

# 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	October 23, 2019	November 14, 2019

## School Vision and Mission

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

## School Profile

Creekside Elementary School opened in the Poway Unified School District in the fall of 2000. As the first new PUSD school for the 21st century, Creekside was built with a physical structure that is unique. It consists of 30 permanent classrooms organized into five villages. Each of the villages contains six teaching stations or classrooms, student restrooms, a staff restroom as well as a workroom and a large village “square” or common area. The common area is used for pull-out instruction, parent volunteers to work, groups to collaborate, and space for technology. Additionally, the main building houses the administrative functions, a full size multi-purpose room, and the library. We also have two computer labs, a mobile Chromebook cart, 1:3 iPads in primary grades and 1:1 iPads/Chromebooks in grades 3-5. 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 CAASPP scores are evidence of our students' academic achievements. With the assistance of our PTA and the Creekside Educational Foundation we provide our students with enrichment opportunities in technology, art, music and PE. The support of the parents and the numerous parent volunteers on campus each day contribute to the success of Creekside and our students. We were named a

California Distinguished School in 2014, a National Blue Ribbon School in 2016, and a National PTA School of Excellence in 2019.

## Stakeholder Involvement

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

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

Our School Site Council was elected during the first few weeks of the 2019-20 school year. The Council represents our 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 offer access to the school principal in order to gather input casually and organically:

1. Participation in the PUSD ThoughtExchange process that launched in 2018-19.
2. Participation in site-based surveys.
3. Coffee with the Principal - a casual dialogue - three times per school year.
4. Participation in the Facility Improvement input meetings led during the 2018-19 school year.
5. Participation in our Site Safety Committee.
6. Attending parent nights that fit with our academic and social emotional work: *Teaching Kids to Think: Raising Confident, Independent, and Thoughtful Children in an Age of Instant Gratification*
7. Parents of our EL students are invited to and actively recruited to participate in our English Language Advisory Committee meetings and our Multicultural annual events.
8. Back to School Night in August of every school year.
9. Family Nights with fun themes such as Escape the Classroom.
10. Parents welcome to attend all Friday Flag weekly assemblies 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.

Every team on campus - grade level, Special Education, and ELL were part of the goal setting during Xploration collaboration days and our District professional growth day on September 30, 2019.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	0.17%	0.17%		1	1
African American	0.2%	0.50%	0.87%	1	3	5
Asian	28.5%	28.55%	28.52%	165	171	164
Filipino	4.0%	4.34%	5.04%	23	26	29
Hispanic/Latino	9.3%	9.35%	10.09%	54	56	58
Pacific Islander	0.2%	0.17%	0.17%	1	1	1
White	48.5%	47.41%	46.09%	281	284	265
Multiple/No Response	2.1%	2.00%	2.43%	12	12	14
<b>Total Enrollment</b>				579	599	575

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	121	115	105
Grade 1	103	96	87
Grade 2	85	104	96
Grade3	82	94	98
Grade 4	92	96	97
Grade 5	96	94	92
<b>Total Enrollment</b>	579	599	575

### Conclusions based on this data:

1. Creekside's enrollment data has not changed much over the past three years. Our total population varies within 4%.
2. Creekside's demographics have remained constant for three years with our three largest subgroups: White, Asian, and Hispanic/Latino.

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	106	103	89	18.3%	17.2%	15.5%
Fluent English Proficient (FEP)	53	62	66	9.2%	10.4%	11.5%
Reclassified Fluent English Proficient (RFEP)	6	16	6	6.7%	15.1%	5.8%

### Conclusions based on this data:

1. Creekside's ELL population has decreased over these three years by nearly 3%, but we still have a significant percentage of our school population identified as EL: 15.5%. That percentage represents 1 out of 6 students.
2. Creekside had a significant number of students reclassify as RFEP in 2017-18: 15.1%, approximately 9% bump compared to the school year before and after.

# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	84	98	99	82	94	97	82	94	97	97.6	95.9	98
Grade 4	89	99	96	87	96	95	87	96	95	97.8	97	99
Grade 5	93	93	92	90	92	91	90	92	91	96.8	98.9	98.9
All	266	290	287	259	282	283	259	282	283	97.4	97.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2494.	2499.	2504.	56.10	60.64	61.86	23.17	22.34	23.71	19.51	10.64	9.28	1.22	6.38	5.15
Grade 4	2541.	2551.	2546.	54.02	63.54	60.00	28.74	21.88	26.32	13.79	10.42	6.32	3.45	4.17	7.37
Grade 5	2583.	2587.	2595.	52.22	53.26	62.64	35.56	31.52	24.18	12.22	13.04	10.99	0.00	2.17	2.20
All Grades	N/A	N/A	N/A	54.05	59.22	61.48	29.34	25.18	24.73	15.06	11.35	8.83	1.54	4.26	4.95

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	56.10	58.51	57.73	36.59	35.11	38.14	7.32	6.38	4.12	
Grade 4	55.17	57.29	54.74	40.23	36.46	40.00	4.60	6.25	5.26	
Grade 5	52.22	54.35	62.64	43.33	42.39	32.97	4.44	3.26	4.40	
All Grades	54.44	56.74	58.30	40.15	37.94	37.10	5.41	5.32	4.59	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.66	52.13	52.58	43.90	38.30	40.21	2.44	9.57	7.22
Grade 4	51.72	58.33	52.63	44.83	38.54	38.95	3.45	3.13	8.42
Grade 5	66.67	63.04	56.04	30.00	33.70	42.86	3.33	3.26	1.10
All Grades	57.53	57.80	53.71	39.38	36.88	40.64	3.09	5.32	5.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.59	39.36	53.61	58.54	56.38	44.33	4.88	4.26	2.06
Grade 4	32.18	35.42	35.79	66.67	60.42	61.05	1.15	4.17	3.16
Grade 5	40.00	32.61	41.76	58.89	63.04	51.65	1.11	4.35	6.59
All Grades	36.29	35.82	43.82	61.39	59.93	52.30	2.32	4.26	3.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.78	54.26	48.45	47.56	40.43	44.33	3.66	5.32	7.22
Grade 4	49.43	65.63	51.58	44.83	28.13	38.95	5.75	6.25	9.47
Grade 5	58.89	58.70	65.93	37.78	36.96	28.57	3.33	4.35	5.49
All Grades	52.51	59.57	55.12	43.24	35.11	37.46	4.25	5.32	7.42

**Conclusions based on this data:**

1. 2018-19 Writing/Producing clear and purposeful writing claim in grade 4 showed a decrease of 5% in students meeting/exceeding Standards compared to 2017-18.
2. Overall the percentage of students meeting/exceeding Standards in the 2018-19 claim areas remained nearly unchanged (decreased or increased less than 1%), except the claim area of Research/Inquiry Investigating, analyzing, and presenting information, which saw a 2% decrease in the number of students meeting/exceeding Standards compared to 2017-18.
3. There was a significant decrease in the percentage of students exceeding Standards in the claim area of Research/Inquiry Investigating, analyzing, and presenting information in grades 3-4 in 2018-19 compared to 2017-18: 3rd grade decreased the number of students exceeding Standards by 6% and 4th grade by 14%.

# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	84	97	99	82	94	97	82	94	97	97.6	96.9	98
Grade 4	89	99	96	87	98	95	87	98	95	97.8	99	99
Grade 5	93	93	92	91	92	91	91	92	91	97.8	98.9	98.9
All	266	289	287	260	284	283	260	284	283	97.7	98.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2511.	2493.	2499.	59.76	45.74	49.48	30.49	38.30	34.02	9.76	9.57	12.37	0.00	6.38	4.12
Grade 4	2537.	2549.	2549.	39.08	54.08	54.74	42.53	28.57	27.37	18.39	15.31	15.79	0.00	2.04	2.11
Grade 5	2576.	2583.	2609.	47.25	57.61	70.33	30.77	14.13	20.88	15.38	22.83	7.69	6.59	5.43	1.10
All Grades	N/A	N/A	N/A	48.46	52.46	57.95	34.62	27.11	27.56	14.62	15.85	12.01	2.31	4.58	2.47

