

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

<b>School Name</b>	Creekside Elementary
<b>Address</b>	3315 Estate Drive Stockton, CA 95209
<b>County-District-School (CDS) Code</b>	39 68585 610 4038
<b>Principal</b>	Brian Heck
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	10/19/2021
<b>Schoolsite Council (SSC) Approval Date</b>	10/19/2021
<b>Local Board Approval Date</b>	12/14/2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Mission Statement: Creekside’s mission is to partner with parents and the community as we inspire our students to become successful citizens that will achieve their goals and thrive in our community.

Vision Statement: Everyone is learning and growing in our ever changing world!

## Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

## School Profile

Creekside Elementary is one of 33 schools in the Lodi Unified School District. It was established in 1985 and has been educating students in North Stockton for over 30 years. Our learning community includes students and staff from many backgrounds and experiences and welcomes parents and community members to join us as we prepare and encourage all of our Cougars to be successful students and citizens.

## Stakeholder Involvement

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

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

The process for creating the Creekside School Plan for Student Achievement (SPSA) included input from teachers and other staff including classified staff and other support personnel, parents, community members, and the School Site Council made up of 3 teachers, one classified staff member, the principal, and a total of 5 parents.

Title 1 Annual Parent meeting was shared "virtually" on August 11, 2021 during our Back to School Night. On October 19th, 2021 our School Site Council convened to review school wide data and receive preliminary recommendation. SSC agreed on a proposed plan for the 2021-2022 school year.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

The following are the 2020-21 ELA Goals:

State & District Benchmark assessments results will be used as a baseline for 2021-2022 goals.

The percentage of 3rd - 6th grade students meeting or exceeding the Reading Inventory assessments will increase by 10% over the 2nd quarter Fall/Winter assessments by May 2021.

The percentage of K-2 students meeting or exceeding the SIPPS level goals will increase by 10% from Mid Year assessments to End of Year.

School-wide student attendance rate will grow 93% or above.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASP (California Assessment of Student Progress)	A new baseline standard for school-wide CAASP scores will be set in the Spring of 2021 that shows a 3% to 5% from the 2018-19 SBAC scores (24.4%)	Goal Not Met:  There was an increase in students that met or exceeded ELA achievement standards of 0.96%, in comparison with the 2018-2019 SBAC scores.
LUSD Benchmarks	A new baseline standard for schoolwide benchmarks will be set in the spring of 2021 that will show a 3% to 5% growth from the 2019-20 benchmarks (37.5%).	Benchmark data unavailable.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 1- Reading intervention instruction to be provided by intervention or classroom teacher to improve students' literacy skills in grades 3-6 through Read 180/System 44 and/or K-3 small group phonemic awareness groups.	ELA 1  Implemented as planned.	Intervention teacher to provide daily intervention instruction to students identified as scoring in the Basic or lower categories. 1100 Teacher Title I 94,694	Intervention teacher to provide daily intervention instruction to students identified as scoring in the Basic or lower categories. 1100 Teacher Title I 85133.81
		SIPPS Curriculum and other ELA/Math instructional support	SIPPS Curriculum 4200 Books Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		materials 4300 Materials Title I 25,000	
ELA-2 SIPPs Training and Implementation to occur for all teachers in K-2 classrooms	ELA 2 Not Implemented	Materials printed for small books and other ELA activities and lessons. 5715 Print Shop Title I 5000.00	Materials printed for small books and other ELA activities and lessons. 5715 Print Shop Title I 1310.41
<p>ELA 3 - Continue developing and promoting a school wide culture of reading through the following activities:</p> <ul style="list-style-type: none"> <li>• providing and maintaining high-interest student books in classrooms and the school library</li> <li>• renew Accelerated Reader license</li> <li>• monitor student completion of AR tests completed and passed in grades 2-6.</li> </ul>	ELA 3 Implemented as planned.	Subs for teacher training and planning (ELA and Math) 1150 Teacher Sub Title I 2000.00	Subs for teacher training and planning (ELA and Math) 1150 Teacher Sub Title I 0
		On site SIPPS training for K-2 Teachers 5800 Prof and Operating/Consultants LCFF 0	On site SIPPS training for K-2 Teachers
		AR License and other online licenses (Quizlet, Gimkit, etc.) 5875 Technology Licenses Title I 15000.00	AR License and other online licenses (Quizlet, Gimkit, etc.) 5875 Technology Licenses Title I 9134.06
		Books for classroom and student libraries. 4200 Books Title I 34000.00	Books for classroom and student libraries. 4200 Books Title I 31212.27
ELA 4 - Purchase technology and equipment to provide interventions, enhance instruction, collect data on required district assessments while continuing to provide student access to the core curriculum.	ELA 4 Partially Implemented	iPads, lap tops and projectors for teachers. 4475 Technology (\$500-\$9,999) Title I 28222.00	iPads, lap tops and projectors for teachers. 4475 Technology (\$500-\$9,999) Title I 25273.91

