

# Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Creekside School	Elementary	39685856104038	May 16, 2024	June 18, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Creekside Elementary School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

**Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities**

- To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices..

**Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency**

- Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

**Goal #3: Safe and Connected School Environment**

- We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

## Educational Partner Involvement

How, when, and with whom did your Creekside Elementary 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

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

- Parents/guardians
- Students
- School faculty and staff
- Community members
- Advisory committees (e.g., English Learner Advisory committee, student advisory groups.)

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

- Communication channels (e.g., newsletters, emails, school website, social media)
- Meeting schedules and agendas
- Opportunities for feedback and input

Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups include:

- Parent and community forums
- Student focus groups
- Faculty and staff meetings
- Advisory committee meetings (ELAC 4/23/24, SSC 4/25/23)

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:

- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress towards goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

- School site council
- District administration
- Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

- Data analysis
- Stakeholder consultation
- Revision of goals and action plans

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Based upon the California School Dashboard state indicators, Creekside Elementary school has been identified for Comprehensive Support and Improvement CSI. Creekside Elementary School entered CSI due to meeting the criteria based on the following indicators:

- Suspension Rate
- EL Progress
- ELA
- Math
- Chronic Absenteeism

In order to move the performance levels on each of the indicators it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through professional development. Creekside Elementary school professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

One area that we identified is the need for teachers to receive further professional development during the day. Currently our PD model in the district is centered around some time weekly during staff meetings. However, we have been limited in being able to attend workshops and conferences during the workday due to a substitute teacher shortage. We want to utilize the CSI Title III monies to greatly enhance and improve our cultural competency, instructional strategies, and trauma informed instruction. We also want to develop Professional Learning Communities (PLCs): Collaborative groups of teachers who meet regularly to discuss instructional strategies, analyze student data, and share resources. PLCs

promote a culture of continuous learning and collective responsibility for student success. While our sitewide MOU did not pass this year to help create the opportunity for time through an early release day each Wednesday, we will look at bringing in more PLC time during staff meetings.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the needs assessment, we have identified the following performance indicators for "All Students" that need significant improvement based on a review of the California School Dashboard and local data.

1. English Language Arts (Red)
2. Mathematics (Red)
3. English Learner Progress (Red)
4. Suspension Rate (Orange)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Referring to the Dashboard we have identified that English Language Arts, Mathematics, and English Learner Progress overall performance was in the "Red" performance category. Students of Two or More Races performed two performance levels below (Red) the "all student" (Yellow) performance level in the area of Chronic Absenteeism. To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented, as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Creekside Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:

- K-2 DIBELS Assessment
- 2nd-6th Grade Reading Inventory (RI)
- 3rd-6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

This targeted improvement will contribute to the overall academic growth and success of our students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. The ELA indicators not met for the 2023-2024 school year are Academic Performance. In addition, we have identified notable performance gaps among African American, Asian, English Learners, Socio-Economically Disadvantaged, and Hispanic students on the CA Dashboard.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:

- The 2022-2023 3rd - 6th CAASPP ELA Assessment
- The 2023 California Dashboard: ELA
- The 2023-2024 2nd-6th iReady MOY ELA Assessment
- The 2023-2024 K-2 MOY DIBELS Assessment
- The 2023-2024 2-6 MOY Reading Inventory (RI) Assessment

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 46% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 51% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
2023 California Dashboard: ELA	All Students were Red on the 2023 California Dashboard. This was 77 points below standard.	The distance from standard will decrease by a minimum of 5 points for the "All-Students" group, moving the performance level from Red to Orange as reported by the 2024 CA Dashboard.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2023-2024 school year, 20% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 25% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 17.93% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessment in ELA.	During the 2023-2024 school year, 23% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessment in ELA.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction:            * Available to model or co-teach SIPPS or Amplify lessons.            * Support teachers in delivering effective lessons.            * Provide flexible, short-term small group instruction</p> <p>Collaboration/Scheduling/Planning:            * Work with site administrators to give input on professional development based on needs.            * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.            * Maintain consistent communication and interaction with administrators.</p> <p>Assessment Support:            * Assist in DIBELS and SIPPS testing as needed.</p>	All Students	85,174 Title I 1900 Other Cert Salaries Funded ELA TOSA



