

School Year: 2023-24

## School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Creekview Ranch School
<b>Address</b>	8779 Cook Riolo Road Roseville, CA 95747
<b>County-District-School (CDS) Code</b>	31-66803-0116574
<b>Principal</b>	Marty Alberti
<b>District Name</b>	Dry Creek Joint Elementary School District
<b>SPSA Revision Date</b>	October 10, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	November 7, 2023
<b>Local Board Approval Date</b>	December 2023

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.

# School Vision and Mission

Creekview Ranch School staff, students, and parents collaboratively pledge to create:

- An engaged school community.
- Mentoring, support (academic, social, emotional), and enrichment for every student.
- A safe and encouraging learning environment.

## School Profile

Creekview Ranch School, home of the Raptors, is a School-wide Title 1, award-winning school (2018 National Schools to Watch - Taking Center Stage and Redesignated 2023 National Schools to Watch - Taking Center Stage) serving the Antelope, Dry Creek, and Roseville communities since 2008. Creekview Ranch School is a comprehensive TK-8 school with a full array of school-based coordinated programs, special education programs, English Learner programs, Gifted and Talented Educational (GATE) opportunities, an extended day kindergarten program, as well as extensive opportunities for parental involvement.

At Creekview Ranch School we do what it takes to do what is best for all kids at all times both academically and social-emotionally. We have multiple social-emotional supports to aid children in understanding and managing their own emotional, social, and academic success. The school counselor ties the TOOLBOX Program into the monthly character traits in order to challenge the students to improve themselves. We are also in our 5th year of school-wide implementation of Positive Behavioral Intervention Supports (PBIS) in which we focus on creating a climate of respect and trust on campus. Staff and students work together to create a culture of kindness, care, and respect. Our highly qualified and caring staff explicitly model and teach our three school-wide expectations: Show Respect, Make Good Decisions, and Solve Problems. Students who exhibit these expectations are acknowledged by receiving Clawsome Acts.

The staff at Creekview Ranch School work interdependently to ensure fidelity with the three big ideas of a successful Professional Learning Community: Focus on Learning, Collaborative Culture, Results Oriented. The curriculum at Creekview Ranch is articulated across grade levels and departments. Using Common Core Standards, teachers collaborate, not only on best practices, but the differences between their grade-level standards, and they use this information to plan higher levels of instruction and prepare students for the following year. At the same time, parents are made aware of what is required of their students through continual communication including weekly email communication, positive postcards, progress reports, report cards, and phone calls home.

Students at Creekview Ranch are expected to meet high academic standards. Through Specific, Measurable, Achievable, Relevant, Time-bound (SMART) Goals & Essential Standards, teachers create formative and summative assessments in order to check for understanding and mastery. For those students who need additional time and supports, we have tiered levels of academic interventions embedded during the school day, four days a week. We call this period Raptors Nest (TK-5) and Raptor Time (6-8).

Students at Creekview Ranch have numerous opportunities to explore topics and pursue their interests through exploratory, clubs, and athletics. The exploratory options were designed to allow for students to discover new interests and learn their strengths. In 6th grade, students either participate in a full year of band or rotate through three exploratory classes--Middle School Discovery, Project Lead the Way Design and Modeling, and World Culture. In 7th and 8th grade, students have access to the following exploratory options: Band, Introduction to Foreign Language, Visual Arts, Tech Shop, Farm to Fork, and Project Lead the Way. Project Lead the Way incorporates Science, Technology, Engineering and Mathematics (STEM) into the curriculum.

Parents are an integral part of our school community as partners in the education of children. In order to enhance the well being of our children and their families, Creekview Ranch makes it a point to build strong relationships with the parents and communicate with them frequently. Parents receive communication and school information through weekly grade level emails, weekly shared announcements, monthly newsletters, school website and Aeries updates. Teachers also take time to write individualized positive postcards that are mailed home and make phone calls home. Communicating with parents regarding the progress of their child is a priority at Creekview Ranch. All staff realize that parents play an important role in their child's education and the success of the entire school. Many opportunities are created to encourage parental involvement. These opportunities include Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Committee (ELAC).



Creekview Ranch is one of nine schools in the Dry Creek Joint Elementary School District. The curriculum is focused on Language Arts, English Language Development, and Mathematics. The school emphasizes a proactive, problem-solving atmosphere and has implemented school-wide social-emotional supports through curriculum, programs, and Restorative Practices to further cultivate a climate of care. Creekview Ranch receives School-wide Title 1 funding as our socio-economically disadvantaged student population exceeds 42% of our total student body. These funds are used to increase supports and services for at-risk students/all students in need through increase instructional and social-emotional supports.

Creekview Ranch School serves a diverse population of 800 students in Transitional Kindergarten through 8th grade.

Creekview Ranch School student population demographics:  
Ethnicity: 44% White, 25% Hispanic, 13% Asian, 4% African American  
English Language Learners: 15% of student population  
Socio-economically Disadvantaged: 42% of student population

Percentages of students languages at Creekview Ranch School:

Arabic 1%

English 76%

Farsi (Persian) 1%

Hindi 1%

Punjabi 4%

Russian 4%

Spanish 5%

Ukrainian 3%

Vietnamese 1%

Armenian, Bulgarian, Cantonese, Mandarin, Filipino, French, Hmong, Other Filipino, Other non-English, Swahili, Uzbek languages are all these less than 1% and equate to a collective total of 4%.

## 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

The School Plan for Student Achievement aims to outline a structured and comprehensive approach to improving student learning outcomes and overall educational success at Creekview Ranch School.

Creekview Ranch School has been identified as a School-wide Title 1 site based on the percentage of our families who qualify for the Annual Household Eligibility Form/Free and Reduced Lunch. As a school-wide Title 1 funded program, we have been identified as a site that requires improvements based on student group performance status levels on the 2022 Dashboard data. Creekview Ranch School met ATSI eligibility in the state measure of Chronic Absenteeism for all students and academic Indicators of Math students with disabilities.

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.

At Creekview Ranch School, we collectively (all engagement partners) analyzed the 2022 CA State Dashboard specifically looking at our benchmark academic performance, attendance reports, and survey results. We determined our strengths and areas for improvement, including those identified as eligible for Additional Targeted Support and Improvement. We used the driver diagram to help guide and translate our data analysis, stakeholder input, and goal into an improvement aim and primary and secondary drivers and created changes of practice tied to measurable outcomes.