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 5 - Before and/or After School Intervention	ELA 5 Not implemented.	Reading Intervention before and/or after school (4th quarter) 2120 Para Temp Title I 2,000.00	Reading Intervention before and/or after school (4th quarter) 2120 Para Temp Title I 0
		Reading Intervention before and/or after school (4th quarter) 1120 Teacher Temp Title I 2,000.00	Reading Intervention before and/or after school (4th quarter) 1120 Teacher Temp Title I 202.95
ELA - 6 Study trips to be provided to reinforce experiential and contextual learning that supports and builds on classroom instruction during distance learning and in-person instruction.	ELA 6 Study Trips were cancelled due to COVID - 19.	Study trips. 5872 Field Trips Title I 5001.00	Study trips. 5872 Field Trips Title I 0
ELA- 7 Social and Emotional Support to be provided to students throughout the academic week. Professional development provided to staff to inform and deliver instruction to students who have and may have experienced trauma or stress.	ELA 7 Fully Implemented	Mental Health Provider 5800 Prof and Operating/Consultants Title I 10000.00	Mental Health Provider 5800 Prof and Operating/Consultants Title I 9878.93
		PATHS Curriculum purchased by Title 1 Central Office 4300 Materials Title I 25000	PATHS Curriculum purchased by Title 1 Central Office 4300 Materials Title I 0

## Analysis

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

This last year was a challenge due to the fact of the pandemic and school shut down for 3/4 of the school year. During the 4th quarter, we initiated a "hybrid" model for two weeks, followed by "In-Person" instruction for the remainder of the year. We were not able to fully implement our plan and the outcomes were not as we had hoped.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Having delivered instruction "virtually" for three fourths of the school year negatively impacted our overall plan for ELA.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed expenditures for SIPPS curriculum and other ELA/Math curriculum paid through District funding sources that became available due to one time COVID related funding. PATHS curriculum was also purchased by the Title 1 Central Office. Proposed expenditures for the Print Shop reflect material differences as well. There was less demand for printing during the first three quarters of the year due to Distance Learning. Study trips did not occur due to the "shut down" are

Distance Learning. Other material differences, including a decrease in Reading Intervention support before and after school, as well as subs for training and planning were substantially less than proposed due to the pandemic.

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.

After careful analysis, we need to continue the strategies that our outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide more additional professional development in early literacy. The implementation of an evidence based supplemental reading program for all students K-3 will give continued and targeted support for our sub groups of students. We are also implementing a plan for small group intervention conducted by two retired reading teachers who will also use the supplemental reading program.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

Student data in all areas of Mathematics will show (on average) and overall increase of 5% for students in grades 2-6 as reported on end of the year district benchmarks. Students in grades 3-6 will show a 5% increase in all areas of the SBAC summative assessment.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District Benchmarks	New benchmark data will be collected and new goals will be set for the 2021-2022 school year that will include a 3% to 5% growth from 2020 3rd quarter benchmarks (53.2%).	Data from benchmarks not available.
CASPP/SBAC Summative Assessment	New CAASP data will be collected and new goals will be set for the 2021-2022 school year that will show a 3% to 5% growth from the 2018-19 school wide SBAC scores (19.5%).	Goal Not Met:  There was a decrease in students that met or exceeded math achievement standards of 8.57%, in comparison with the 2018-2019 SBAC scores.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math 1- Substitutes provided for teachers to participate in professional development (lesson studies, learning walks, monthly on site PD) with SJCOE staff to improve math instruction, content knowledge and student performance as measured by district benchmarks and SBAC.	Math 1 Not Implemented	Release time provided for teachers for Math PD. See ELA Goal 1. 1150 Teacher Sub Title I 2000	Time cards provided for after school intervention. 1150 Teacher Sub Title I 0
Math 2- Time cards provided for after school intervention.	Math 2 Not implemented	Timecards . See ELA 5. 2120 Para Temp Title I 2000	Timecards 1120 Teacher Temp Title I 0



## Analysis

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

Due to pandemic, mathematics professional development did not occur as planned with San Joaquin County Office of Education.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID, the strategies could not be implemented. Therefore, they were not effective.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Teacher release time and timecards accrued a smaller expense than proposed. The Math PD did not occur as originally planned, which decreased demand for release time. There was also decreased expenditure, and need for before and after school intervention due to restrictions imposed due to pandemic.