	<ul style="list-style-type: none"> <li>* Progress monitor own intervention students every 3 to 6 weeks.</li> <li>* Provide assistance to teachers with testing timelines.</li> </ul>		
<b>1.2</b>	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> <li>* Analyze universal screeners and state/local data to identify trends and areas for improvement.</li> <li>* Collaborate, plan, and respond with best practices.</li> <li>* Foster collaboration among teachers to develop targeted intervention strategies.</li> <li>* Tailor instructional practices based on data insights to address diverse student needs.</li> <li>* Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</li> <li>* Use Data Collection Sheets to track individual student progress.</li> <li>* Evaluate intervention effectiveness and instructional strategies for continuous improvement.</li> </ul>	All Students	6000 Title I 1150 Teacher Sub Subs for MTSS Data Conferences 1499 Title I 3000 Benefits Sub Benefits
<b>1.3</b>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	5000 Title I 4300 Materials AVID Supplies: Binders Dividers Pencils Pens Notebooks Binder Paper Folders Whiteboards Dry Erase Markers Chart Paper Additional classroom organizational materials and supplies  2000 Title I 5715 Print Shop Duplicating 500 Title I 4328 Warehouse Supplies Supplemental Copy Paper 2053 Title I 4375 Technology (under \$500) Chromebooks & Headphones
<b>1.4</b>	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student</p>	All Students	0 Title I



	<p>achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District ELA Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>* Consortium of Readign Excellence in Education (CORE)</li> <li>* iReady Mathematics</li> <li>* Paths - Promoting Alternative Thinking Strategies</li> <li>* STAR Reading &amp; Accelerated Reader</li> </ul> <p>Site Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>* Consortium of Reading Excellence in Education (CORE)</li> <li>* Ron Clark Academy</li> <li>* Get Your Teach on Conference</li> <li>* Professional Learning Communities</li> <li>* Access to Reading and Math Coaches for Professional Development</li> </ul>		See PD 5.1 for Funding Allocation
<b>1.5</b>	<p>Site Based Title 1 Intervention Teacher will play a pivotal role in advancing initiatives for K-6 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district ELA coaches, the intervention teacher will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies.</p> <p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> <li>* Available to model or co-teach SIPPS or Amplify lessons.</li> <li>* Support teachers in delivering effective lessons.</li> <li>* Provide flexible, short-term small group instruction</li> </ul> <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> <li>* Work with site administrators to give input on professional development based on needs.</li> <li>* Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.</li> <li>* Maintain consistent communication and interaction with administrators.</li> </ul> <p>Assessment Support:</p> <ul style="list-style-type: none"> <li>* Assist in DIBELS and SIPPS testing as needed.</li> <li>* Progress monitor own intervention students every 3 to 6 weeks.</li> <li>* Provide assistance to teachers with testing timelines.</li> </ul>	All Students	<p>Title I 1100 Teacher Reading Intervention Teacher- Site Based 32936 Title I 3000 Benefits Benefits for Funded ELA TOSA - Site Based</p>
<b>1.6</b>			
<b>1.7</b>	<p>Data Analysis and Tracking</p> <p>Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected three times yearly. Teachers will disaggregate and analyze student performance using a Universal Data</p>	All Students	<p>3000 Title I 1120 Teacher Temp Teacher timesheets for after contractual hours data analysis meetings 751</p>

	Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.		Title I 3000 Benefits Teacher benefits
<b>1.8</b>	<p>SIPPS Supplements/Supports</p> <p>K-3 teachers will use the program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as a supplement for the core curriculum for all students as a Tier One best practice.</p> <ul style="list-style-type: none"> <li>• SIPPS instruction will be given at the specific grade level:</li> <li>• Kinder: Beginning Lesson 40</li> <li>• First Grade: Extension</li> <li>• Second Grade: Finish Extension</li> <li>• Third Grade: Challenge</li> <li>• Fluency Libraries</li> </ul> <p>* SIPPS decodable libraries</p>	All Students	10000 Title I 4200 Books Supplemental materials SIPPS
<b>1.9</b>	<p>Consortium for Reading Excellence (CORE Consultant) - SIPPS</p> <p>All K-6 teachers, intervention, special education, and bilingual and special education paras will participate and implement evidence based reading procedures and routines with Consortium on Reading Excellence in Education (CORE) trainers.</p> <p>Substitute teachers to support teacher pull out time during work day to meet with CORE trainer</p>	All Students	2000 Title I 1150 Teacher Sub Sub for Teachers 499 Title I 3000 Benefits Sub benefits
<b>1.10</b>	<p>Technology</p> <p>All students shall have access to high quality technology. Promethean Boards are beginning to have warranties expire and some are beginning to fail. Also, there is a need for extra Chromebooks for our site due to breakage and difficulty replacing.</p>	All Students	10000 Title I 4475 Technology (\$500-\$9,999) Promethean Boards for classrooms
<b>1.11</b>	<p>Retired Kindergarten teachers serving K-3 as supplemental, targeted reading intervention utilizing SIPPS curriculum.</p> <p>Small Group Instruction: * Provide flexible, short-term small group instruction</p> <p>Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Provide assistance to teachers with testing timelines.</p>	K-3 Students	25000 Title I 1150 Teacher Sub Substitute teacher pay 6244 Title I 3000 Benefits Substitute teacher benefits