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	71.95	57.45	60.82	25.61	34.04	32.99	2.44	8.51	6.19	
Grade 4	51.72	69.39	67.37	42.53	23.47	25.26	5.75	7.14	7.37	
Grade 5	61.54	59.78	78.02	29.67	28.26	18.68	8.79	11.96	3.30	
All Grades	61.54	62.32	68.55	32.69	28.52	25.80	5.77	9.15	5.65	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.41	61.70	54.64	32.93	31.91	41.24	3.66	6.38	4.12
Grade 4	45.98	57.14	55.79	48.28	38.78	36.84	5.75	4.08	7.37
Grade 5	50.55	55.43	67.03	42.86	35.87	28.57	6.59	8.70	4.40
All Grades	53.08	58.10	59.01	41.54	35.56	35.69	5.38	6.34	5.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	68.29	60.64	60.82	28.05	30.85	39.18	3.66	8.51	0.00
<b>Grade 4</b>	54.02	65.31	62.11	42.53	26.53	32.63	3.45	8.16	5.26
<b>Grade 5</b>	42.86	50.00	65.93	47.25	40.22	30.77	9.89	9.78	3.30
<b>All Grades</b>	54.62	58.80	62.90	39.62	32.39	34.28	5.77	8.80	2.83

**Conclusions based on this data:**

1. Overall achievement in 2018-19 was an increase in the number of students meeting/exceeding Standards by 6% to 86% compared to 2017-18.
2. 2018-19 compared to 2017-19: In the two claim areas of Communicating Reasoning, and Concepts and Procedures, our grade 3-5 students increased the number of students meeting/exceeding Standards by 6%, including an increase of 4% more students exceeding Standards.
3. 2018-19 compared to 2017-18: While the claim area Problem Solving and Modeling & Data Analysis was overall nearly unchanged when looking at the three grade levels combined, our grade 5 students saw an increase of 4% more student meeting/exceeding Standards, including a significant increase of 12% more grade 5 students exceeding Standards.

# Student Performance Data

## ELPAC Results

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

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.17		*	*	*	*	*	*	24	15
1	85.00			*		*	*	*	20	15
2	86.36		*	*		*	*	*	22	*
4	*		*	*		*	*		14	*
All Grades	70.33		17.58			*		*	91	

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

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	62.50	*	*	*	*	*	*	*	24	15
1	65.00	*	*	*		*	*	*	20	15
2	68.18	*	*	*	*	*	*	*	22	*
3	*	*	*	*	*	*	*		*	*
4	*	*	*	*	*	*			14	*
All Grades	52.75		28.57		12.09		*		91	

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	24	15	
1	65.00	*	*	*	*	*	20	15	
2	81.82	*	*	*	*	*	22	*	
4	85.71	*	*		*		14	*	
All Grades	70.33		18.68		*		91		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	50.00	*	45.83	80	*	*	24	15	
1	75.00	*	*	*	*	*	20	15	
2	77.27		*	*	*	*	22	*	
4	*		*	*	*	*	14	*	
All Grades	53.85		36.26		*		91		