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.

We are partnering with San Joaquin County Office of Education for PD on the Site. Prior to the pandemic, the Site was in year 2 of implementing Teacher-Leader Teams and conducting Lesson Studies and reflective debrief sessions. The PD was very difficult to conduct "virtually" during the 2020-2021 school year. Our aim is to also implement greater student participation in the Dreambox program by setting goals of 5-8 lessons per week and 90% participation. There is an after school math program called Elevate Math that we intend on starting as well.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 3

ELPAC State assessments results will be used as a baseline for 2021-2022 goals.

3% of all students identified as English learners in the fall of 2020 will be Reclassified to Fluent English Proficient Status (R-FEP) by May 2021.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
End of year ELA and Math Benchmarks 2019 SBAC scores	<p>New baseline goals to be determined from spring ELPAC testing in 2021 along with the following:</p> <ul style="list-style-type: none"> <li>ELL's increasing 3% to 5% of meeting or exceeding ELA benchmark standards</li> <li>ELL's Math Benchmark scores will increase by 3% to 5% from the 2020 Mid Year scores.</li> <li>3% to 5% increase of ELL's meeting or exceeding ELA and Math SBAC standards from the 2019 scores. (ELA-0% and math 2.9%)</li> </ul>	<p>Goal Met: English Learners that met or exceeded achievement standards for the ELA SBAC assessment increased 5% in 2020-2021, in comparison with the 2018-2019 SBAC.</p> <p>Goal Met: English Learners that met or exceeded achievement standards for the Math SBAC assessment increased 10% in 2020-2021, in comparison with the 2018-2019 SBAC</p>
Percentage of students reclassified as RFEP learners.	3% of English Language learner's with be reclassified RFEP by the end of the 2021 school year.	<p>Goal Met:</p> <p>4.8% of English Language learner's were reclassified RFEP by the end of the 2021 school year.</p>
Parent completion of all 3 components of Jump Into English	15 parents to complete all 3 components of the Jump into English Program.	<p>Goal Not Met:</p> <p>22 parents were enrolled in the Jump into English Program. 5 parents completed the program.</p>

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELD 1-Teachers will provide a minimum of 30 minutes of English Language Development	ELD 1 Implemented as planned	See ELA 1 1100 Teacher Title I 94694	See ELA 1 1100 Teacher Title I 85133.81

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instruction to all English Learners on a daily basis.			
ELD 2- Daily use of Rosetta Stone for initial English Learners.	ELD 2 Not Implemented	Materials and Supplies LCFF	Materials and Supplies LCFF
ELD 3- Language Support provided by bi-lingual paraprofessionals in the classroom	ELD 3 Partially implemented	Paraprofessional support LCFF	Paraprofessional support LCFF
ELD 4- Intervention Teacher will provide direct support to students and teachers to improve literacy skills. Interventions will include READ180/ System 44 .	ELD 4 Implemented as planned	See ELA Goal-1 1100 Teacher Title I 94694	See ELA Goal-1 1100 Teacher Title I 85133.81
ELD 5- Jump Into English program to be offered to parents of EL learners.	ELD 5 Implemented as planned.	Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 10000	Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 0

## Analysis

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

Strategies were partially implemented due to challenges with Distance Learning and limitations due to instructional delivery. While we were able to exceed our goals with percentage of students reclassified as RFEP, We were unable to meet the full goal of Jump Into English or Rosetta Stone.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Although it was a challenging year, we were able to make progress towards articulated goal for reclassifying RFEP.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to the fact that we had to shut down, the need for materials related to Jump Into English decreased due to less parent participation.

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.