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

**Annual Measurable Outcomes**

Metric/Indicator	Expected Outcomes	Actual Outcomes
DIBELS	During the 2023-24 school year, 40% of kindergarten - 2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2023-2024 school year, 46% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
Reading Inventory	During the 2023-24 school year, 36% of students will score proficient or advanced on the Middle of the Year (MOY) Reading Inventory assessment.	During the 2023-24 school year, 29% of students scored proficient or advanced on the Middle of the Year (MOY) Reading Inventory assessment.
ELA iReady Universal Screener	During the 2023-24 school year, 43% of 2nd - 6th grade students will perform at or above grade level on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2023-24 school year, 21% of 2nd - 6th grade students performed at or above grade level on the Middle of the Year (MOY) iReady Universal Screener in ELA.
CAASPP	During the 2022-2023 school year reporting results, we expect 28% of our 3rd - 6th grade students will meet or exceed standards on the CAASPP/SBAC Assessments in ELA.	During the 2022-2023 school year reporting results, 17.93% of our 3rd - 6th grade students will Met/Exceeded standards on the CAASPP/SBAC Assessments in ELA.

**Analysis**

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

In English Language Arts, Creekside school's overall implementation of strategies was partially successful at this reporting period (MOY) because we have met some of the articulated goals. We have a full time reading intervention teacher, who was unavailable to support our student needs during the first two and one half months of school. However, in October we were able to hire a teacher for a vacancy that allowed us to bring our reading intervention teacher back. Our Reading Intervention teachers supports our SIPPS Early Literacy Program from K-3 grade, as well as supporting 4th and 5th grade with small group SIPPS interventions. We have small group pull out of students in 2nd and 3rd grade with two retired former kindergarten teachers who use the SIPPS curriculum to support students that need help with basic skills, such as phonological awareness, phonics, high frequency words and vocabulary. An Accelerated Reader technology license was purchased which is used extensively to increase student reading. Students are acknowledged, rewarded and incentivized by tracking the number of words read, among other goals. MTSS data conferences were effective, overall. We implemented three MTSS Data Conferences with each grade level this year, which was effective in bringing teachers and administration, along with other support staff to discuss challenges and needs of our students and adjust teaching strategies. During our MOY data conference, the kindergarten team and I were able to find that our students in that grade level did not show growth, but rather regressed on their DIBELS assessment. With that knowledge in hand, we directed our kindergarten team to increase their time and amount of SIPPS instruction in order to fully implement our SIPPS implementation goal. I look forward to reviewing the EOY DIBELS assessment with our Kindergarten team.

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

We increased our estimated expenditure for SIPPS Early Intervention Reading curriculum from \$1,500 to \$5,921 in order to expand resources for our 4th - 6th grade classrooms with SIPPS Challenge. We also underestimated ELA goal 1.7 for study trips, software licences, and classroom library books. After approval from the School Site Council, we increased the estimated amount to expend for this school year from \$10,500 to nearly \$30,000 and used the extra money for classroom library books, in particular. Part of the reason for this we were unable to hire teachers and para educators for our action step for academic intercession which was estimated to cost \$11,125.

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 are outlined in the plan. In addition, we need to continue deepening our implementation for early literacy using SIPPS and continue on the pathway of MTSS roll out. We are also going to allocate more resources and focus upon teacher professional development around PLC data conferences and develop a shared, sitewide vision for instructional practices that are needed in each grade level to help improve student achievement.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Mathematics

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Creekside Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics

This targeted improvement will contribute to the overall academic growth and success of our students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math indicators not met for the 2023-2024 school year are for Academic Performance. In addition, we have identified notable performance gaps among African- American, Hispanic, Socioeconomically Disadvantaged, Asian, and English Learners on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

- The 2022-2023 3rd-6th CAASPP Math Assessment
- The 2023 California Dashboard: Mathematics
- The 2023-2024 K-6th grade iReady MOY Mathematics Assessment

