

School Year: **2022-23**

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.

School Name	Creekside Elementary
Address	3315 Estate Drive Stockton, CA 95209
County-District-School (CDS) Code	39 68585 610 4038
Principal	Brian Heck
District Name	Lodi Unified School District
SPSA Revision Date	4/26/2022
Schoolsite Council (SSC) Approval Date	5/12/2022
Local Board Approval Date	6/14/2022

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

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.

Creekside's vision is that 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 a part of the Lodi Unified School District.

We are a Preschool-Sixth grade school that serves 600 students.

We are very diverse with over 85% of our students being Socioeconomically Disadvantaged.

We are one of 33 Elementary schools in the Lodi Unified School District.

We were established in 1985 and have 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?

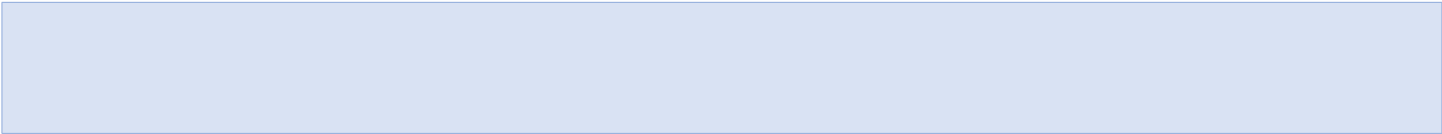
Involvement Process for the SPSA and Annual Review and Update

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 May 12th, 2022 our School Site Council convened to review school wide data and receive preliminary recommendation.

SSC agreed on a proposed plan for the 2022-2023 school year.



Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC	4% growth to 29.88% meeting standards.	CAASPP Data update not available due to changes in the Title One approval timeline.
District Benchmarks	3%-5% growth to 40.5% - 42.5% meeting standards.	District Benchmark Data update not available due to changes in the Title One approval timeline.
SIPPS	All K-2 teachers will be trained in implementing SIPPS program as measured by sign in sheets.	K-2 teachers received "on site" training with CORE consultant.
DIBELS	Use DIBELS BOY, MOY, and EOY scores for benchmark and track student improvement for K-2 students. BOY scores for K-2 were 41% at or above proficient. The expected outcome by EOY is 4%-8% improvement to proficiency in K-2, overall.	At this reporting time (MOY), Creekside Elementary 42% of K-2 students are at or above proficient on DIBELS Diagnostic. At the time of this report, the expected outcome has not been met.

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.	Action/Service fully implemented except for the print shop proposal. I overestimated how much money would be needed for materials.	Intervention teacher to provide daily intervention instruction to students identified as scoring in the Basic or lower categories. 1100 Teacher Title I 106216	Intervention teacher to provide daily intervention instruction to students identified as scoring in the Basic or lower categories. 1100 Teacher Title I 106216
		Small group, targeted reading intervention with two retired teachers,	Small group, targeted reading intervention with two retired teachers,

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		using SIPPS Curriculum 1150 Teacher Sub Title I 26167	using SIPPS Curriculum 1150 Teacher Sub Title I 26167
		Materials printed for small books and other ELA activities and lessons. 5715 Print Shop Title I 5000	Small group, targeted reading intervention with two retired teachers, using SIPPS Curriculum 5715 Print Shop Title I 0
<p>ELA 3- Continue developing and promoting a school wide culture of reading through the following activities:</p> <ul style="list-style-type: none"> • 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. 	Action/Service fully implemented	AR License and other online licenses (Quizlet, Gimkit, etc.) 5875 Technology Licenses Title I 8255	AR License and other online licenses (Quizlet, Gimkit, etc.) 5875 Technology Licenses Title I 8255
		Books for classroom and student libraries. 4200 Books Title I 30001	Books for classroom and student libraries. 4200 Books Title I 30001
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.	Action/Service fully implemented	iPads, laptops and projectors for teachers. 4475 Technology (\$500- \$9,999) Title I 4000	iPads, lap tops and projectors for teachers. 4475 Technology (\$500- \$9,999) Title I 4000
ELA 5- Before and/or After School Intervention	Action/Service fully implemented	Reading Intervention before and/or after school 2120 Para Temp Title I 2,000.00	Reading Intervention before and/or after school (4th quarter) 2120 Para Temp Title I 2000
		Reading Intervention before and/or after school 1120 Teacher Temp Title I 2,000.00	Reading Intervention before and/or after school (4th quarter) 1120 Teacher Temp Title I 2000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff. A field trip for 3rd grade was paid for through District funds.</p>	<p>Study trips. 5872 Field Trips Title I 5000.00</p>	<p>Study trips. 5872 Field Trips Title I 0</p>
<p>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.</p>	<p>Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.</p>	<p>Mental Health Provider 5800 Prof and Operating/Consultants Title I 13129</p>	<p>Mental Health Provider 5800 Prof and Operating/Consultants LCFF 0</p>