We then created a strategic plan in the area of improving our chronic absenteeism rate. "By June, 2024, all students at Creekview Ranch School will attend school at least 91% of the time as measured by the District CA Dashboard report and monthly Aeries Reports." The change practices will include recognition of attendance, classroom social-emotional lessons, relationship building, one-on-one conferences, and bi-monthly attendance team meetings to ensure fidelity of parent/student attendance meetings to support and address barriers. Measurable outcomes will be the percentage of students reporting positively on the school climate survey about relationships and connections increasing, the percentage of chronically absent students reported every other week decreasing, and the number of classrooms celebrating 100% positive attendance rates increasing.

We identified primary and secondary drivers and created changes of practice tied to measurable outcomes. In addition, we created another strategic plan to focus on improvement in the area of mathematics specifically with our students with disabilities. "In the 2023-2024 school year, Special Education students will increase proficiency in Mathematics by +25 points as measured by the CA Dashboard report." Our team also identified primary and secondary drivers and created changes of practice tied to measurable outcomes. Measurable outcomes will be the number of times co-teachers plan each month, student improvement on collaborative conference progress monitoring, and an increase in students with disabilities scores on essential standards achievement.

This plan to improve student group performance will be reflected in the goals, evidence-based strategies, services, and expenditures pages.

## Educational Partner Engagement

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

At Creekview Ranch School, we believe that all engagement partners should be involved in the development, maintenance and review of all school goals and programs. On an ongoing basis, school staff, the English Language Advisory Committee (ELAC), the School Site Council, and our Student Advisory analyze school data and provide input on our school goals and academic programs that are monitored through the Single Plan for Student Achievement (SPSA). We adjust our goals and programs based on data and feedback from our stakeholder groups.



## Resource Inequities

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

At Creekview Ranch School we did not determine any resource inequities in any grade level. We continually monitor student needs. We also review a curated list of research based resources that can be used to address specific needs. If a resource is not available at the site then we make a collective decision to obtain the additional resources needed.

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# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.27%	0.26%	4	2	2
African American	3.0%	4.38%	3.83%	18	32	29
Asian	11.1%	11.37%	12.14%	68	83	92
Filipino	0.5%	1.10%	1.85%	3	8	14
Hispanic/Latino	22.6%	23.15%	27.04%	138	169	205
Pacific Islander	0.8%	0.68%	0.66%	5	5	5
White	49.8%	46.85%	43.93%	304	342	333
Multiple/No Response	11.6%	12.19%	10.03%	71	89	76
Total Enrollment				611	730	758

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	73	101	109
Grade 1	57	69	74
Grade 2	53	73	81
Grade 3	65	73	81
Grade 4	62	78	71
Grade 5	67	84	72
Grade 6	72	85	97
Grade 7	84	86	86
Grade 8	78	81	87
Total Enrollment	611	730	758

### Conclusions based on this data:

1. The Creekview Ranch student population had remained relatively steady over several years with an average of 694 students per year; however, in the 2020-2021 school year, only 611 students attended the school. This sharp decline (decrease of 131 students from the 2019-2020 to the 2020-2021 school year) was due to the fact that many students moved to our district's on-line school, Dry Creek Connections, mainly because of the COVID-19 pandemic. The student population increased by 119 students from the 2020-2021 school year to the 2021-2022 school year and another increase of 28 students from the 2021-2022 school year to the 2022-2023 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	120	114	107	19.60%	15.6%	14.1%
Fluent English Proficient (FEP)	67	82	86	11.00%	11.2%	11.3%
Reclassified Fluent English Proficient (RFEP)	20	24	13	16.7%	21.0%	11%

### Conclusions based on this data:

1. The number of English Learners has remained consistent over the three year analysis. The total number of English Learners has declined by 13 percentage points over the three year analysis. The percentage of Fluent English Proficient students increased by .1% from the 2021-2022 school year; the percentage of Reclassified Fluent English Proficient students was 11% for the 2022-2023 school year.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	76	84	60	76	83	60	76	83	100.0	100.0	98.8
Grade 4	65	77	71	65	77	71	65	77	71	100.0	100.0	100.0
Grade 5	62	88	77	60	88	76	60	88	76	96.8	100.0	98.7
Grade 6	66	83	92	64	81	91	64	81	91	97.0	97.6	98.9
Grade 7	69	82	89	66	82	82	65	82	82	95.7	100.0	92.1
Grade 8	75	72	86	64	68	80	64	68	80	85.3	94.4	93.0
All Grades	397	478	499	379	472	483	378	472	483	95.5	98.7	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2449.	2453.	2433.	35.00	39.47	28.92	25.00	22.37	21.69	21.67	17.11	27.71	18.33	21.05	21.69
Grade 4	2480.	2502.	2493.	32.31	32.47	33.80	24.62	35.06	28.17	15.38	18.18	11.27	27.69	14.29	26.76
Grade 5	2540.	2558.	2545.	38.33	40.91	43.42	31.67	31.82	25.00	18.33	17.05	17.11	11.67	10.23	14.47
Grade 6	2556.	2557.	2564.	21.88	23.46	27.47	37.50	44.44	46.15	29.69	18.52	13.19	10.94	13.58	13.19
Grade 7	2585.	2585.	2593.	21.54	21.95	37.80	46.15	40.24	25.61	20.00	30.49	21.95	12.31	7.32	14.63
Grade 8	2569.	2591.	2565.	10.94	23.53	11.25	40.63	35.29	38.75	32.81	27.94	26.25	15.63	13.24	23.75
All Grades	N/A	N/A	N/A	26.46	30.51	30.23	34.39	34.96	31.26	23.02	21.40	19.67	16.14	13.14	18.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36.67	28.95	16.87	48.33	60.53	66.27	15.00	10.53	16.87
Grade 4	26.15	25.97	28.17	61.54	66.23	53.52	12.31	7.79	18.31
Grade 5	28.33	39.77	31.58	65.00	56.82	55.26	6.67	3.41	13.16
Grade 6	17.19	25.93	24.18	65.63	66.67	63.74	17.19	7.41	12.09
Grade 7	21.54	15.85	30.86	64.62	74.39	55.56	13.85	9.76	13.58
Grade 8	12.50	26.47	17.50	67.19	58.82	56.25	20.31	14.71	26.25
All Grades	23.54	27.33	24.69	62.17	63.98	58.71	14.29	8.69	16.60