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 10% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 15.28% Grade 4- 9.72% Grade 5- 5.64% Grade 6- 9.34%	During the 2023-24 school year, 15% of 3rd-6th grade students will meet/exceed the standards on CAASPP/SBAC Assessments in Math. Grade 3- 20.28% Grade 4- 14.72% Grade 5- 10.64% Grade 6- 14.34%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 15% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-31% Grade 1- 11% Grade 2- 14% Grade 3- 14% Grade 4- 8% Grade 5- 11% Grade 6- 15%	During the 2024-25 school year, 20% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math.  Grade K-36% Grade 1- 16% Grade 2- 19% Grade 3- 19% Grade 4- 13% Grade 5- 16% Grade 6- 20%
California Dashboard: Math	The ALL-student group as demonstrated on the 2023 CA Dashboard report scored 99.7 points below standard.  The performance color for the ALL-student group is Red.	The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 10 points towards standard.  The performance color for the ALL-student group will move from Red to Orange.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <p>Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress.</p>	All Students	<p>0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2</p>

	Evaluate intervention effectiveness and instructional strategies for continuous improvement.		
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	<p>0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3</p>
1.3	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>* Consortium of Reading Excellence in Education (CORE)</li> <li>* iReady Mathematics</li> <li>* Paths - Promoting Alternative Thinking Strategies</li> <li>* STAR Reading &amp; Accelerated Reader</li> </ul> <p>Site Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>* Consortium of Reading Excellence in Education (CORE)</li> <li>* Ron Clark Academy</li> <li>* Get Your Teach on Conference</li> <li>* Professional Learning Communities</li> <li>* Access to Reading and Math Coaches for Professional Development</li> </ul>	All Students	<p>0 Title I 5800 Prof and Operating/Consultants See PD 5.1 for Funding Allocation</p>

## Annual Review



**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

**Annual Measurable Outcomes**

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-6 Math iReady Universal Screener	During the 2023-24 school year, 21.04% of Kindergarten - 6th grade students will perform at or above grade level on the Middle of the Year (MOY) iReady Universal Screener in math	During the 2023-24 school year, 15% of Kindergarten - 6th grade students were at or above grade level on the Middle of the Year (MOY) iReady Universal Screener in math
3-6 CAASPP Math	During the 2022-2023 school year, we expect 20% or more of our 3rd - 6th grade students will meet or exceed standards on the CAASPP/SBAC Assessments in Math.	During the 2022-2023 school year, 15% of our 3rd - 6th grade students met or exceeded standards on the CAASPP/SBAC Assessments in Math.

**Analysis**

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

Overall implementation of MTSS data conferences was effective in providing the opportunity for grade level teams and administration to collaborate utilizing iReady BOY and MOY data. We discussed what was working, what was not working, and modification of instructional strategies in order to improve student outcomes. This is the second year with iReady Math curriculum and teachers are becoming more comfortable with the powerful tools for differentiating instruction individually for each student, based upon their needs. We also received District provided support through iReady vendors that visited our site and met with each grade level to review data and how to access differentiated lessons to target interventions. While we did not meet our 5% growth goal during the MOY assessment, we have extended some of our STEAM lab materials utilizing Title 1 funds and are developing a lab that will enhance student engagement and application of not only the 8 Mathematical Practices, but the 8 Engineering Practices as well. We have increased our library of books with STEAM application for students to have greater access to math and science concepts in the real world.

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

Towards the end of the current school year, we have underutilized funds available in other categories and goals. Our SSC met to discuss and we realigned the budget in order to build our STEAM lab capacity with activities centered on the sciences and mathematics, such as robots, circuits and circuit boards, and many other hands on activities. We went from a proposed expenditure of \$0 for the current year to about \$20,000 in order to build and develop capacity for science lessons and experiments by all grade levels in our STEAM lab.

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 develop a robust STEAM lab utilizing the resources that we purchased this year. We will continue to build and develop instructional capacity with our teachers through professional development with iReady mathematics, provided by district coaches and iReady vendors. We will also continue meeting three times a year with our MTSS data conferences, but want to deepen our level of knowledge of how to interpret data in order to improve student outcomes.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Learners

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Creekside Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified Current English Learners are 80.5 points below standard (Orange) in ELA as measured by the 2023 CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	40% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	45% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs.</p>	English Learners	<p>0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits</p>