Analysis

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

In English Language Arts, Creekside school's overall implementation of strategies or activities was successful because at this reporting time period (MOY) Creekside school has met most/all of the articulated goals. We were able to employ a reading intervention teacher, renew our Accelerated Reader technology license, and partially implemented the before and after school tutoring intervention. We also had a Mental Health Provider to assist in improving the overall Social and Emotional health of our students, which removes barriers to student learning. We started slowly with implementing before and after school tutoring, but started making strides during the 2nd and 3rd quarter with adding after school interventions. We did not participate in any study trips, except for one group of 3rd graders, who participated in a field trip that was funded by District Office funds.

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

Our site's plan was partially effective, 42% of K-2 students overall were proficient on the DIBELS. The End of the Year goal was 50% . The 2-6 grade students scores were 35% proficient or advanced on the Reading Inventory. The goal was 4%-8% growth in Proficiency at the End of the Year.

Due to a change in the Title One approval time lines, the CAASPP assessment had not been completed at the time of this program evaluation was written. We did not have data to report.

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

At Creekside, we set a threshold of \$5,000 for material differences. For this ELA goal, there were several actions that had a material difference of \$5,000.

1. ELA - 1, I overestimated the amount needed to order packets and booklets for students through the District the print shop.
2. ELA - 6, Due to COVID restrictions, we did not participate in study trips using Title 1 monies.
3. ELA - 7. I expected to pay for the Mental Health Provider, however her salary was paid for through LCFF funds instead.

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 develop in our craft of teaching literacy skills and provide more additional professional development in early literacy using the Multi-Tiered System of Support Framework. 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. I will also change our metrics so I will have more real time, actionable data, which will include Reading Inventory and remove SIPPS and District Benchmarks. Based on 2021-2022 implementation, changes we will make will be to fully implement SIPPS in all K-2 classrooms. We will also conduct data meetings/academic conferences three times per year to utilize data more effectively and help us to inform our whole class instruction, as well as targeted interventions for our Tier 2 and Tier 3 students. We will remove the expenditure for Mental Health Provider from our action steps, since that funding comes through district monies, rather than the Site.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District Benchmarks	3%-5% growth from 53.2% to 56.3% - 58.3%.	District Benchmark Data update not available due to changes in the Title One approval timeline.
SBAC	4% growth from 11.1% to 15.1%	CAASPP Data update not available due to changes in the Title One approval timeline.

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.	Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.	Release time provided for teachers for Math PD. See ELA Goal 1. 1150 Teacher Sub Title I 0	Release time provided for teachers for Math PD. See ELA Goal 1. 1150 Teacher Sub Title I 0
Math 2- Time cards provided for after school intervention.	Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.	Timecards . See ELA 5. 2120 Para Temp Title I 0	Timecards . See ELA 5. 2120 Para Temp Title I 0
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.	Action/Service was not fully implemented due to impacts and effects of COVID 19.	Materials for STEM classroom, which is available to grades K-6 on a rotating basis. 4300 Materials Title I 13483	Materials for STEM classroom, which is available to grades K-6 on a rotating basis. 4300 Materials Title I 13483

Analysis

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

In Math, Creekside school's overall implementation of strategies or activities were partially successful at this reporting time period (MOY) because of difficulty hiring substitute teachers. There was also partial implementation of after school tutoring utilizing staff, however most teachers did not want to work longer hours due to the challenges associated with COVID.