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

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

**Conclusions based on this data:**

1. Total number of students tested decreased significantly compared to 2017-18. From 91 students total to 60 students in 2018-19.
2. According to the 2018-19 data, significantly more students are a level 1 or level 2 in the writing domain: 16 of 60 (27%); compared to oral language domain with just 5 of the 60 (8%) students at a level 1 or 2.
3. All 20 (100%) of the grade 3-5 students in 2018-19 are at a level 3 or 4 in the oral language domain, but 4 (20%) of those same students are a level 1 or 2 in the writing domain.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	*	*	*	1	1	*	*	*	*
American Indian or Alaskan		*	*		1	*		*	*
Asian	174	174	165	8	5	5	4.6	2.9	3
Filipino	24	29	26	2	1	0	8.3	3.4	0
Hispanic or Latino	58	61	67	6	2	1	10.3	3.3	1
Did not Report	15	11	16	1	0	0	6.7	0.0	0
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	47	49	44	0	1	2	0.0	2.1	5
White	292	290	267	12	20	12	4.1	6.9	4
Male	301	296		19	13		6.3	4.4	
Female	314	324		10	16		3.2	5.0	
English Learners	112	103	89	12	7	4	10.7	6.8	6
Students with Disabilities	97	99		7	6	4	7.2	6.1	5
Socioeconomically	53	88	75	6	9	7	11.3	10.3	9
Migrant									
Foster									
Homeless	*	*		1	1		*	*	
Kindergarten	133	119		12	5		9.0	4.3	
Grades 1-3	288	304		12	16		4.2	5.3	
Grades 4-6	194	197		5	8		2.6	4.1	
Grades 7-8									
Grades K-8	615	620		29	29		4.7	4.7	
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	615	620	592	29	29	21	4.7	4.7	4

### Conclusions based on this data:

1. The number of unique students with chronic absenteeism decreased from 29 to 21, which means 8 fewer students were chronically absent in 2018-19 as compared to 2017-18.
2. Many subgroups list just 1 or 2 students.
3. The under-served groups of Low SES and ELL show slight improvement of a 1% decrease in the number of chronically absent students. The under-served group of Special Education increased slightly by 1%.

# Student Performance Data

## Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.2	0.2

### Conclusions based on this data:

1. Our suspension rate is consistently low - nearly zero. The percentages represent 1 suspension each year.

# Student Performance Data

## Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

**Conclusions based on this data:**

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

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

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

## Goal 1: Mathematics

As measured by spring 2020 CAASPP, the number of students who meet or exceed math Standards will increase by 2% from 86% to 88% as compared to CAASPP 2019.

## Identified Need

This need was identified by analysis of Creekside's data from the math portion of the 2018-19 CAASPP report of all students and these subgroups: ELL, EDY, Hispanic or Latino, and Students with Disabilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the math portion of the 2018-19 CAASPP for all students.	Data from the math portion of the 2018-19 CAASPP shows 86% of all students met or exceeded math standards.	Compared to the 2019 CAASPP, the percentage of all students who meet or exceed standards in math as measured by the 2020 CAASPP will increase by 2% to 88%.
<b>English Learner</b> Data from the math portion of the 2018-19 CAASPP for EL students.	Data from the math portion of the 2018-19 CAASPP shows 60% of EL students met or exceeded math standards.	Compared to the 2019 CAASPP, the percentage of EL students who meet or exceed standards in math as measured by the 2020 CAASPP will increase by 10% to 70%.
<b>EDY/Title I</b> Data from the math portion of the 2018-19 CAASPP for EDY students.	Data from the math portion of the 2018-19 CAASPP shows 62% of EDY students met or exceeded math standards.	Compared to the 2019 CAASPP, the percentage of EDY students who meet or exceed standards in math as measured by the 2020 CAASPP will increase by 8% to 70%.
<b>Student with Disabilities</b> Data from the math portion of the 2018-19 CAASPP for students with disabilities.	Data from the math portion of the 2018-19 CAASPP shows 59% of students with disabilities met or exceeded math standards.	Compared to the 2019 CAASPP, the percentage of students with disabilities who meet or exceed standards in math as measured by the 2020

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		CAASPP will increase by 8% to 67%.
<b>Hispanic or Latino</b> Data from the math portion of the 2018-19 CAASPP for Hispanic or Latino students.	Data from the math portion of the 2018-19 CAASPP shows 64% of Hispanic or Latino students met or exceeded math standards.	Compared to the 2019 CAASPP, the percentage of Hispanic or Latino students who meet or exceed standards in math as measured by the 2020 CAASPP will increase by 11% to 75%.

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

A school-wide focus on improving fluency and automaticity in math facts to build student confidence so they can apply the skills in higher level math problems and rich math tasks. We will feature a "number of the week" across the campus and create fun math challenges during open times like waiting in line for lunch or on playground and include parents so they can support at home and in the car. The focus will not be competitive, but personal goals to increase automaticity.