	<p>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</p> <p>Use Data Collection Sheets to track individual student progress.</p> <p>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>		Sub Benefits- See ELA Goal 1.2
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	English Learners	0 Title I 4300 Materials See ELA Goal 1.3
1.3	<p>District ELD Coach Support -</p> <p>Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.</p>	English Learners	0 Title III 1900 Other Cert Salaries District ELD Coach- Teacher on Special Assignment
1.4	<p>Technology Supporting Core Instruction:</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p> <p>All technology must be specific in detail and must be noted here for the purpose.</p>	English Learners	0 Title I 4375 Technology (under \$500) SEE ELA Goal 1.3 0 Title I 4400 Equipment (\$500-\$9,999) See ELA Goal 1.3
1.5	<p>Bilingual Para-educators will provide push-in support to English Learners.</p>	English Learners	0 Title III  Bilingual Paraeducator
1.6	<p>Provide Rosetta Stone for students who score level 1 on the ELPAC.</p>	English Learners	0 Title III  Rosetta Stone- Technology License

# Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner Progress Indicator (ELPI)	52.1% of English Learners will make progress on the 2023-24 California School Dashboard for English Learner Progress.	40.3% of English Learners made progress on the 2023-24 California School Dashboard for English Learner Progress.

## Analysis

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

We have significantly improved our K-3 implementation of SIPPS early literacy program from previous school years. We have now entered Year 3 of implementation and we have had excellent support from CORE Consultants. While we did not reach our expected outcome of 52.1% of EL students making progress, we also had difficulty due to no reading intervention support and bilingual aids unable to provide support in the classroom due to assessment time demands with ELPAC during the first month of school.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies and activities to meet the articulated goal.

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

We will expand our professional development of SIPPS for our 4th-6th grade students. We no longer had Read 180 support and we had limited support through our reading intervention teacher with the upper grades this year. Our 4th-6th grade staff had some instructional challenges due to the high need of students that they received into their classrooms that were one grade level or more behind the grade level standard. We continue to work through the challenges of students who fell behind in their academic performance due to the lockdowns during the pandemic and see a distinct need for more professional development of how to differentiate instruction and to train our teachers in the upper grades of how to lead small group instruction.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings, resulting in missed opportunities for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and the establishment of a strong school community.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night	196 parents signed in for the August 10th, 2023 Back to School Night prior to presentation Title 1 presentation.	Increase the number of parents attending Back to School Night by 5% for the 2024-2025 school year.
Parent Teacher Conference	84% of parents attended the parent-teacher conferences during the 2023-2024 school year.	Maintain or increase the 84% of parents attending Parent Teacher Conferences for the 2024-2025 school year.
Jump Into English	We had 2 parents enrolled in all three levels this year, attending the virtual sessions.	Maintain or increase the number of parents participating in Jump Into Egnlis classes to 8 parents completing 1 or more levels for the 2024-2025 school year.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences,	All Students	500 Title I: Parent Involvement 4325 Food For Meetings

	workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.		Light snacks for parent involvement meetings 300 Title I: Parent Involvement 2120 Para Temp Classified Time Cards - Back to School Night, Parent-teacher conferences, Open House, other after contract hours meetings 119 Title I: Parent Involvement 3000 Benefits Classified para benefits 578 Title I: Parent Involvement 5800 Prof and Operating/Consultants Fingerprinting for parents to help with academic supports in teh classroom, volunteer on academic study trips, or participate in leading parental involvement opportunities with both parents and students.
1.2	Communication  Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All Students	0 Title I: Parent Involvement 5715 Print Shop See ELA Goal 1.3
1.4	Jump Into English  Provide access to Jump Into English classes for Creekside parents. This will allow our parents to learn to speak Egnlish, learn to use technology and get involved at school	All Students	2560 Title I: Parent Involvement 5800 Prof and Operating/Consultants Level 3 Jump Into Math

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

Metric/Indicator	Expected Outcomes	Actual Outcomes
Jump Into English	8 or more parents to complete all 3 components of the Jump into English Program for the 2023-24 school year.	0 parents completed all 3 components of the Jump into English Program for the 2023-2024 school year.
Parent Advisory Committee	During the 2023-24 school year, the parent advisory committee will meet monthly to plan student events and increase family/school engagement.	During the 2023-2024 school year, the parent advisory committee met 3 times to plan student events and increase family/school engagement.
Back-To-School Night	Over 150 parents/guardians will participate in the BTSN for the 2023-2024 school year	Over 150 parents/guardians participated in the BTSN for the 2023-2024 school year
Parent Volunteers	20 parents or more will volunteer in classrooms and fieldtrips.	Over 20 parents or more volunteered in classrooms and fieldtrips.

## Analysis

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

Our implementation of Jump into English was not met. Our parent advisory committee had about 12 volunteers at our first meeting and we continued to meet, however only periodically. Our Back-To-School Night was fully implemented and was very effective in providing parent/teacher communication about students needs and abilities. We had many volunteers for our field trips as well as a successful dance that brought in hundreds from our school for a very fun community outreach event.