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

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited at the Middle of the Year testing time. Available metrics for the Site include a Dreambox Predictive Insights report for No Usage, Insufficient Usage, Not on Track, Potentially on Track, and On Track for meeting grade level expectations.

As of March, 2022, the following metrics are available:

34.4% Insufficiently Using Dreambox
28.7% Not on Track
18.2% Potentially on Track
16.8% On Track

Given March had a two week break, these numbers are lower than month's when students are in school for the entire month.

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

The state threshold for material differences is \$5,000. Therefore, there are no material difference between Proposed Expenditures and Estimated 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.

After careful analysis, we need to continue the strategies that are 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 using the Multi-Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students K-2 through SIPPS will give continued and expanded upon in a more robust way in each classroom, as well as targeted support for our sub groups of students and based on 2021-2022 implementation, we are improving our metrics through MTSS so we will have more real time, actionable data, which will include Dreambox and IReady Math. We also want to build teaching capacity in our math instruction by continuing to partner with the San Joaquin County Math PD team. We are increasing all our grade levels meeting with coaches, for lesson studies, from one to two times during the 2022-2023 school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification Data	6% of students will be reclassified in 2021-2022	1% of students were reclassified in 2021-2022

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 instruction to all English Learners on a daily basis.	Action/Service fully implemented	See ELA 1 1100 Teacher Title I 85133.81	See ELA 1 1100 Teacher Title I 85133.81
ELD 2- Daily use of Rosetta Stone for initial English Learners for Level 1 students	Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.	Materials and Supplies LCFF	Materials and Supplies LCFF
ELD 3- Language Support provided by bi-lingual paraprofessionals in the classroom	Action/Service fully implemented	Para Educator 2120 Para Temp LCFF	Para Educator 2120 Para Temp LCFF

Analysis

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

Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff. The daily use of Rosetta Stone has not occurred this year.

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

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited at the Middle of the Year testing time. While our goal was for 6% of our EL students to be re-classified, we only had 1% of our students reclassified this year. There are some barriers to bi-lingual aides being in the classroom during the beginning of the school year and during ELPAC testing, which amounts to nearly two months of meeting with students individually for testing, rather than pushing into the classrooms.

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

The state threshold for material differences is \$5,000. Therefore, there are no material difference between Proposed Expenditures and Estimated 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.

After careful analysis, we need to continue the strategies that are 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 using the Multi-Tiered System of Support framework. 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. One change we look to implement for 2022-2023 is the district providing another bi-lingual aide through District Title 1 and/or LCFF funding. This will help us immensely, as the two bilingual aides we currently have spend a lot of time outside of the classroom for testing and assessments. We also need to look at our Level 1 students and ensure that the Rosetta Stone program is utilized.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PI - 1 Parent completion of all 3 components of Jump Into English	10 parents to complete all 3 components of the Jump into English Program.	At the time of this review, there is currently 1 parent that is enrolled in the 3rd and final component of Jump Into English.
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. <ul style="list-style-type: none"> 2021-2022 LUSD Parent Survey Data will report a 5% increase in in parent satisfaction, to 95%. 	The LUSD Parent Survey Data due to the fact that only 9 parents completed the survey.