We will implement in person Jump Into English, which we expect will lead to an increase in parent participation and completion of all three units. We are also having our bi-lingual aids "push" into classrooms to support our EL learners, which is far more effective than "virtual" support, which predominated the 2020-2021 school year. We are also implementing in person support for small groups for targeted reading intervention.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 4

For the 2020-21 school year parent involvement will continue to increase in school sponsored events and activities as measured by sign in sheets.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PI-1 Sign in sheets from schoolwide events.	Parent signatures for collected events will meet or exceed the previous year's numbers.	Parent signature data not available.
PI-2 Jump Into English Training will be provided	A total of 15 parents will complete the entire program.	22 parents signed up and started the program. A total of 5 parents completed the entire program.
PI- 3 School Environment will continue to be a welcoming environment where positive customer service is provided. Bilingual staff will continue provide translation services for parents as needed. Parents are invited to visit classrooms, volunteer, and participate in school activities.	Administration and all staff will provide a positive and welcoming environment. <ul style="list-style-type: none"> <li>2019-20 LUSD Parent Survey Data shows will report that at least 80% to 90% of parents respond that the school staff (front office, teachers, support personnel, administration) make them feel welcome.</li> </ul>	We provide a welcoming environment for our parents. They are allowed to volunteer and participate in school activities.
PI - 4 Four parents will attend either a CAASA or CABA conference	Four parents will either attend CAASA and/or CABA conferences	Due to COVID-19 both conferences were cancelled.

### Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI- 1 Sign in sheets will continue to be provided for schoolwide events to collect parent signatures.	PI - 1 Sign in sheets were provided electronically through chat rooms. The actual data is unavailable.	Parent sign in sheets provided to staff. LCFF	Parent sign in sheets provided to staff. LCFF
PI 2- Jump Into English program provided for parents desiring to learn or improve their English speaking skills .	PI 2 - Fully implemented.	Jump Into English Staff 5800 Prof and Operating/Consultants Title I: Parent Involvement 3784.00	time cards 1120 Teacher Temp LCFF 0
PI- 3 School Environment will continue to be a welcoming environment	PI - 2 Fully Implemented.	Bi-lingual staff provided for translations during	Bi-lingual staff provided translations during

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
where positive customer service is provided. Bilingual staff will continue provide translation services for parents as needed. Parents are invited to visit classrooms, volunteer, and participate in school activities.		meetings and trainings.. LCFF	meetings and trainings. LCFF
PI-4 Four parents will attend either a CAASA or CABA conference	PI - 4 Not implemented	Conference registration, transportation, lodging and meals 5220 Conference Title I: Parent Involvement 2893	Conference registration, transportation, lodging and meals 5220 Conference Title I: Parent Involvement 0

## Analysis

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

It was difficult to obtain evidence of parent signatures due to the "virtual" nature of schoolwide events. Jump Into English started with good participation, but 6 of 22 completed all three units. The program depends upon face to face interaction to help maintain interest and motivation for participants. The school environment continues to be welcoming and parents are allowed to participate in school activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Given the difficulties associated with the pandemic, the strategies were effective in achieving the articulated goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to "virtual" Jump Into English, there was low parent involvement and resulted in a significant decreased in proposed and actual expenditures. Due to COVID-10, conferences that were planned did not occur, which resulted in a decrease in proposed and actual expenditures.

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

Participation in Jump Into English will occur in person, which is expected to have more positive results with attendance and completion of the three units. We also need to address the Chronic Absenteeism rates. We need to create actions to help support the specific concerns that are keeping students away from coming to school.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

100% of staff will participate in professional development prioritized by the school leadership team that focuses on improving early literacy skills for K-2 grade students and math instruction (K-6) with the use of digital tools/technology to improve overall student achievement and engagement.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Continuous measurement of impacts of professional development by analyzing Goals 1,2, and 3.	<p>New CAASP data will be collected and new goals will be set for the 2021-2022 school year that will show a 3% to 5% growth from the 2018-19 school wide Math SBAC scores (19.5%).</p> <p>A new baseline standard for schoolwide CAASP scores will be set in the spring of 2021 that shows a 3% to 5% from the 2018-19 ELA SBAC scores (24.4%)</p>	<p>Goal Not Met:</p> <p>There was a decrease in students that met or exceeded math achievement standards of 8.57%, in comparison with the 2018-2019 SBAC scores.</p>
Continuous measurement of impacts of professional development by analyzing Goals 1,2, and 3.	<p>New benchmark data will be collected and new goals will be set for the 2021-2022 school year that will include a 3% to 5% growth from 2020 3rd quarter Math benchmarks of 53.2%.</p> <p>A new baseline standard for schoolwide benchmarks will be set in the spring of 2021 that will show a 3% to 5% growth from the 2019-20 ELA benchmarks (37.5%).</p>	Benchmark data not available.