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

One major difference between the intended implementation and budgeted expenditure was with Jump into English. I had difficulty talking with the vendor although I reached out several times. Communication from them was not effective early in the school year, which impacted planning and scheduling. I ended up asking our SSC to reallocate the funds intended for Jump into English to Backpacks for Students with books and instructions for parents in both English and Spanish. We ordered 72 backpacks for our English Learner students. We also used some SAS funds to boost the amount of money needed to make the purchase of books.

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 plan on building upon some momentum that was created this year with our parent advisory committee and meet with fidelity once per month. We will also plan for a literacy night and a STEAM night for our community.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Creekside Elementary will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 standards. (Compensatory Education: 18)

LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified Math, ELA, and SEL with notable performance gaps among student groups on Dashboard indicators such as socioeconomically disadvantaged students, African American students, Hispanic students, and students with disabilities. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-6 iReady Mathematics Training	100% of Creekside teachers for the 2023-2024 school year have been trained in iReady Mathematics	Creekside will maintain 100% of teachers for the 2024-2025 to be training in iReady Mathematics.
K-3 Consortium on Reading Excellence Training	100% of Creekside teachers for the 2023-2024 school year have participated in CORE professional development opportunities	Creekside will maintain 100% of K-3 teachers with be training in CORE PD for 2024-2025.

SJCOE Math Network	100% of Creekside teachers, Grades 3-6 participated in SJCOE Math Network PD in 2023-2024	100% of Creekside teachers, Grades 3-6 will participate in SJCOE Math Network PD in 2024-2025
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Initiative Professional Developments Include:            * Consortium of Readign Excellence in Education (CORE)            * iReady Mathematics            * Paths - Promoting Alternative Thinking Strategies            * STAR Reading &amp; Accelerated Reader</p> <p>Site Based Initiative Professional Developments Include:            * Consortium of Reading Excellence in Education (CORE)            * Ron Clark Academy            * Get Your Teach on Conference            * Professional Learning Communities            * Access to Reading and Math Coaches for Professional Development</p>	All	<p>0            Title I            5220 Conference            Professional development -            See Goal 8. CSI for PD</p>
1.2	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:            Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.            Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.            Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p>	All	<p>0            Title I            1150 Teacher Sub            Subs for MTSS Data            Conferences- See ELA Goal            1.2            0            Title I            3000 Benefits            Sub benefits - See ELA Goal            1.2</p>

	<p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p><b>1.3</b></p>	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal</p>	<p>All</p>	<p>0 LCFF 5800 Prof and Operating/Consultants Assemblies to support student learning</p>

<p>stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-6 MTSS Framework	100% of teachers will have participated in the K-6 MTSS Professional Development during the 2023-2024 school year.	100% of teachers have participated in the K-6 MTSS Professional Development during the 2023-2024 school year.
K-3 The Consortium on Reading Excellence (CORE)	100% of K-3 teachers will continue to participate in PD with CORE Consultant.	100% of K-3 teachers participated in PD with CORE Consultant during the 2023-2024 school year.
K-6 iReady - Math Core Curriculum	100% of K-6 teachers will continue to participate in PD with iReady Math consultants to deepen understanding of the curriculum	100% of K-6 teachers participated in PD with iReady Math consultants to deepen understanding of the curriculum during the 2023-2024 school year.

## Analysis

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

The overall effectiveness of the strategies and activities were successful.

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

There were no material differences.

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.

Creekside Elementary will increase the allocation of funds for conferences and workshops for the 2024-2025 school year. Our goal is to send teachers to the Ron Clark Academy to develop a RCA House system at our site. We want to increase student engagement, support our PBIS and SEL strategies and lower discipline rates through this conference and others. We also desire to learn more about trauma informed instruction and how to de-escalate incidents of defiant and disruptive behaviors.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Social-Emotional Behavioral

Creekside Elementary will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among African American, Asian, Hispanic, English Learners, Students with Disabilities, White, and Two or More Races on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	ALL Student Group is Yellow which is 45%. This is a decrease of 4.8%.	We want to see a decrease in chronic absenteeism of at least 5% for the 2024-2025 school year. This would lead to 40% or less chronically absent for the next school year.
CA Dashboard - Suspension Rate	ALL Student Group is Orange which is 4.9% suspended at least one day. This is an increase of 1.1%.	Yellow with a decrease in suspensions of 2 points. Which is a decrease of 2.9% or less suspended for the 2024-2025 school year.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2022-2023 Local Data: Tier 1 TFI Score 77% Tier 2 TIF Score 42% Tier 3 TIF Score 85%	2024-2025 Local Data: Tier 1 TFI Score 80% Tier 2 TIF Score 50% Tier 3 TIF Score 85%
PBIS Recognition	Bronze for the 2023-2024 School Year	Gold recognition for the 2024-2025 School Year
Panorama Survey	3rd through 6th grade had a completion rate of x% on the 2023-2024 Panorama Survey.	3rd-6th grade students will have a 85% completion rate on their Winter Panorama Survey.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	
1.2	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support.</p>	All	<p>0 Title I 5715 Print Shop See ELA goal 1.3</p>