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.	Due to COVID, we were not able to meet in person during the 2021-2022 school year.	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 .	Jump into English program was offered in person at the Site. There were five parents initially enrolled, but there was attrition. The program continued through the year, but parent enrollment declined. This could be due in part due to concerns related to COVID spikes during the winter, when the program started at our Site.	Jump Into English Staff 5800 Prof and Operating/Consultants Title I: Parent Involvement 3987	Jump Into English Staff 5800 Prof and Operating/Consultants Title I: Parent Involvement 3987
PI- 3 School Environment will continue to be a welcoming environment where positive customer service is provided.	Creekside Elementary has a culture that is very welcoming to parents. As COVID restrictions have lifted or decreased, we	Bi-lingual staff provided for translations during meetings and trainings.. LCFF	Bi-lingual staff provided translations during meetings and trainings. LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Bilingual staff will continue provide translation services for parents as needed. Parents are invited to visit classrooms, volunteer, and participate in school activities.	have begun to transition to in person awards assemblies, lunch on the lawn events, and begun to welcome back parent volunteers.		

Analysis

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

Overall implementation of the strategies has been mixed due to COVID, but this year we transitioned to a more open and welcoming environment where families are included and able to participate in their childrens' education. Parent involvement opportunities this year included: a virtual Back to School Night, an in-person semester 1 awards assembly, and an in-person Open House, which was attended by nearly 50% of our students parents. The District also encouraged Sites to begin reaching out for parent volunteers and provided a funding and access for fingerprinting in an expedited manner. We reached out to staff during the 4th quarter and received names for potential volunteers. We also advertised our desire to have parents return to the school and volunteer through Class Dojo and other means of communication with our families.

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

Using sign in sheets to help monitor and collect data about parent involvement was not effective. We are looking at changing the metrics to help monitor and track that is more effective than sign in sheets. The Jump Into English program is a positive one, but attendance started at 50% of our stated goal of ten parents involved. Attrition was high.

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

The state threshold for material differences is \$5,000. Therefore, there are no material difference between Proposed Expenditures and Estimated 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.

After careful analysis, we need to continue the strategies that are 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 using the Multi-Tiered System of Support framework. 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. During the 2022-2023 year, we plan on expanding our field trips and bringing families along as chaperones, we will conduct an outreach to increase parent involvement through volunteer activities in the home, and we are planning one parent outreach per quarter.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Continuous measurement of impacts of professional development by analyzing Goals 1,2, and 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.	CAASPP Data update not available due to changes in the Title One approval timeline.
SIPPS	All K-2 teachers will be trained in implementing SIPPS program.	All K-2 teachers were trained in implementing SIPPS program.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PD 1- See Math 1 Goal</p> <p>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>	Action/Service fully implemented	Substitutes...See /Math 1 1150 Teacher Sub Title I 0	Substitutes...See /Math 1 1150 Teacher Sub Title I 0
<p>PD 2- Conference fees, books and materials to be provided for teachers and administration to participate in professional development.</p>	Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.	Conferences 5220 Conference Title I 3000.00	Conferences 5220 Conference Title I 0
<p>K-2 teachers will participate in the SIPPS beginning of the year and follow up training for SIPPS implementation.</p>	Action/Service was not fully implemented due to impacts and effects of COVID 19 and lack of staff.		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

Overall implementation was limited due to impacts and effects of COVID 19. There was some involvement with K-2 teachers participating in District provided SIPPS training, as well as a consultant coming to the Site to provide in person support with SIPPS implementation. We were able to provide Professional Development in the following ways: The District supported SIPPS implementation through voluntary trainings throughout the year. They were paid for, but since it is voluntary, we did not have 100% participation. We did receive training on Site in SIPPS lessons through a consultant who spent two days at the Site. Also, all grade levels, K-6 participated in an off site, collaborative math PD with Clairmont School teachers. Conferences, however, were limited to nearly zero.

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

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited at the Middle of the Year testing time. Overall effectiveness was positive with our partnership with SJCOE, but it took far too long to implement. It would have been much better to have the training at the beginning of the school year, rather than mid-way through. It took longer than expected due to constraints with meeting in-person during a surge of COVID illness during the winter. Effectiveness was limited in SIPPS training due to the voluntary nature of the offerings.

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

The state threshold for material differences is \$5,000. Therefore, there are no material difference between Proposed Expenditures and Estimated 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.