#### 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  
None Specified

0

English Learners

500

Foundation  
4000-4999: Books And Supplies

### Strategy/Activity 2

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

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

EDY students in grades 3-5

### Strategy/Activity

Math PALs (Peer Assisted Learners) 30-minutes twice a week after school. We match a third grader with a fourth or fifth grade volunteer Big Buddy to work on math facts in a fun ways: games, flashcards, and activities. Staffed by instructional assistant or SSA.

### 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)

750

Source(s)

Educationally Disadvantaged Youth  
2000-2999: Classified Personnel Salaries

### Strategy/Activity 3

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

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

EDY students in grades 4-5

### Strategy/Activity

Small group math tutorial led by instructional assistant 30 minutes twice a week to focus on front loading of concepts to set up students for success in math classes.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

Educationally Disadvantaged Youth  
2000-2999: Classified Personnel Salaries

### Strategy/Activity 4

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

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

15 EL Students in grades 1-5 who participate in Jumpstart 2019

### Strategy/Activity

Summer 2019 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.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

English Learners  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 5

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

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

EL students grades 2-5 at level 1-3 on ELPAC

Strategy/Activity

Supplemental programs and support:

*Imagine Learning* supplemental personalized program for our level 1-2 students in grades 2-5 for use during the day with both teacher and IA support.

Push-in support for Level 1-3 students during 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)

600

Source(s)

English Learners  
5000-5999: Services And Other Operating Expenditures

935

English Learners  
2000-2999: Classified Personnel Salaries

### Strategy/Activity 6

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

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

All Hispanic or Latino students who are not meeting grade level standards in math.

Strategy/Activity

Identify the Hispanic or Latino students who need more support and identify additional tutorials, programs, and services: PALs Math, Math Tutorials, Freckle Math Program, Math Tutorials, or supplemental push-in services that meet their individual needs in math. Also intentionally recruit Hispanic and Latino students for leadership positions on campus and for participation in our extensive before and after-school enrichment clubs and classes.

**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)

350

Source(s)

General Fund  
2000-2999: Classified Personnel Salaries

**Strategy/Activity 7**

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

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

Students with Disabilities in fifth grade

Strategy/Activity

Focus on 10 key math concepts that were identified with general education fifth grade teachers. Share the new website that supports the 10 key concepts with activities and practice with families for home support.  
Increase the amount of time for RSP math services in fifth grade by 33% to allow for additional practice and personalization.

**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 8**

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

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

All kindergarten students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## Strategy/Activity 9

### 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

Work closely with the new primary grade level math leader to implement strategies and games from youcubed.org and PUSD Math Central along with Marcy Cook tile math fluency 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)

Source(s)

## Strategy/Activity 10

### 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

Implement a math journal for daily math vocabulary practice.  
Frontloading students to better access math instruction.  
Collaborate to better differentiate the math centers using MAPs assessments and Freckle online program to create groups.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,575

Lottery: Instructional Materials  
5000-5999: Services And Other Operating Expenditures

## Strategy/Activity 11

### 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

Focus as a team on "Numbers and Operations" strand of MAPs and will implement the strategies that proved successful from 3rd grade teachers from their 2018-19 TPLES 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)

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

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

## Goal 2: English Language Arts

As measured by spring 2020 CAASPP, the number of students who meet or exceed English Language Arts Standards will increase by 2% from 86% to 88% as compared to CAASPP 2019.