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 1- See Math 1 Goal Release time provided for teachers to participate in professional development (lesson studies, learning walks, monthly on site PD) with SJCOE staff to improve math instruction, content knowledge and student performance as measured by district benchmarks and SBAC.	<p>PD 1</p> <p>Not implemented</p>	Substitutes...See /Math 1 1150 Teacher Sub Title I 2000	Substitutes...See /Math 1 1150 Teacher Sub Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 2- Conference fees, books and materials to be provided for teachers and administration to participate in professional development.	PD 2 Not implemented	Conferences 5220 Conference Title I 3000.00	Conferences 5220 Conference Title I 0

## Analysis

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

Professional Development goals not met due to pandemic.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Release time was not provided due to the pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Teacher subs proposed expenditures were significantly less than actual due to the pandemic and less professional development occurred with the SJC Office of Education. What little that occurred was conducted virtually. Most conferences were cancelled due to the pandemic. As a result, proposed expenditures were much higher than actual expenditures.

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

There are greater opportunities for Professional Development. We are working with SIPPS consultant and ELA coaches to train our staff in early literacy.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 6

Creekside will establish and maintain a college and career readiness environment via implementation of AVID in all classes as measured by walk through and AVID certification data. Our site will maintain AVID certification.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
AVID Certification	AVID Certification	Because of COVID, AVID Center put certification on hold for the last two years.
Study trips continue to promote college awareness	All grade levels to attend an event on a college campus	Due to COVID no events were attended on college campuses.

## Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
AVID Staff Training to continue on campus and off. All students to participate in college campus visits and/ or events held on college campuses to establish and enhance college awareness when study trips are made available.	Not Implemented due to COVID.	AVID conferences and training. LCFF 0	AVID conferences and training. LCFF 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.  
 AVID certification was suspended for two years due to COVID. The certification process is being re-initiated.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.  
 Due to COVID, training could not occur. The effectiveness was minimal, to non existent.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.  
 There were no major differences in expenditures.



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

Opportunities to receive on and off site training will be explored.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

At our last SBAC testing 2020-2021, 25.88% of students grades 3-6 tested at grade level. For the currently school year, Creekside students will make four (4%) overall growth on the Smarter Balance Assessment Consortium (SBAC) test in English Language Arts.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)  
All students will be reading at/above grade level by the end of 3rd grade.

### Basis for this Goal

A significant number of students who have been at Creekside since Kindergarten enter 4th grade reading below grade level as evidenced by the SBAC Claims and Targets.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC	25.88% meeting standards.	4% growth to 29.88% meeting standards.
District Benchmarks	A new baseline standard for school-wide benchmarks will be set in the spring of 2022 that will show a 3% to 5% growth from the 2019-20 benchmarks (37.5%).	3%-5% growth to 40.5% - 42.5% meeting standards.
SIPPS	K-2 Year One Group	All K-2 teachers will be trained in implementing SIPPS program.
DIBELS	Due to Pandemic, DIBELS scores not available.	Use Dibels BOY, MOY, and EOY scores for benchmark and track student improvement for K-2 students.  4%-8% improvement to proficiency in reading and fluency scores, overall.

### Planned Strategies/Activities

#### Strategy/Activity 1

ELA 1- Reading intervention instruction to be provided by intervention or classroom teacher to improve students' literacy skills in grades 3-6 through Read 180/System 44 and/or K-3 small group phonemic awareness groups.

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

Students scoring in the Far Below Basic, Below Basic and Basic groups will receive daily intervention through READ 180/System 44 program, SIPPS and small group intervention.

### Timeline

August 2021 to June 2022

### Person(s) Responsible

Teachers and administration

### Proposed Expenditures for this Strategy/Activity

Amount	101979
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention teacher to provide daily intervention instruction to students identified as scoring in the Basic or lower categories.
Amount	25000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Small group, targeted reading intervention with two retired teachers, using SIPPS Curriculum
Amount	5000
Source	Title I
Budget Reference	5715 Print Shop
Description	Materials printed for small books and other ELA activities and lessons.

### Strategy/Activity 2

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

#### Timeline

#### Person(s) Responsible

#### Proposed Expenditures for this Strategy/Activity

Amount	0
Amount	0

### Strategy/Activity 3

ELA 3- Continue developing and promoting a school wide culture of reading through the following activities:

- providing and maintaining high-interest student books in classrooms and the school library
- renew Accelerated Reader license
- monitor student completion of AR tests completed and passed in grades 2-6.