After careful analysis, we need to continue the strategies that are 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 using the Multi-Tiered System of Support framework. 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. With the improvement in the outlook of the pandemic receding, we plan on increasing our awareness of conferences that meet in person and working with grade levels to attend conferences that will help in our implementation of MTSS at our Site.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Behavioral Suspensions	Decrease suspensions numerically to 35 suspensions which would decrease overall suspensions by 10%.	During the 2019-2020 school year, there were a total of 47 suspensions during the first three quarters. Students were in COVID-19 lockdown the last quarter. During the 2021-2022 school year, there were a total of 20 suspensions during the first three quarters. There has been a decrease in suspensions by 42%.

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide Elementary individual and group support for targeted students with social emotional barriers to academic success	Action/Service fully implemented	Elementary Counselor providing targeted individual and social emotional support for targeted students 5800 Prof and Operating/Consultants LCFF 0	Elementary Counselor providing targeted individual and social emotional support for targeted students 5800 Prof and Operating/Consultants LCFF 0
		Provide Social Emotional Support utilizing the Check in Check Out model (CICO) as part of PBIS. 2120 Para Temp Title I 0	Provide Social Emotional Support utilizing the Check in Check Out model (CICO) as part of PBIS. 2120 Para Temp Title I 0
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.	Action/Service fully implemented	Provide social, emotional, and academic support for Tier 2 and Tier 3 students - PBIS and SEL 1120 Teacher Temp Title I 14286	Provide social, emotional, and academic support for Tier 2 and Tier 3 students - PBIS and SEL 1120 Teacher Temp Title I 14286

Analysis

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

In Social and Emotional Supports, Creekside Elementary overall implementation of strategies or activities was successful because at this reporting time period MOY. Creekside Elementary has implemented most/all of our actions/services at this reporting time.

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

After analyzing the Creekside Data points, our site's plan was effective. There was a reduction of over 50% in suspensions when comparing data points between the 2019-2020 and 2021-2022 school years for the first three quarters. Data from the 2020-2021 school year is skewed due to students being at home for three-fourths of the school year.

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

The state threshold for material differences is \$5,000. Therefore, there are no material difference between Proposed Expenditures and Estimated 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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to continue focusing on PBIS and SEL supports to continue reducing suspensions and behaviors that lead to exclusion from school activities. We plan on increasing the use of the SEL curriculum, PATHS, and mentoring students with a certificated teacher. This year we developed a program for a teacher to meet with small groups of students that have exhibited behavioral concerns. We want to develop this more completely next year by adding a stronger SEL and academic component.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Creekside Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic 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

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)

Basis for this Goal

This goal is based on disaggregated data from 2021-2022 school from the universal measures DIBELS, Reading Inventory and CAASPP data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-2 DIBELS assessment	Using MOY DIBELS data, 42% of K-2 students were proficient.	Using EOY DIBELS data, 70 % of K-2 students will be proficient.
2nd - 6th Grade Reading Inventory (RI)	For the 2021-22 school year, 35% of 2nd-6th grade students were proficient on RI.	Increase the proficiency levels by 5% over the 22-23 academic year.
3rd- 6th Grade ELA iReady Universal Screener	At this time, the iReady Universal Screener is unavailable to Creekside Elementary. We will use BOY 2022-2023 data as our baseline.	Increase the proficiency levels by 5% over the 22-23 academic year.
3rd-6th Grade CAASPP English Language Arts	For the 2020-2021 school year, 25.38% of 3rd-6th grade were proficient on CAASPP ELA	Increase the proficiency level by 5% on the 2022 school year

Planned Strategies/Activities

Strategy/Activity 1

ELA - 1

Add 1.0 FTE to our existing staff to support our K-4 students who need additional support with early reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.

The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

Students to be Served by this Strategy/Activity

K-4 students who need Tier 2 and/or Tier 3 support.