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	25.00	23.68	16.87	58.33	52.63	62.65	16.67	23.68	20.48
Grade 4	20.00	16.88	28.17	55.38	74.03	59.15	24.62	9.09	12.68
Grade 5	31.67	36.36	27.63	55.00	52.27	63.16	13.33	11.36	9.21
Grade 6	32.81	18.52	20.88	53.13	61.73	61.54	14.06	19.75	17.58
Grade 7	35.38	35.37	48.15	56.92	53.66	40.74	7.69	10.98	11.11
Grade 8	26.56	27.94	17.50	53.13	57.35	57.50	20.31	14.71	25.00
All Grades	28.57	26.69	26.35	55.29	58.47	57.47	16.14	14.83	16.18

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	18.33	21.05	19.28	65.00	65.79	65.06	16.67	13.16	15.66
Grade 4	18.46	16.88	19.72	70.77	70.13	69.01	10.77	12.99	11.27
Grade 5	11.67	17.05	11.84	75.00	75.00	82.89	13.33	7.95	5.26
Grade 6	18.75	18.52	25.27	81.25	71.60	67.03	0.00	9.88	7.69
Grade 7	15.38	17.07	18.52	70.77	78.05	74.07	13.85	4.88	7.41
Grade 8	17.19	14.71	11.25	71.88	80.88	71.25	10.94	4.41	17.50
All Grades	16.67	17.58	17.84	72.49	73.52	71.37	10.85	8.90	10.79

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	23.33	25.00	21.69	60.00	64.47	66.27	16.67	10.53	12.05
Grade 4	15.38	18.18	22.54	67.69	76.62	59.15	16.92	5.19	18.31
Grade 5	35.00	26.14	25.00	56.67	64.77	63.16	8.33	9.09	11.84
Grade 6	25.00	23.46	26.37	65.63	69.14	63.74	9.38	7.41	9.89
Grade 7	26.15	23.17	27.16	67.69	62.20	61.73	6.15	14.63	11.11
Grade 8	17.19	26.47	35.00	78.13	63.24	51.25	4.69	10.29	13.75
All Grades	23.54	23.73	26.35	66.14	66.74	61.00	10.32	9.53	12.66

#### Conclusions based on this data:

1. This data provides information on student achievement levels and serves as an indicator to determine the focus for growth in subsequent years. The 2022-2023 CAASPP data shows 61.49% of overall students scoring in the area of "Standard Exceeded" or "Standard Met" which was a 3.98% decrease from 2021-2022 scores. The 2020-2021 CAASPP data showed that 60.85%, and the 2021-2022 CAASPP data shows 65.47%, of overall students scored in the area of "Standard Exceeded" or "Standard Met" in English Language Arts. Over a three-year period of time, there has been an increase of 0.64% in the area of English Language Arts school-wide.  
  
Compared to the 2020-2021 and the 2021-2022 results, there was a decrease in the percentage of students meeting or exceeding standards at grades three, four, five, seven, and eight. The third grade decreased from 60%



to 61.8% to 50.61%, fourth grade from 57% to 67.5% to 61.97%, fifth grade from 70% to 72.7% to 68.42%, seventh grade from 67.69% to 62.19% to 63.41% and eighth grade from 52% to 58.8% to 50%. Sixth grade was the only grade level that showed an increase over the three year period; from 59% to 67.9% to 73.62%.

2. Analysis of claims guides the development of SMART goals. This further disaggregation of the data indicates achievement levels and reveals deficit areas and areas experiencing greater success. Creekview Ranch School has the highest percentage of overall students scoring "Above Standard" in the claim of "Writing, producing clear and purposeful writing" (26.35%) and the least percentage of students scoring "Above Standard" in the claim of "Listening: Demonstrating effective communication skills" (17.84%). These results provide a focus for targeted instruction.
3. Creekview Ranch School has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in the coming years to determine steady growth in the area of English Language Arts.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	76	84	60	76	84	60	76	84	100.0	100.0	100.0
Grade 4	65	77	71	65	77	71	65	77	71	100.0	100.0	100.0
Grade 5	62	88	77	60	88	77	60	88	77	96.8	100.0	100.0
Grade 6	66	83	92	64	81	91	64	81	91	97.0	97.6	98.9
Grade 7	69	82	89	66	82	84	66	82	83	95.7	100.0	94.4
Grade 8	75	72	86	64	69	81	64	69	81	85.3	95.8	94.2
All Grades	397	478	499	379	473	488	379	473	487	95.5	99.0	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2456.	2470.	2456.	30.00	32.89	27.38	38.33	35.53	38.10	16.67	22.37	19.05	15.00	9.21	15.48
Grade 4	2475.	2499.	2490.	18.46	22.08	21.13	30.77	33.77	32.39	33.85	38.96	30.99	16.92	5.19	15.49
Grade 5	2529.	2529.	2528.	26.67	27.27	29.87	25.00	22.73	19.48	26.67	28.41	32.47	21.67	21.59	18.18
Grade 6	2508.	2512.	2533.	7.81	14.81	23.08	26.56	22.22	19.78	35.94	32.10	32.97	29.69	30.86	24.18
Grade 7	2531.	2522.	2530.	16.67	13.41	14.46	16.67	14.63	24.10	36.36	36.59	32.53	30.30	35.37	28.92
Grade 8	2550.	2596.	2567.	9.38	30.43	17.28	23.44	26.09	14.81	39.06	23.19	43.21	28.13	20.29	24.69
All Grades	N/A	N/A	N/A	17.94	23.26	22.18	26.65	25.58	24.64	31.66	30.44	31.83	23.75	20.72	21.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36.67	46.05	44.05	51.67	47.37	41.67	11.67	6.58	14.29
Grade 4	21.54	29.87	28.17	49.23	54.55	50.70	29.23	15.58	21.13
Grade 5	33.33	26.14	27.27	38.33	53.41	50.65	28.33	20.45	22.08
Grade 6	6.25	8.64	21.98	59.38	55.56	50.55	34.38	35.80	27.47
Grade 7	18.18	17.07	16.87	51.52	48.78	51.81	30.30	34.15	31.33
Grade 8	14.06	27.54	22.22	62.50	56.52	55.56	23.44	15.94	22.22
All Grades	21.37	25.58	26.69	52.24	52.64	50.10	26.39	21.78	23.20