## Identified Need

This need was identified by analysis of Creekside's data from the English Language Arts portion of the 2018-19 CAASPP report of all students and these subgroups: ELL, EDY, Hispanic or Latino, and Students with Disabilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the ELA portion of the 2018-19 CAASPP for all students.	Data from the ELA portion of the 2018-19 CAASPP shows 86% of all students met or exceeded ELA standards.	Compared to the 2019 CAASPP, the percentage of all students who meet or exceed standards in ELA as measured by the 2020 CAASPP will increase by 2% to 88%.
<b>English Learner</b> Data from the ELA portion of the 2018-19 CAASPP for all EL students.	Data from the ELA portion of the 2018-19 CAASPP shows 75% of all EL students met or exceeded ELA standards.	Compared to the 2019 CAASPP, the percentage of all students who meet or exceed standards in ELA as measured by the 2020 CAASPP will increase by 3% to 78%.
<b>EDY/Title I</b> Data from the ELA portion of the 2018-19 CAASPP for all EDY students.	Data from the ELA portion of the 2018-19 CAASPP shows 68% of all EDY students met or exceeded ELA standards.	Compared to the 2019 CAASPP, the percentage of EDY students who meet or exceed standards in ELA as measured by the 2020 CAASPP will increase by 10% to 78%.
<b>Student with Disabilities</b> Data from the ELA portion of the 2018-19 CAASPP for all students with disabilities.	Data from the ELA portion of the 2018-19 CAASPP shows 55% of all students with disabilities met or exceeded ELA standards.	Compared to the 2019 CAASPP, the percentage of all students with disabilities who meet or exceed standards in ELA as measured by the 2020 CAASPP will increase by 10% to 65%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Hispanic or Latino Students</b> Data from the ELA portion of the 2018-19 CAASPP for all Hispanic or Latino students.	Data from the ELA portion of the 2018-19 CAASPP shows 68% of all Hispanic or Latino students met or exceeded ELA standards.	Compared to the 2019 CAASPP, the percentage of Hispanic or Latino students who meet or exceed standards in ELA as measured by the 2020 CAASPP will increase by 7% to 75%.

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Classroom support: every general education teacher will have two hours per week of support by an instructional assistant during English Language Arts time. The instructional assistants are trained to work under guidance by the classroom teacher to allow for additional rotations in reading groups and assist in providing personalized reading instruction. This model was used in grades 3-5 for two years with success as measured by CAASPP growth and will expand into TK-2 for 2019-20 school year.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Educationally Disadvantaged Youth
	English Learners
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

#### Strategy/Activity

Supplemental programs and support:

*Imagine Learning* supplemental personalized online program for our level 1-2 EL students in grades 2-5 for use during the day with both teacher and IA support.

Push-in support for Level 1-3 EL students during ELA, social studies, and/or science.

Summer 2019 Jumpstart: EL students participate in academic coursework during a one-week summer program on campus: 4 hours per day for five days with a credentialed teacher with a focus on academic vocabulary.

Increased focus on writing in grades 3-5 to give additional support and practice to EL students.

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

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

Amount(s)	Source(s)
600	English Learners 5000-5999: Services And Other Operating Expenditures
935	English Learners 2000-2999: Classified Personnel Salaries
1,000	English Learners 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)

Grade 1-2 EDY students

#### Strategy/Activity

Supplemental extended day programs:

Reading PALs (Peer Assisted Learning) before school 30 minutes twice a week - supervised by Library Media Technician and coordinated by credentialed teacher, 12-15 first and second graders work with a trained fourth/fifth grade big buddy to read and work on Consonant-Vowel-Consonant words.

Handwriting Without Tears program for 6-8 second grade students who struggle with proper handwriting to improve pencil grip and letter formation to increase readability and fluency. Before school for eight 30-minute sessions with a credentialed teacher.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

650

Source(s)

Educationally Disadvantaged Youth  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 4

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

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

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

Strategy/Activity

Training in and implementation of new Barton Reading program to build additional language skills in students who struggle with spelling, reading, and writing due to dyslexia or a learning disability.

Increase time devoted to writing during grade 2-5 RSP ELA services by 30% this year to give additional opportunity for RSP students to receive additional writing instruction and to practice longer writing pieces.

### 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 kindergarten and first grade students plus approximately 10 grade two-five students who are identified through CORE and/or SSS process as ideal candidates.

Strategy/Activity

Use of Lexia Reading online program to supplement Benchmark Advanced curriculum. Allows personalized learning for students through classroom centers and creates follow-up skill builder activities and lessons with teacher, IAs, and parent volunteers.