Timeline

August 2022 - May 2023

Person(s) Responsible

Administration/Intervention Teacher/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	71095
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention Teacher
Amount	29179
Source	Title I
Budget Reference	3000 Benefits
Description	Intervention Teacher Benefits - Total cost of site funded intervention teacher is \$132,383

Strategy/Activity 2

ELA - 2 - All K- 2 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-2 students three times a year to determine the students readiness to read.

Students to be Served by this Strategy/Activity

All K-2

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Teachers and administration

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

0

Source

LCFF

Budget Reference

5875 Technology Licenses

Description

DIBELS - District Funded

Strategy/Activity 3

ELA 3 - All 2nd-6 teachers and 1st grade (MOY) will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading Lexile level.

Students to be Served by this Strategy/Activity

All 2-6

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Teachers and administration

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

0

Source

LCFF

Budget Reference

5875 Technology Licenses

Description

District Funded

Strategy/Activity 4

ELA 4 - All 3-6 teachers will administer the Universal Screener/English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards

Students to be Served by this Strategy/Activity

All 3rd - 6th grade students

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Teachers and administration

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

0

Source

LCFF

Budget Reference

5875 Technology Licenses

Description

District Funded

Strategy/Activity 5

ELA 5 - Use DIBELS to assess and monitor progress of all 3rd-6th grade Tier 2 and Tier 3 students use Non-fluency assessment

Students to be Served by this Strategy/Activity

Tier 2 and Tier 3 3rd - 6th grade students

Timeline

August 2022

Person(s) Responsible

Teachers and administration

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

0

Source

LCFF

Budget Reference

5875 Technology Licenses

Description

District Funded

Strategy/Activity 6

ELA - 6 - Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected in quarters 1 and 3. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi-Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

K-6 students

TimelineBOY
MOY**Person(s) Responsible**

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Teacher Release Time
Amount	2543
Source	Title I
Budget Reference	3000 Benefits
Description	Teacher Sub Benefits

Strategy/Activity 7

ELA - 7 Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-3

Students to be Served by this Strategy/Activity

K-2 Students

1st-2nd small SIPPS reading groups daily 30 minutes

Timeline

Starting August 2022

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Source	LCFF
--------	------

Strategy/Activity 8

ELA - 8 -

- K-2 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.
- SIPPS instruction will be given at the specific grade level:
- Kinder: Beginning Lesson 40
- First Grade: Extension
- Second Grade: Finish Extension

Students to be Served by this Strategy/Activity

K-2 students

Plus students who need additional Tier 2 support in early reading development

Whole class SIPPS/intervention supporting tier 2 students

Timeline

Starting August 2022

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	3750
Source	Title I
Budget Reference	4300 Materials
Description	SIPPS materials

Strategy/Activity 9

ELA - 9 -

- All K-2 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines (SIPPS).
- Professional development with Consortium on Reading Excellence in Education (CORE) trainers to support implementation of SIPPS

Students to be Served by this Strategy/Activity

K-3 students
Teachers
Paras

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

ELA - 10 -

- iAmplify for all K-2 students 20 minutes per day 5 days per week.
- Beginning Kinders will use iRead
- Newcomers will use iRead

Students to be Served by this Strategy/Activity

K-2

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 11

ELA - 11

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 12

ELA - 12

MTSS Data Conferences: provide release time for teachers and admin:

- analyze the DIBELS, Reading Inventory, and CAASPP data.
- Collaborate, plan and respond with best practice
- Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students to be Served by this Strategy/Activity

All Students

Timeline

BOY
MOY

EOY

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Teacher timecards for data analysis beyond the school day
Amount	1271
Source	Title I
Budget Reference	3000 Benefits
Description	Timecard benefits

Strategy/Activity 13

ELA - 13
All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

Students to be Served by this Strategy/Activity

K-6 students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Source	LCFF
--------	------

Strategy/Activity 14

ELA - 14
AVID supplies- Teachers will implement the organizational component of AVID to support all learners.
Every Student will have:

Binders 4th-6th
Dividers 4th-6th
Pencil boxes 1st-6th
Notebooks
Journals
Organizational materials

Students to be Served by this Strategy/Activity

K-6 Students

Timeline

August 2022-June 2023

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	See ELA - 15

Strategy/Activity 15

Books/Duplicating/Study Trips/Software Licenses/AVID Supplies

Students will have access to needed books, duplicating, study trips, assemblies, and software licences to support instruction, common core, and interventions.