	<p>Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p>		
1.3	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>	All	0 Title I 5800 Prof and Operating/Consultants See PD Goal 5 action step 1.3

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

**Annual Measurable Outcomes**

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

**Analysis**

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

None Apply- New goal for the 2024-25 school year.

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

None Apply- New goal for the 2024-25 school year.

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.

None Apply- New goal for the 2024-25 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Comprehensive Support & Improvement**

The Comprehensive Support & Improvement CSI Goal is to enhance academic achievement and well-being outcomes for all students by implementing targeted interventions, fostering a positive school climate, and engaging stakeholders collaboratively. Through these efforts, we aim to ensure that every student reaches their full potential academically, socially, and emotionally. This goal and plan will be used to meet federal CSI planning requirements.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1 - All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CDE CA Dashboard Data for the 2023-24 school year indicates that Creekside school is either in the red or orange in each of the following indicators: English Language Arts (Red), Mathematics (Red), English Language Progress Indicator ELPI (Red) and Suspension Rate (Orange). No performance gaps were identified as reported on the 2023 CA Dashboard. Creekside identified a performance gap in the area of Chronic Absenteeism. Students of Two or More Races performed two performance levels below the "All Students" group, demonstrating a performance level (Red) whereas the All-Student group performance level is reported as (Yellow).

Describe the steps the LEA will take to address the areas of low performance for the school to improve student outcomes:

(Short description of what you will do to improve student outcomes)

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts CAASPP (distance from standard)	As reported on the 2023 CA Dashboard, the "All Student" group performed 77 points below standard (Red).	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in English Language Arts for the following groups:  The All-Student group will increase by one performance band from "Red" to "Orange" and decrease the distance from standard by 5 points.
Mathematics CAASPP (distance from standard)	As reported on the 2023 CA Dashboard, the "All Student" group performed 99.7 points below standard (Red).	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in Mathematics for the following groups:  The All-Student group will increase by one performance band from "Red" to "Orange" and decrease the distance from standard by 5 points.
English Learner Progress Indicator - ELPI	As reported on the 2023 CA Dashboard 40.3% (Red) of Creekside English Learners are making progress towards English Language Proficiency.	The 2024 CA Dashboard English Learner Progress Indicator will increase by 5% from 40%- 45% moving the performance level from Red to Orange.
Suspension Rate	4.9% (Orange) of Creekside students were suspended at least one day as reported by the 2023 CA Dashboard.	Creekside will reduce the suspension rate for "All" students moving the performance level from Orange to Yellow as measured by the 2024 CA Dashboard.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development</p> <p>Opportunities and Training to support the Comprehensive Support &amp; Improvement CSI Goal:</p> <p>Enhance academic achievement and well-being outcomes for all students by implementing targeted interventions, fostering a positive school climate, and engaging stakeholders collaboratively. Through these efforts, we aim to ensure that every student reaches their full potential academically, socially, and emotionally. This goal and plan will be used to meet federal CSI planning requirements.</p> <p>Site Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>* Ron Clark Academy</li> <li>* Get Your Teach on Conference</li> <li>* Professional Learning Communities at Work Conferences and Consultant work</li> </ul>	All Students	31254 Title III 5220 Conference Conferences and PD to support CSI goal

	* CPI Training		
1.2	Provide enrichment opportunities to students included afterschool clubs and SEL	All Students	15000 Title III 1120 Teacher Temp Salary for Certificated teacher timecard 3746 Title III 3000 Benefits Certificated teacher benefits

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism 2022	40% of students or fewer are chronically absent for the 2023-2024 school year.	45% of Creekside students were chronically absent as reported by the 2023 CA Dashboard.
Suspension Rate 2022	Reducing the number of students suspended at least one day to 2% for the 2023-2024 school year	4.9% (Orange) of Creekside students were suspended at least one day as reported by the 2023 CA Dashboard.
English Language Arts 2022	Reduction in the number of students below standard to 55 points for the 2023-2024 school year.	As reported on the 2023 CA Dashboard, the "All Student" group performed 77 points below standard (Red).
Mathematics 2022	Reduction in the number of students below standard to 78 points for the 2023-2024 school year.	As reported on the 2023 CA Dashboard, the "All Student" group performed 99.7 points below standard (Red).
English Learner Progress	57% of English Learnings making progress towards proficiency for the 2023-2024 school year.	As reported on the 2023 CA Dashboard 40.3% (Red) of Creekside English Learners are making progress towards English Language Proficiency.