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35.00	36.84	28.57	51.67	51.32	53.57	13.33	11.84	17.86
Grade 4	15.38	24.68	28.17	60.00	63.64	45.07	24.62	11.69	26.76
Grade 5	20.00	23.86	24.68	55.00	59.09	59.74	25.00	17.05	15.58
Grade 6	10.94	9.88	18.68	59.38	62.96	58.24	29.69	27.16	23.08
Grade 7	18.18	15.85	16.87	59.09	56.10	55.42	22.73	28.05	27.71
Grade 8	14.06	26.09	16.05	51.56	57.97	66.67	34.38	15.94	17.28
All Grades	18.73	22.62	21.97	56.20	58.56	56.67	25.07	18.82	21.36

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	23.33	26.32	21.43	65.00	68.42	66.67	11.67	5.26	11.90
Grade 4	21.54	25.97	23.94	64.62	61.04	66.20	13.85	12.99	9.86
Grade 5	11.67	20.45	15.58	76.67	63.64	63.64	11.67	15.91	20.78
Grade 6	10.94	14.81	21.98	67.19	62.96	59.34	21.88	22.22	18.68
Grade 7	15.15	10.98	14.46	71.21	67.07	68.67	13.64	21.95	16.87
Grade 8	12.50	24.64	16.05	76.56	60.87	65.43	10.94	14.49	18.52
All Grades	15.83	20.30	18.89	70.18	64.06	64.89	13.98	15.64	16.22

#### Conclusions based on this data:

1. This data provides information on student achievement levels and serves as an indicator to determine the focus for growth in subsequent years. The 2022-2023 CAASPP data shows 46.82% of overall students scoring in the area of "Standard Exceeded" or "Standard Met" which is an decrease of 2.02% from the 2021-2022 results of 48.84%. The data for overall students scoring in the area of "Standard Exceeded" or "Standard Met" per grade level for the 2022-2023 school year are as follows: third grade 65.48%, fourth grade 53.52%, fifth grade 49.35, sixth grade 42.86%, seventh grade 38.56, and eighth grade 32.09%.  
  
The 2020-2021 CAASPP data shows that 44.59% of overall students scored in the area of "Standard Exceeded" or "Standard Met" in Mathematics. Therefore, over a three-year period of time, there has been a 2.23% increase in the area of Mathematics school-wide.
2. Analysis of claims guides the development of SMART goals. This further disaggregation of the data indicates achievement levels and reveals deficit areas and areas experiencing greater success. Once again, Creekview Ranch School had the highest percentage of overall students scoring "Above Standard" in the claim of "Concepts and Procedures: Applying mathematical concepts and procedures." In 2020-2021, 21.37% of students scored "Above Standard" in 2021-2022 25.58% of students scored "Above Standard" and in 2022-2023 26.69% of students scored "Above Standard." This was an increase of 5.32% over the three-year period of time. The lowest percentage of students scoring "Above Standard" is the claim of "Communicating Reasoning: Demonstrating ability to support mathematical conclusions." This claim area has gone from 15.83% to 20.30% to 18.89% for an increase of 3.06% over a three year period of time. These results provide a focus for targeted instruction.
3. Creekview Ranch School has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in the coming years to determine steady growth in the area of Mathematics.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1434.7	1427.7	1464.6	1436.2	1429.3	1457.4	1431.1	1423.6	1481.8	12	14	17
1	*	1450.6	1497.2	*	1435.4	1492.7	*	1465.3	1501.1	9	12	13
2	1500.1	*	1498.2	1492.9	*	1486.5	1506.9	*	1509.4	14	8	11
3	1529.3	1513.2	1492.8	1528.0	1526.9	1492.5	1530.2	1498.7	1492.5	12	15	12
4	1512.0	*	1529.2	1506.4	*	1533.5	1517.2	*	1524.5	12	9	13
5	*	*	*	*	*	*	*	*	*	10	10	7
6	1567.4	*	*	1581.6	*	*	1552.8	*	*	19	9	5
7	1569.6	1599.1	*	1565.3	1625.8	*	1573.2	1571.8	*	12	12	9
8	*	*	*	*	*	*	*	*	*	*	7	10
All Grades										103	96	97

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	7.14	37.50	58.33	64.29	31.25	16.67	21.43	31.25	16.67	7.14	0.00	12	14	16
1	*	8.33	30.77	*	50.00	61.54	*	33.33	7.69	*	8.33	0.00	*	12	13
2	14.29	*	18.18	64.29	*	63.64	21.43	*	9.09	0.00	*	9.09	14	*	11
3	33.33	13.33	16.67	50.00	73.33	16.67	8.33	6.67	58.33	8.33	6.67	8.33	12	15	12
4	16.67	*	23.08	41.67	*	53.85	33.33	*	15.38	8.33	*	7.69	12	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	31.58	*	*	57.89	*	*	10.53	*	*	0.00	*	*	19	*	*
7	33.33	58.33	*	58.33	33.33	*	8.33	8.33	*	0.00	0.00	*	12	12	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.27	27.08	31.25	54.37	51.04	40.63	16.50	16.67	20.83	4.85	5.21	7.29	103	96	96

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	7.14	31.25	41.67	42.86	43.75	33.33	35.71	18.75	8.33	14.29	6.25	12	14	16
1	*	16.67	38.46	*	25.00	61.54	*	41.67	0.00	*	16.67	0.00	*	12	13
2	28.57	*	27.27	57.14	*	54.55	14.29	*	9.09	0.00	*	9.09	14	*	11
3	58.33	53.33	33.33	33.33	40.00	25.00	0.00	0.00	33.33	8.33	6.67	8.33	12	15	12
4	41.67	*	69.23	41.67	*	15.38	16.67	*	7.69	0.00	*	7.69	12	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	68.42	*	*	26.32	*	*	5.26	*	*	0.00	*	*	19	*	*
7	25.00	75.00	*	66.67	25.00	*	8.33	0.00	*	0.00	0.00	*	12	12	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.66	46.88	45.83	39.81	34.38	36.46	11.65	12.50	10.42	3.88	6.25	7.29	103	96	96