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

All students

### Timeline

August 2021 on-going

### Person(s) Responsible

Administration, teachers and librarian.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8255
<b>Source</b>	Title I
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	AR License and other online licenses (Quizlet, Gimkit, etc.)
<b>Amount</b>	10000
<b>Source</b>	Title I
<b>Budget Reference</b>	4200 Books
<b>Description</b>	Books for classroom and student libraries.

### Strategy/Activity 4

ELA 4-Purchase technology and equipment to provide interventions, enhance instruction, collect data on required district assessments while continuing to provide student access to the core curriculum.

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

All

### Timeline

August 2021 on-going

### Person(s) Responsible

Administration and teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	4475 Technology (\$500-\$9,999)
<b>Description</b>	iPads, laptops and projectors for teachers.

## Strategy/Activity 5

ELA 5- Before and/or After School Intervention

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

Students not scoring in the proficient and advanced areas of RI or ELA Benchmarks.

### Timeline

Fall 2021 to May 2022

### Person(s) Responsible

Teachers, Admin

### Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	Title I
Budget Reference	2120 Para Temp
Description	Reading Intervention before and/or after school
Amount	2,000.00
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Reading Intervention before and/or after school

## Strategy/Activity 6

ELA- 6 Study trips to be provided to reinforce experiential and contextual learning that supports and builds on classroom instruction during distance learning and in-person instruction.

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

All Students

### Timeline

January 2022 to June 2022

### Person(s) Responsible

Admin and Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	Title I
Budget Reference	5872 Field Trips
Description	Study trips.

## Strategy/Activity 7

ELA- 7 Social and Emotional Support to be provided to students throughout the academic week. Professional development provided to staff to inform and deliver instruction to students who have and may have experienced trauma or stress.

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

All students

**Timeline**

2021 - 2022

**Person(s) Responsible**

Admin, Teachers and Mental Health Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	13129
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Mental Health Provider

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

Creekside Students will make four (4%) growth on the Smarter Balance Assessment Consortium (SBAC) test in Mathematics from 11% meeting standards to 15% meeting standards.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)  
All students will be prepared to enroll in grade level math upon entering 7th grade and 9th grade (long term goal).

### Basis for this Goal

Only 11.1% of students in grades 3-6 meet and or exceed standards in Math. Therefore, we will focus our school's attention on increasing the number of students meeting or exceeding standards by 4% in 2022

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
District Benchmarks	New benchmark data will be collected and new goals will be set for the 2021-2022 school year that will include a 3% to 5% growth,	3%-5% growth from 53.2% to 56.3% - 58.3%.
SBAC	11.1% of students met or exceeded standards scores.	4% growth from 11.1% to 15.1%

### Planned Strategies/Activities

#### Strategy/Activity 1

Math 1- Substitutes provided for teachers to participate in professional development (lesson studies, learning walks, monthly on site PD) with SJCOE staff to improve math instruction, content knowledge and student performance as measured by district benchmarks and SBAC.

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

All students

#### Timeline

August 2021 to ongoing

#### Person(s) Responsible

Teacher and administration

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Release time provided for teachers for Math PD. See ELA Goal 1.

### Strategy/Activity 2

Math 2- Time cards provided for after school intervention.

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

Students scoring in the below, below basic or far below basic or lower category.

### Timeline

October 2021 to May 2022

### Person(s) Responsible

Teachers and administration

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	2120 Para Temp
Description	Timecards . See ELA 5.

### Strategy/Activity 3

Update and refresh the materials and supplies for the Science, Technology, Engineering and Math classroom, which is available to grades K-6 on a rotating schedule.

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

K-6 grade students

### Timeline

October 2021 - May 2022

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	13500
Source	Title I
Budget Reference	4300 Materials



**Description**

Materials for STEM classroom, which is available to grades K-6 on a rotating basis.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

English Learners ELD- To Increase the number of students that are re-designated (reclassified) Fluent English Proficient (RFEP) by 6%. Increase the percentage of students having Met or Exceeded Standards by 5% on the CAASPP in ELA.