### 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)

5,000

Source(s)

General Fund  
5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 6

#### 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

New word work activities for Daily Five reading rotations that correlates with the Benchmark Advanced phonics weekly focus.  
Students at-risk (as identified by CORE assessments) will receive intensive small group time with focus on Consonant-Vowel-Consonant words.  
Students at-risk (as identified by SIPP and CORE assessments) will receive small group instruction - four 30-minute sessions each week taught by the credentialed Transitional Kindergarten teacher.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 7

#### 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

Focus on increasing students' RIT range in the vocabulary strand of MAPs Reading assessment: utilize the Learning Continuum Statements from MAPs fall 2019 assessment to identify what skills are needed at each RIT range and collaborate as a team on best practices (example: word walls, and teaching non-fiction text features) to meet those skills by utilizing groupings, Freckle online program, volunteers, and student goal sheets.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,575

Source(s)

Lottery: Instructional Materials

### **Strategy/Activity 8**

#### **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

Reintroduce Genre-Specific writing with three assessments through the year: narrative, opinion, and informational. Hone the writing skills of students through additional focus on actual writing process and product.

#### **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 9**

#### **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

Writing: Focus on one text-type at a time and break down skills that will be taught within each text type. Long-term pacing that states text-type, skills, and correlation with Benchmark Advanced curriculum.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 10**

#### **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

Focus on the strand of Informational Text: Language, Craft, and Structure from fall 2019 MAPs reading assessment. Collaborate using the MAPs Learning Continuum Charts to identify additional

focus areas within Informational Text to create small groups for differentiated instruction in vocabulary and skills related to Craft and Structure.  
Expand use of leveled readers (Benchmark Advanced curriculum) to match the student's access points.

### **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)
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### **Strategy/Activity 11**

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

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

Hispanic or Latino students who are below Standards in English Language Arts.

#### Strategy/Activity

Identify the Hispanic or Latino students who need more support and identify additional tutorials, programs, and services: PALs Reading, Lexia Reading Program, Handwriting Without Tears Tutorial, Freckle Reading Program, or supplemental push-in services that meet their individual needs in English Language Arts. Also intentionally recruit Hispanic and Latino students for leadership positions on campus and for participation in our extensive before and after-school enrichment clubs and classes.

### **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)
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### **Strategy/Activity 12**

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

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

All EL students.

#### Strategy/Activity

Professional development for teachers to increase their knowledge of the most effective strategies in engaging and supporting EL students in the classroom. Conferences/webinars/in-services.

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

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

Amount(s)

1,000

Source(s)

English Learners  
5000-5999: Services And Other Operating  
Expenditures

# 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 2020, 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 2019.

### 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 2019 California Healthy Kids Survey results around empathy:

1. Question: "Does your school teach students to understand how other students think and feel?" 29% answered "most of the time," and 56% answered, "Yes, all of the time."
2. Question: "Does your school teach students to care about each other and treat each other with respect?" 31% answered "most of the time," and 65% answered, "Yes, all of the time."

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the 2019 California Healthy Kids Survey (CHKS).	Data from the 2019 CHKS shows 56% of students answered "Yes, all of the time" to question "Does your school teach students to understand how other students think and feel?"	As measured in June, 2020 by a site-based survey using the same question and given to our grade 2-5 students, 76% will answer "Yes, all of the time."
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		
<b>School Wide</b> Data from the 2019 California Healthy Kids Survey (CHKS).	Data from the 2019 CHKS shows 65% of students answered "Yes, all of the time" to question "Does your school teach students to care about each other and treat each other with respect?"	As measured in June, 2020 by a site-based survey using the same question and given to our grade 2-5 students, 85% will answer "Yes, all of the time."

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Site-based Teaching Learning Cooperative (TLC) around book UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World to build teachers' capacity in identifying strategies to explicitly develop empathy skills in our students. Teachers will read articles and the book, discuss and reflect, and develop classroom lessons on empathy.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)


#### Source(s)

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

PlayZone at lunch for non-competitive activities - the PlayZone includes weekly themes like building with blocks, classic games, bubbles and balloons, juggling and jump rope, and art. The Zone is manned by our Student Services Assistant with extra hours - she is able to work with student individually and in small groups as she monitors the 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)

350
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#### Source(s)

Parent-Teacher Association (PTA) 4000-4999: Books And Supplies
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1340	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries

### 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

**Sanford Harmony:** 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 boys and girls 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.