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	7.14	31.25	41.67	64.29	6.25	33.33	21.43	56.25	8.33	7.14	6.25	12	14	16
1	*	8.33	15.38	*	41.67	46.15	*	41.67	38.46	*	8.33	0.00	*	12	13
2	21.43	*	18.18	35.71	*	72.73	35.71	*	0.00	7.14	*	9.09	14	*	11
3	16.67	0.00	0.00	50.00	40.00	25.00	25.00	40.00	66.67	8.33	20.00	8.33	12	15	12
4	8.33	*	15.38	41.67	*	30.77	16.67	*	38.46	33.33	*	15.38	12	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	15.79	*	*	31.58	*	*	52.63	*	*	0.00	*	*	19	*	*
7	16.67	16.67	*	41.67	58.33	*	41.67	25.00	*	0.00	0.00	*	12	12	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.59	11.46	12.50	42.72	47.92	37.50	35.92	29.17	38.54	7.77	11.46	11.46	103	96	96



Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	14.29	25.00	66.67	71.43	75.00	8.33	14.29	0.00	12	14	16
1	*	41.67	53.85	*	50.00	46.15	*	8.33	0.00	*	12	13
2	28.57	*	27.27	71.43	*	72.73	0.00	*	0.00	14	*	11
3	75.00	60.00	16.67	16.67	33.33	66.67	8.33	6.67	16.67	12	15	12
4	50.00	*	46.15	50.00	*	38.46	0.00	*	15.38	12	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
6	36.84	*	*	57.89	*	*	5.26	*	*	19	*	*
7	25.00	16.67	*	66.67	83.33	*	8.33	0.00	*	12	12	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.72	30.21	33.33	50.49	63.54	58.33	6.80	6.25	8.33	103	96	96

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	7.14	37.50	66.67	78.57	50.00	25.00	14.29	12.50	12	14	16
1	*	8.33	38.46	*	66.67	61.54	*	25.00	0.00	*	12	13
2	35.71	*	54.55	64.29	*	36.36	0.00	*	9.09	14	*	11
3	50.00	60.00	41.67	41.67	26.67	41.67	8.33	13.33	16.67	12	15	12
4	8.33	*	76.92	91.67	*	15.38	0.00	*	7.69	12	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
6	89.47	*	*	10.53	*	*	0.00	*	*	19	*	*
7	66.67	100.00	*	33.33	0.00	*	0.00	0.00	*	12	12	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.57	58.33	60.42	47.57	31.25	31.25	4.85	10.42	8.33	103	96	96

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	14.29	31.25	75.00	78.57	62.50	16.67	7.14	6.25	12	14	16
1	*	33.33	30.77	*	58.33	69.23	*	8.33	0.00	*	12	13
2	14.29	*	27.27	71.43	*	63.64	14.29	*	9.09	14	*	11
3	25.00	6.67	0.00	58.33	60.00	41.67	16.67	33.33	58.33	12	15	12
4	8.33	*	15.38	58.33	*	61.54	33.33	*	23.08	12	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
6	15.79	*	*	47.37	*	*	36.84	*	*	19	*	*
7	41.67	16.67	*	50.00	66.67	*	8.33	16.67	*	12	12	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.45	17.71	17.71	62.14	61.46	59.38	19.42	20.83	22.92	103	96	96

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	50.00	43.75	41.67	42.86	43.75	8.33	7.14	12.50	12	14	16
1	*	16.67	15.38	*	75.00	76.92	*	8.33	7.69	*	12	13
2	21.43	*	45.45	71.43	*	54.55	7.14	*	0.00	14	*	11
3	33.33	13.33	25.00	66.67	80.00	66.67	0.00	6.67	8.33	12	15	12
4	8.33	*	38.46	66.67	*	61.54	25.00	*	0.00	12	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
6	21.05	*	*	78.95	*	*	0.00	*	*	19	*	*
7	8.33	25.00	*	91.67	75.00	*	0.00	0.00	*	12	12	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.36	26.04	28.13	72.82	67.71	65.63	5.83	6.25	6.25	103	96	96

#### Conclusions based on this data:

- This data provides information on Creekview Ranch School's English Language Learner's (EL) English Proficiency levels and serves as an indicator to determine the focus for growth in subsequent years. In the 2022-2023 school year, there was no data for grades 5, 6, 7, and 8 due to the fact that the site not meet the minimum requirement mandated for this reporting period.

The data shows that 96 students took the test and of those students, 31.25% in grades K, 1, 3, and 4 are at the highest English Proficiency in Overall Language, Level 4. Students at this level have well developed English Skills. The data reflects that 40.63% of the students are at Level Proficiency 3. Students at this level have moderately developed English Skills. Both Level 3 and Level 4 are within the Bridging Proficiency Levels, which requires light linguist support.
- The 2022-2023 ELPAC data will serve as the baseline for future ELPAC multi-year performance analysis.

3. Creekview Ranch School has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in subsequent years to monitor growth in the area of English Language Proficiency of our EL students.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
730	39.2	15.6	0.4
Total Number of Students enrolled in Creekview Ranch School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	114	15.6
Foster Youth	3	0.4
Homeless	16	2.2
Socioeconomically Disadvantaged	286	39.2
Students with Disabilities	76	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	4.4
American Indian	2	0.3
Asian	83	11.4
Filipino	8	1.1
Hispanic	169	23.2
Two or More Races	89	12.2
Pacific Islander	5	0.7
White	342	46.8

**Conclusions based on this data:**

1. Creekview Ranch School's student population has remained relatively consistent over the past several years. In the 2021-2022 school year, there were 730 students. 39.2% of these students were Socio-economically Disadvantaged, 15.6% English Language Learners, and 0.4% Foster Youth.
2. 46.8% of the students are White; the next largest group disaggregated by "Race/Ethnicity" is Hispanic students who are 23.2% of the student population. Two or More Races at 12.2% and Asian at 11.4% are the only other two ethnicities that are higher than 10%.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  High	<b>Chronic Absenteeism</b>  Very High	<b>Suspension Rate</b>  Medium
<b>Mathematics</b>  Medium		
<b>English Learner Progress</b>  High		

### Conclusions based on this data:

1. Academic Performance indicators in English Language Arts are considered in the "High" status level, while Mathematics fell within the "Medium" status level. In comparison to the 2022-2023 results, English Language Arts increased 12.4 points, and is 31.2 points above standard. Mathematics performance decreased 4.6 points, and is - 5.2 points below standard.