AVID supplies - teachers will implement the organizational component of AVID to support all learners.

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2022 - May 2023

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	5715 Print Shop
Description	Duplicating
Amount	1500
Source	Title I
Budget Reference	4328 Warehouse Supplies

Description	Every Student will have access to the following supplies: Binders 4th-6th Dividers 4th-6th Pencil boxes 1st-6th Notebooks Journals Organizational Materials
Amount	15000
Source	Title I
Budget Reference	5872 Field Trips
Description	Study trips to support the curriculum

Strategy/Activity 16

ELA - 16 Social Emotional

Creekside will provide a PATHS SEL curriculum component to support 2nd-6th grade students one time weekly.

Students to be Served by this Strategy/Activity

Students identified with Tier 2/Tier 3 behaviors

Timeline

August 2022 - May 2023

Person(s) Responsible

Administration/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	SEL Goal
Amount	2543
Source	Title I
Budget Reference	3000 Benefits
Description	Sub Benefits

Strategy/Activity 17

ELA - 17

Creekside will employ retired teachers and subs to support small group, targeted K-2 reading interventions

Students to be Served by this Strategy/Activity

K-2

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	30000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Retired teachers and subs
Amount	7629
Source	Title I
Budget Reference	3000 Benefits
Description	Sub Benefits

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Creekside Elementary School will show a 5% increase in proficiency on the following common diagnostic measures:
K-6 Math iReady Universal Screener
3-6 CAASPP Math

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)

Basis for this Goal

This goal is based on the most recent data from the universal measures iReady and CAASPP.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-6 Math iReady Universal Screener	At this time, the iReady Universal Screener is unavailable to Creekside Elementary. We will use BOY 2022-2023 data as our baseline.	Increase the proficiency levels by 5% over the 22-23 school year
3-6 CAASPP Math	12.4 % of students met or exceeded standards.	17.4% of students will meet or exceed standards.

Planned Strategies/Activities

Strategy/Activity 1

Math 1- All K-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Strategy/Activity 2

Math 2- All K-6 students will have access to LUSD’s adopted supplemental math curriculum

- DreamBox. Teachers will set and monitor goals of 5-8 lessons per week.

Students to be Served by this Strategy/Activity

K-6

Timeline

Ongoing

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Strategy/Activity 3

Math - 3 - MTSS Data Conferences: provide release time for teachers and admin:

1. analyze universal screeners iReady and CAASPP Math data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students’ progress quarterly

Students to be Served by this Strategy/Activity

K-6

Timeline

BOY
MOY
EOY

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Source	Title I
Description	See ELA 12

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By October 1, 2022 , 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 English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

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

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)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Learner Progress Indicator (ELPI)	67.7% of English Learners were making progress on the 2017 California School Dashboard for English Learner Progress.	72.7% of English Learners will make progress on the 2022 California School Dashboard for English Learner Progress.

Planned Strategies/Activities

Strategy/Activity 1

ELD 1- All K-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Bilingual paraprofessionals will assist in English Language acquisition through primary language support.