#### 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 4

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

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

All students.

#### Strategy/Activity

Sensory Room for students who need a break - utilized by individual and small groups under adult supervision throughout the day and after recess/lunches to help students regulate before returning to the classroom.

#### 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 students.

#### Strategy/Activity

Peace Patrol program during K-3 lunches - develops leaders and helps with peer conflict mediation. Grade 4-5 students are trained by the SSA and counselor. The Peace Patrol students work in pairs to support students who need a friend or support with a game.

#### 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)

50

Source(s)

General Fund  
4000-4999: Books And Supplies

#### Strategy/Activity 6

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

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

All students.

#### Strategy/Activity

School-wide Kindness Campaign led by PTA committee: *Start with Hello* week in September 2019 to launch a year-long focus on the benefits of defaulting to kind words and acts instead of mean words. Includes announcements by students at Friday Flag weekly assembly, posters, new ways to acknowledge positive student behavior, and Great Kindness Challenge in January.

#### 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)

350

Source(s)

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies

#### Strategy/Activity 7

##### 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 with food and activities for preschool age siblings 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
75	English Learners 4000-4999: Books And Supplies
200	English Learners 5800: Professional/Consulting Services And Operating Expenditures
275	English Learners 1000-1999: Certificated Personnel Salaries

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$61,110.00

## 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 (\$)
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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 (\$)
Educationally Disadvantaged Youth	\$4,240.00
English Learners	\$7,120.00
Foundation	\$40,500.00
General Fund	\$5,400.00
Lottery: Instructional Materials	\$3,150.00
Parent-Teacher Association (PTA)	\$700.00

Subtotal of state or local funds included for this school: \$61,110.00

Total of federal, state, and/or local funds for this school: \$61,110.00

## 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
Educationally Disadvantaged Youth	4,240.00
English Learners	7,120.00
Foundation	40,500.00
General Fund	5,400.00
Lottery: Instructional Materials	3,150.00
Parent-Teacher Association (PTA)	700.00

### Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	2,925.00
2000-2999: Classified Personnel Salaries	45,810.00
4000-4999: Books And Supplies	1,825.00
5000-5999: Services And Other Operating Expenditures	10,350.00
5800: Professional/Consulting Services And Operating Expenditures	200.00
None Specified	0.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	650.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	3,590.00
None Specified	Educationally Disadvantaged Youth	0.00
	English Learners	0.00

1000-1999: Certificated Personnel Salaries	English Learners	2,275.00
2000-2999: Classified Personnel Salaries	English Learners	1,870.00
4000-4999: Books And Supplies	English Learners	575.00
5000-5999: Services And Other Operating Expenditures	English Learners	2,200.00
5800: Professional/Consulting Services And Operating Expenditures	English Learners	200.00
2000-2999: Classified Personnel Salaries	Foundation	40,000.00
4000-4999: Books And Supplies	Foundation	500.00
2000-2999: Classified Personnel Salaries	General Fund	350.00
4000-4999: Books And Supplies	General Fund	50.00
5000-5999: Services And Other Operating Expenditures	General Fund	5,000.00
5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	3,150.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	700.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,210.00
Goal 2	50,760.00
Goal 3	3,140.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role	Date	Signature
Christine Donnelly	Principal		
Shannon Bodnar	Classroom Teacher		
Stephanie Sweeney	Classroom Teacher		
Lyndsee Brice	Classroom Teacher		
Consuelo OMalley	Other School Staff		
Neha Bajaj	Parent or Community		
Wayne Brown	Parent or Community		
Chris Caldwell	Parent or Community		
Sonia Harris	Parent or Community		
Subha Venkatesan	Parent or Community		

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Date**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10-23-2019.

Attested:

Principal, Christine Donnelly on

SSC Chairperson, Lisa Nakutin on

# 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.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019