2. Suspension Rate fell in the "Medium" status level while Chronic Absenteeism fell within the "Very High" status level. (In summary, attendance performance was low; therefore, Chronic Absenteeism is "Very High.") Specifically, Suspension Rate showed that 1.3% of students were suspended at least one day. 26.7% of students were considered chronically absent.
3. ATSI Math Improvement Goal: All staff members will use the defined change of practices described in our annual student math goal to increase and celebrate improved student math performance. This includes specific district and site math professional development, dedicated RTI groups in the area of mathematics, instructional rounds, co-teaching professional development and goals with weekly class observations/feedback for teachers, collaboration between special education and general education staff, grade level and individual math goals for the year, tutoring small groups before and after school, cross age tutoring, and math homework support.

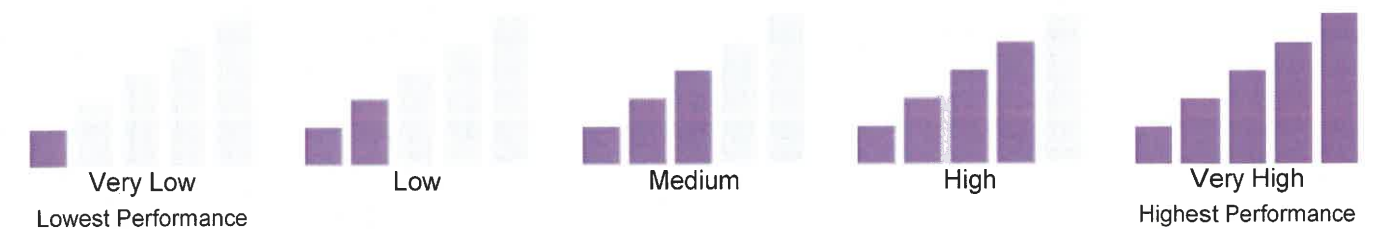
ATSI Attendance Goal: All staff members will use the defined change of practices described in our annual student attendance goal to increase and celebrate improved student attendance. This includes timely communication to families and students when students are absent, weekly/consistent proactive messaging to families regarding the importance of attendance and the data supporting it, individual student recognition, daily recognition of classes with 100% attendance, monthly celebrations by grade level with the highest attendance, and student and parent education on protocols and routines for hand washing, sneezing/coughing and guidelines when to keep students home.

# School and Student Performance Data

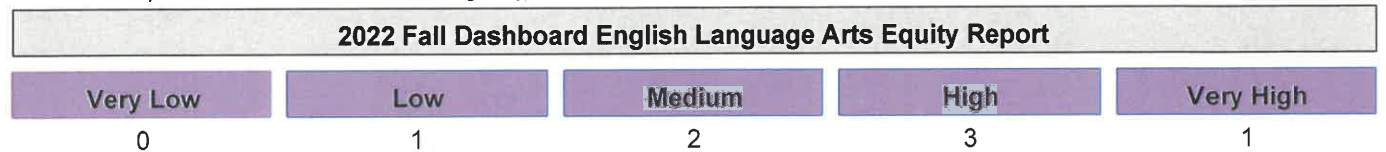
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

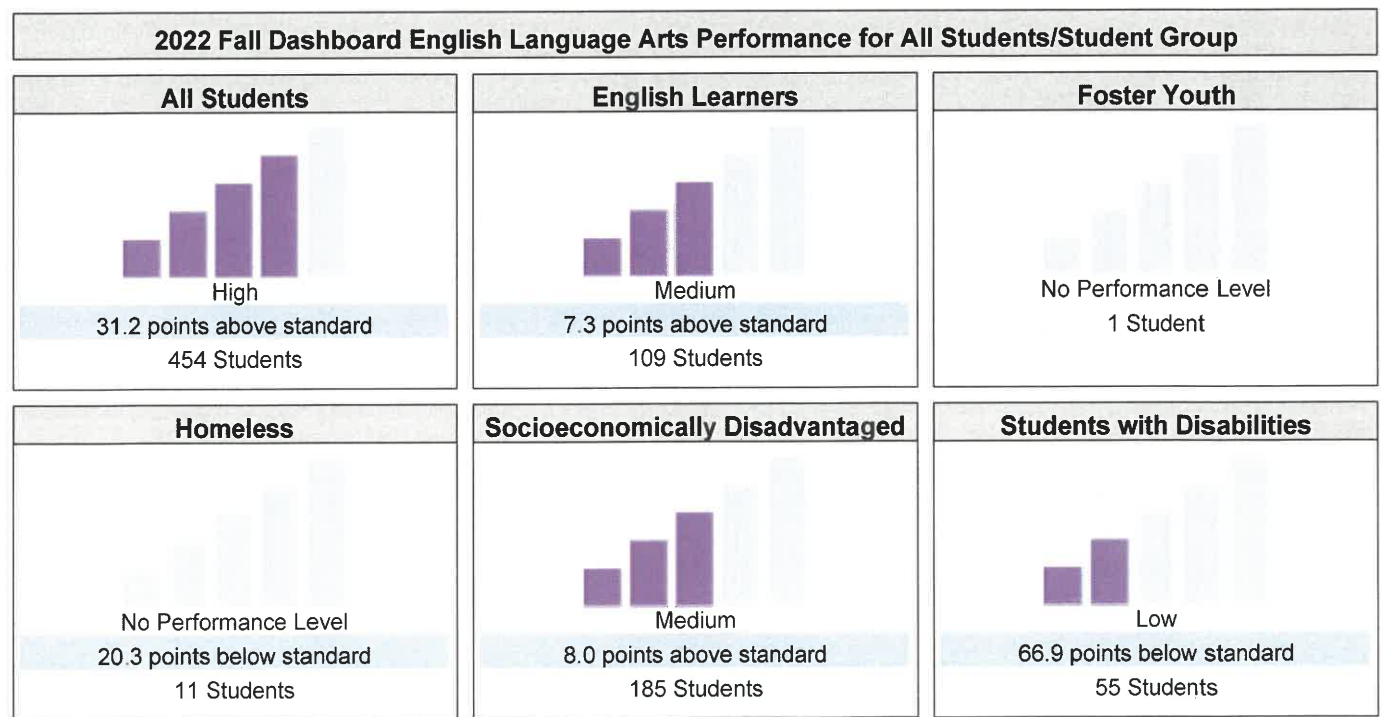
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