### LCAP Goal

- A. All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan)
- B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

### Basis for this Goal

Creekside School has a significant number of English Learners who need support in becoming fluent English Speakers.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reclassification Data	4.6% of students were reclassified in 2020-2021.	10% of students will be reclassified in 2021-2022

### Planned Strategies/Activities

#### Strategy/Activity 1

ELD 1-Teachers will provide a minimum of 30 minutes of English Language Development instruction to all English Learners on a daily basis.

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

ELD Students

#### Timeline

August 2021 to May 2022

#### Person(s) Responsible

Principal and Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

### Strategy/Activity 2

ELD 2- Daily use of Rosetta Stone for initial English Learners for Level 1 students

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

ELL learners

#### Timeline

August 2021 to June 2022

#### Person(s) Responsible

Principal and Teachers

#### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Materials and Supplies

### Strategy/Activity 3

ELD 3- Language Support provided by bi-lingual paraprofessionals in the classroom

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

ELL Learners

#### Timeline

August 2021 to June 2022

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Paraprofessional support

### Strategy/Activity 4

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

#### Timeline

#### Person(s) Responsible

#### Proposed Expenditures for this Strategy/Activity

Amount

0

Budget Reference

1100 Teacher



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Involvement

### Goal Statement

Creekside School will continue to support effective relationships with Spanish speaking families of Creekside students, as well as families of students struggling with academic progress grades K-2.

### LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEA Goal B)

### Basis for this Goal

Low number of Spanish speaking parents access the support our school provides, which requires a concerted effort to reach out to parents. This is also true for families of students who are greatest at risk of not meeting grade level standards, K-2.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
PI - 1 Parent completion of all 3 components of Jump Into English	5 parents completed all 3 components in 2020-2021	10 parents to complete all 3 components of the Jump into English Program.
PI - 2 School Environment will continue to be a welcoming environment where positive customer service is provided. Bilingual staff will continue to provide translation services for parents as needed. Parents are invited to visit classrooms, volunteer, and participate in school activities.	Administration and all staff will provide a positive and welcoming environment.  2020-2021 LUSD Parent Survey Data reported that 90% of parents responded that the school staff "(front office, teachers, support personnel, administration) make them feel welcome.	Administration and all staff will provide a positive and welcoming environment.  <ul style="list-style-type: none"><li>2021-2022 LUSD Parent Survey Data will report a 5% increase in in parent satisfaction, to 95%.</li></ul>

### Planned Strategies/Activities

#### Strategy/Activity 1

PI- 1 Sign in sheets will continue to be provided for schoolwide events to collect parent signatures.

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

All students.

## Timeline

August 2021- May 2022

## Person(s) Responsible

Principal, teachers and office staff

## Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Parent sign in sheets provided to staff.

## Strategy/Activity 2

PI 2- Jump Into English program provided for parents desiring to learn or improve their English speaking skills .

## Students to be Served by this Strategy/Activity

Students of participating Parenting Partner parents.

## Timeline

October 2021 to May 2022

## Person(s) Responsible

Principal, Bi-lingual Para Educators

## Proposed Expenditures for this Strategy/Activity

Amount

3129

Source

Title I: Parent Involvement

Budget Reference

5800 Prof and Operating/Consultants

Description

Jump Into English Staff

## Strategy/Activity 3

PI- 3 School Environment will continue to be a welcoming environment where positive customer service is provided. Bilingual staff will continue provide translation services for parents as needed. Parents are invited to visit classrooms, volunteer, and participate in school activities.

## Students to be Served by this Strategy/Activity

All students.

## Timeline

August 2021- June 2022

## Person(s) Responsible

Principal, teachers and classified staff

## Proposed Expenditures for this Strategy/Activity

Source

LCFF

**Description**

Bi-lingual staff provided for translations during meetings and trainings..

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

Creekside School will provide research based, appropriate professional development in Early Literacy, Math strategies, technology, PBIS, SIPPS, and writing and AVID to support targeted students.

### LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

### Basis for this Goal

Creekside School will engage in training in effective instructional strategies for effective support of targeted students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Continuous measurement of impacts of professional development by analyzing Goals 1,2, and 3.	Refer to Goals 1, 2, 3.	CAASP data for the 2021-2022 school year will show a 3%-5% growth from the 2020-2021 schoolwide Math SBAC scores, from 11.1% meeting standards to 14.1% - 16.1% meeting standards.
SIPPS	K-2 First Year Group	All K-2 teachers will be trained in implementing SIPPS program.