Strategy/Activity 2

ELD 2 - Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

K-6 students

Timeline

Quarter 1
Quarter 3

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded - iReady Consultant to train teachers on iReady and how to test students.
Amount	0
Source	Title I
Budget Reference	1920 Other Cert Temp
Description	See ELA 12 - Teacher timecards for data analysis beyond the school day

Strategy/Activity 3

ELD 3 - Rosetta Stone for newcomers

Students to be Served by this Strategy/Activity

K-6 students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers and administration

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

LCFF

Description

Paraprofessional support

Strategy/Activity 4

ELD 4 - Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

English Learners

Timeline

Starting August 2022

Person(s) Responsible

Teachers and administration/Bilingual Professionals

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

0

Budget Reference

1100 Teacher

Strategy/Activity 5

ELD - 5 - All K-2 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

Students to be Served by this Strategy/Activity

K-3 students
Teachers
Paras

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers and administrators

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

LCFF

Strategy/Activity 6

ELD - 6 - iRead or Amplify for all K-2 students 20 minutes per day 5 days per week

Students to be Served by this Strategy/Activity

K-2

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 7

ELD - 7 - Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers and administrators

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 8

ELD - 8 - MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarter 1

Quarter 2

Person(s) Responsible

Teachers and administrators

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 9

ELD - 9 Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. Objective posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2022

Person(s) Responsible

Teachers and administrators

Proposed Expenditures for this Strategy/Activity

Source

Title I

Strategy/Activity 10

ELD - 10 - Embed ELD support from the Bilingual para-educators

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022 - May 2023

Person(s) Responsible

Teachers and administrators

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Creekside Elementary School will show a 5% increase in parent involvement on the:

- Parent /Teacher Conferences
- Back to School Night
- Classroom Volunteer
- Parent Cafe Attendance
- Jump Into English Enrollment

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	1 parent completed all 3 components in 2020-2021	5 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.	The 2021-2022 LUSD Parent Survey reported 80% of school staff treat them fairly and with respect.	The 2022-2023 LUSD Parent Survey will report 90% of school staff treat them fairly and with respect.

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 2022 - May 2023

Person(s) Responsible

Teachers and Administration

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

August 2022 - May 2023

Person(s) Responsible

Principal, Bi-lingual Para Educators

Proposed Expenditures for this Strategy/Activity

Amount

3836

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 2022 - May 2023

Person(s) Responsible

Teachers and Administrators

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

By March 31, 2023, Creekside Elementary School will have 100% of teachers participating in the following Professional Development in:

K-6 MTSS Framework- Novack Consulting
K-2 The Consortium On Reading Excellence CORE- SIPPS
K-6 iReady - Math

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
Teacher logged PD hours	20+ hours of PD per teacher for the 21/22 school year	21+ hours of PD per teacher for the 22/23 school year.

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 2022 - May 2023

Person(s) Responsible

Teachers and Administrators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes...See ELA 6

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

Ongoing

Person(s) Responsible

Principal, teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
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

August 2022 - May 2023

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

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	199,346.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	195510	0.00
Title I: Parent Involvement	3836	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	0.00
Title I	195,510.00
Title I: Parent Involvement	3,836.00

Preliminary Plan

Final Plan

 05/17/2022 12:00 am

Principal *Date*

Principal *Date*

 05/17/2022 12:00 am

SSC Chairperson *Date*

SSC Chairperson *Date*

 05/19/2022 10:15 am

Program Manager *Date*

Program Manager *Date*

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1100 Teacher		0.00
	LCFF	0.00
5875 Technology Licenses	LCFF	0.00
1100 Teacher	Title I	71,095.00
1120 Teacher Temp	Title I	5,000.00
1150 Teacher Sub	Title I	50,000.00
1920 Other Cert Temp	Title I	0.00
3000 Benefits	Title I	43,165.00
4300 Materials	Title I	3,750.00
4328 Warehouse Supplies	Title I	1,500.00
5220 Conference	Title I	3,000.00
5715 Print Shop	Title I	3,000.00
5800 Prof and Operating/Consultants	Title I	0.00
5872 Field Trips	Title I	15,000.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	3,836.00

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 05/12/2022 04:00 pm.

Attested:

Preliminary Plan

Final Plan

Brian W

05/17/2022 12:00 am

Principal

Date

Principal

Date

R. P. ...

05/17/2022 12:00 am

SSC Chairperson

Date

SSC Chairperson

Date

Rafael C

05/19/2022 10:15 am

Program Manager

Date

Program Manager

Date