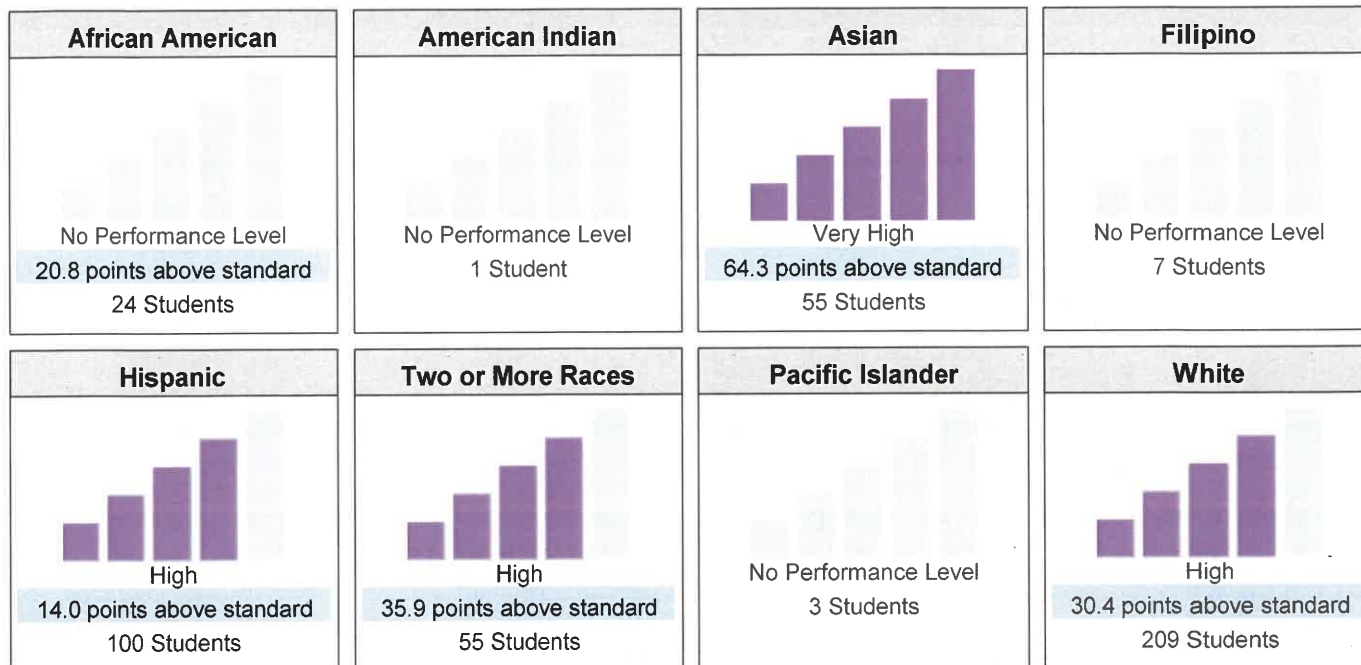
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
33.9 points below standard 58 Students	54.3 points above standard 51 Students	33.9 points above standard 309 Students

#### Conclusions based on this data:

- Overall, the English Language Arts performance indicator for all students (454 students) fell within the "High" status level; students scored 31.2 points above standard.  
  
English Learners (109 students) ELA performance indicator fell within the "Medium" status level; EL students scored 7.3 points above standard.  
  
Socio-economically Disadvantaged students (185 students) ELA performance indicator fell within the "Medium" status level; SED students scored 8.0 points above standard.  
  
Students with Disabilities (55 students) ELA performance indicator fell within the "Low" status level; these students scored 66.9 points below standard.
- English Language Arts performance indicators are disaggregated by race/ethnicity on the Dashboard.  
  
Asian students (55 students) scored within the "Very High" status level, students scored 64.3 points above standard.  
  
Hispanic students (100 students) scored within the "High" status level, students scored 14.0 points above standard.  
  
White students (209 students) scored within the "High" status level, students scored 30.4 points above standard.



Students who identify as Two or More Races (55 students) scored within the "High" status level, students scored 35.9 points above standard.

3. 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners shows that current EL students (58 students) scored 33.9 points below standard.

The Reclassified EL students (51 students) scored 54.3 points above standard in English Language Arts.

The English Only students (309 students) scored 33.9 points above standard in English Language Arts.