### Planned Strategies/Activities

#### Strategy/Activity 1

PD 1- See Math 1 Goal

Release time provided for teachers to participate in professional development (lesson studies, learning walks, monthly on site PD) with SJCOE staff to improve math instruction, content knowledge and student performance as measured by district benchmarks and SBAC.

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

All Students

#### Timeline



August 2021- June 2022

### Person(s) Responsible

Principal, teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Budget Reference

1150 Teacher Sub

Description

Substitutes...See /Math 1

### Strategy/Activity 2

PD 2- Conference fees, books and materials to be provided for teachers and administration to participate in professional development.

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

All Students

### Timeline

August on-going

### Person(s) Responsible

Principal, teachers

### Proposed Expenditures for this Strategy/Activity

Amount

3000.00

Source

Title I

Budget Reference

5220 Conference

Description

Conferences

### Strategy/Activity 3

K-2 teachers will participate in the SIPPS beginning of the year and follow up training for SIPPS implementation.

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

Focus on all K-2 students needing to meet the goal of reading at grade level by the end of grade 3.

### Timeline

2021-2022

### Person(s) Responsible

administration and teachers

### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

Behavioral Social Emotional Support

### Goal Statement

Creekside School will provide behavioral, social and emotional support for targeted students, with significant emotional barriers to academic success.

### LCAP Goal

1,3

### Basis for this Goal

Students with social emotional barriers to academic success first need to develop social emotional competency before academic success can ensue.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Behavioral Suspensions	2020-2021 suspension totals.	Decrease suspensions either by total days, or total number of students by 10%.

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide Elementary individual and group support for targeted students with social emotional barriers to academic success

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

Targeted students in grades 1-6

#### Timeline

2021-2022

#### Person(s) Responsible

Elementary Counselor and Licensed Clinician

#### Proposed Expenditures for this Strategy/Activity

Amount

0

<b>Source</b>	LCFF
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Elementary Counselor providing targeted individual and social emotional support for targeted students
<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Provide Social Emotional Support utilizing the Check in Check Out model (CICO) as part of PBIS.

## Strategy/Activity 2

Certificated teacher to lead small groups with 2nd - 6th grade students in academic and character development activities. Goal is to increase engagement and personal responsibility, along with life skills.

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

2nd - 6th Grade Students

### Timeline

October 2021 - May 2022

### Person(s) Responsible

Certificated Teacher, Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	14286
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Provide social, emotional, and academic support for Tier 2 and Tier 3 students - PBIS and SEL

# Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	210,278.00




## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	207149	0.00
Title I: Parent Involvement	3129	0.00

# Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	0.00
Title I	207,149.00
Title I: Parent Involvement	3,129.00

## Preliminary Plan

 10/19/2021  
*Principal* *Date*  
 10/19/2021  
*SSC Chairperson* *Date*  
 11/02/2021 04:30 pm  
*Program Manager* *Date*

## Final Plan

*Principal* *Date*  
*SSC Chairperson* *Date*  
*Program Manager* *Date*

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
		0.00
1100 Teacher		0.00
5800 Prof and Operating/Consultants	LCFF	0.00
1100 Teacher	Title I	101,979.00
1120 Teacher Temp	Title I	16,286.00
1150 Teacher Sub	Title I	25,000.00
2120 Para Temp	Title I	2,000.00
4200 Books	Title I	10,000.00
4300 Materials	Title I	13,500.00
4475 Technology (\$500-\$9,999)	Title I	4,000.00
5220 Conference	Title I	3,000.00
5715 Print Shop	Title I	5,000.00
5800 Prof and Operating/Consultants	Title I	13,129.00
5872 Field Trips	Title I	5,000.00
5875 Technology Licenses	Title I	8,255.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	3,129.00

# FORM D: 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
- 10 Total

Name of Members	Role
Brian Heck	Principal
Kevin Fink	Classroom Teacher
Rebecca Pisano	Classroom Teacher
Caryn Lockhart	Classroom Teacher
Alisha Freeman	Other School Staff
Maria Ferguson	Parent or Community Member
Tone Thompson	Parent or Community Member
Tyler Moua	Parent or Community Member
Ginny Saiske	Parent or Community Member
Delorise Marie Owens Garth	Parent or Community Member

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

# FORM E: Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 10/19/2021.

Attested:

**Preliminary Plan**

**Final Plan**

10/19/2021

*Principal*

*Date*

*Principal*

*Date*

10/19/2021

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*

11/02/2021 04:30 pm

*Program Manager*

*Date*

*Program Manager*

*Date*