## Analysis

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

2023- ATSI Goal Analysis-

Overall implementation was partially effective. We had prepared to provide professional opportunities for administration, teachers, and staff to attend conferences related to classroom engagement conferences. We did send our Vice Principal, Community Liaison Assistant, and school counselor to a student engagement training. We brought a district psychologist into a staff meeting to professional student engagement and de-escalation strategies to our teachers. The Vice Principal and Principal attended a virtual training geared towards reducing suspensions and restorative practices.

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

There were no major differences between the intended implementation and budgeted expenditures.

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

We are looking to sharpen our focus on professional development for classroom management strategies and trauma informed instruction. We have a high needs population and Tier 2 and Tier 3 students have significant needs and teachers need more support with de-escalation strategies, as do our counselors and other staff. We will strengthen our Tier 1 PBIS universal strategies as well. Our teachers are very enthusiastic about bringing the Ron Clark House System to our school in order to improve and engage student engagement and buy in with our educational achievement priorities.

# Goals, Strategies, & Proposed Expenditures

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

## Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$196,713.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$246,713.00
Total Federal Funds Provided to the School from the LEA for CSI	\$50,000

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$192,656.00
Title III	\$50,000.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$242,656.00

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

State or Local Programs	Allocation (\$)
LCFF	\$0.00
Title I: Parent Involvement	\$4,057.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$4,057.00

Total of federal, state, and/or local funds for this school: \$246,713.00



# 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
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### Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	192,656.00
Title I: Parent Involvement	4,057.00
Title III	50,000.00

### Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	18,000.00
1150 Teacher Sub	33,000.00
1900 Other Cert Salaries	85,174.00
2120 Para Temp	300.00
3000 Benefits	45,794.00
4200 Books	10,000.00
4300 Materials	5,000.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	500.00
4375 Technology (under \$500)	2,053.00
4400 Equipment (\$500-\$9,999)	0.00
4475 Technology (\$500-\$9,999)	10,000.00
5220 Conference	31,254.00
5715 Print Shop	2,000.00

5800 Prof and Operating/Consultants

3,138.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800 Prof and Operating/Consultants	LCFF	0.00
	Title I	0.00
1120 Teacher Temp	Title I	3,000.00
1150 Teacher Sub	Title I	33,000.00
1900 Other Cert Salaries	Title I	85,174.00
3000 Benefits	Title I	41,929.00
4200 Books	Title I	10,000.00
4300 Materials	Title I	5,000.00
4328 Warehouse Supplies	Title I	500.00
4375 Technology (under \$500)	Title I	2,053.00
4400 Equipment (\$500-\$9,999)	Title I	0.00
4475 Technology (\$500-\$9,999)	Title I	10,000.00
5220 Conference	Title I	0.00
5715 Print Shop	Title I	2,000.00
5800 Prof and Operating/Consultants	Title I	0.00
2120 Para Temp	Title I: Parent Involvement	300.00
3000 Benefits	Title I: Parent Involvement	119.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	0.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	3,138.00
	Title III	0.00
1120 Teacher Temp	Title III	15,000.00
1900 Other Cert Salaries	Title III	0.00
3000 Benefits	Title III	3,746.00
5220 Conference	Title III	31,254.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	192,656.00
Goal 2	0.00
Goal 3	0.00
Goal 4	4,057.00
Goal 5	0.00
Goal 6	0.00
Goal 7	50,000.00

# 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
- 0 Secondary Students

Name of Members	Role
Brian Heck	Principal
Mara Minick	Classroom Teacher
Kimberly Solari	Classroom Teacher
Rebecca Pisano	Classroom Teacher
Luz Martin	Other School Staff
Vanessa Jara	Parent or Community Member
Ginny Saiske	Parent or Community Member
Thomas Douglas	Parent or Community Member
Sammantha Mendez	Parent or Community Member
Tyler Moua	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.

# 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 May 16, 2024.

Attested:



Principal, Brian W. Heck on 5/17/2024



SSC Chairperson, Rebecca Pisano on 5/20/2024