to make sure their child is attending school if they are not sick.

#### 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)

### Strategy/Activity 3

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

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

All Students

## Strategy/Activity

For students who are chronically absent, the child's teacher, the principal, the assistant principal, and the counselor will collaborate on ways to increase attendance such as building a strong relationship with the child, letting the child know we care and want them to come to school, recognizing and rewarding their attendance, and ensuring the child has special jobs/responsibilities (in addition to a typical classroom job) that they like to do and need to perform on a daily basis.

## 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)

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

By June 2022, the percentage of chronic absenteeism increased for All Students by 8.4%, English Learners by 12.4% and Educationally Disadvantaged Youth by 12%. We did not meet our goals. Staff engaged in RtI and SSS supports as needed and learned ways to create a safe, compassionate, and collaborative classroom environment. Our staff worked together to address behaviors associated with trauma through student check ins, individual and small group counseling, and close communication with parents. We knew that Covid related absences as well as absences related to parents not sending their child to school because someone in their class or at home had Covid played a large factor in significant increase in students being chronically absent.

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

There were no major differences between the intended implementation of this goal.

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

This year we are already seeing quite a few absences due to Covid illnesses, stomach flu, and colds, so we want to set reasonable, achievable goal. Although we see the pattern, it is nowhere near what it was last year. We will maintain our current goal.



# 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	\$52,288.00

## 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
Educationally Disadvantaged Youth	\$4,000.00
English Learners	\$8,288.00
Foundation	\$40,000.00

Subtotal of state or local funds included for this school: \$52,288.00

Total of federal, state, and/or local funds for this school: \$52,288.00

## 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
	0.00
Educationally Disadvantaged Youth	4,000.00
English Learners	8,288.00
Foundation	40,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	5,930.00
2000-2999: Classified Personnel Salaries	42,580.00
4000-4999: Books And Supplies	3,478.00
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
		0.00
		0.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	1,280.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	1,830.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	890.00
None Specified	Educationally Disadvantaged Youth	0.00
	English Learners	0.00
	English Learners	0.00

1000-1999: Certificated Personnel Salaries	English Learners	4,650.00
2000-2999: Classified Personnel Salaries	English Learners	750.00
4000-4999: Books And Supplies	English Learners	2,588.00
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	47,828.00
Goal 3	2,930.00
Goal 4	890.00

# 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/>

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