# School and Student Performance Data

## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



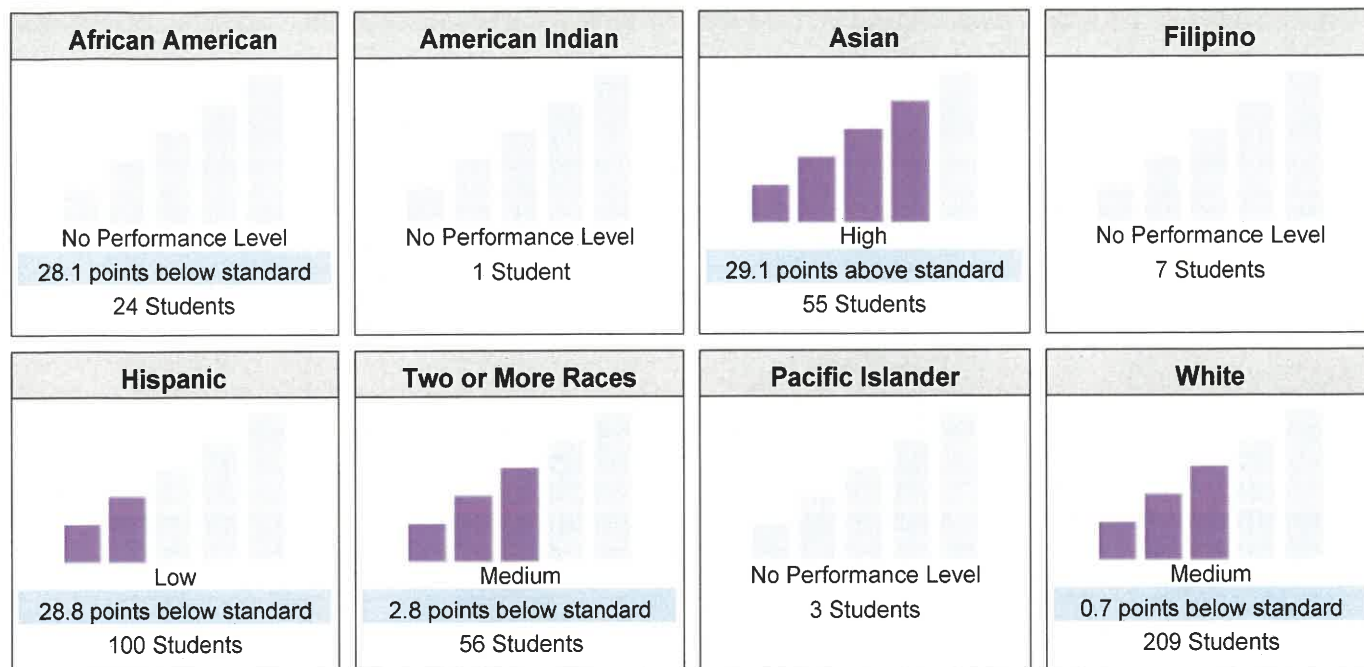
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
1	2	3	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<div>Medium</div> <div>5.2 points below standard</div> <div>455 Students</div>	<div>Medium</div> <div>19.9 points below standard</div> <div>109 Students</div>	<div>No Performance Level</div> <div>1 Student</div>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<div>No Performance Level</div> <div>27.2 points below standard</div> <div>11 Students</div>	<div>Low</div> <div>26.2 points below standard</div> <div>185 Students</div>	<div>Very Low</div> <div>100.9 points below standard</div> <div>55 Students</div>

### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
48.2 points below standard 58 Students	12.2 points above standard 51 Students	4.1 points below standard 310 Students

#### Conclusions based on this data:

- Overall, the Mathematics performance indicator for all students (455 students) fell within the "Medium" status level; students scored 5.2 points above standard.

Mathematics performance for English Learners (109 students) fell within the "Medium" status level; EL students scored 19.9 points below standard.

Socio-economically Disadvantaged students (185 students) fell within the "Low" status level; SED students scored 26.2 points below standard.

Students with Disabilities (55 students) fell within the "Very Low" status level; these students scored 100.9 points below standard. Due to this large discrepancy in scores compared to the other subgroups resulted in Creekview Ranch School writing an ATSI goal in the area of Mathematics.

ATSI Math Improvement Goal: All staff members will use the defined change of practices described in our annual student math goal to increase and celebrate improved student math performance. This includes specific district and site math professional development, dedicated RTI groups in the area of mathematics, instructional rounds, collaboration between special education and general education staff, grade level and individual math goals for the year, tutoring small groups before and after school, cross age tutoring, and math homework support. Teacher release day for all teachers grades TK-5 with a focus on increasing proficiency in the area of mathematics.

**2. Mathematics performance indicators are disaggregated by race/ethnicity on the Dashboard.**

Asian students (55 students) fell within the "High" status level scoring 29.1 points above standard.

Hispanic students (100 students) fell within the "Low" status level scoring 28.8 points below standard.

White students (209 students) fell within the "Medium" status level scoring 0.7 points below standard.

Students who identify as Two or More Races (56 students) fell within the "Medium" status level scoring 2.8 points below standard.

**3. 2022 Fall Dashboard Mathematics Data Comparisons for English Learners shows that current EL students (58 students) scored 48.2 points below standard.**

The Reclassified EL students (51 students) scored 12.2 points below standard in Mathematics.

The English Only students (310 students) scored 4.1 points below standard in Mathematics.



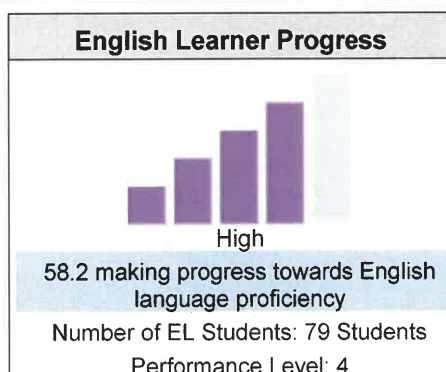
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.2%	26.6%	5.1%	53.2%

#### Conclusions based on this data:

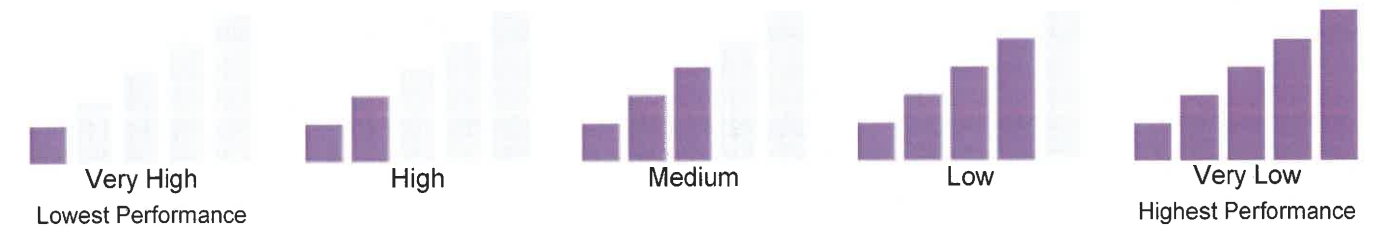
1. The Dashboard provides performance levels for our English Learners (79 students). The Dashboard status level is "High" with 58.2 making progress towards English Language proficiency (Level 4).
2. At Creekview Ranch School, 15.2% of English Learners decreased one English Learner Progress Indicator (ELPI), 26.6% maintained their ELPI Level 1, 2L, 2H, 3L, or 3H, 5.1% maintained their Level 4, and 53.2% progressed at least one ELPI level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



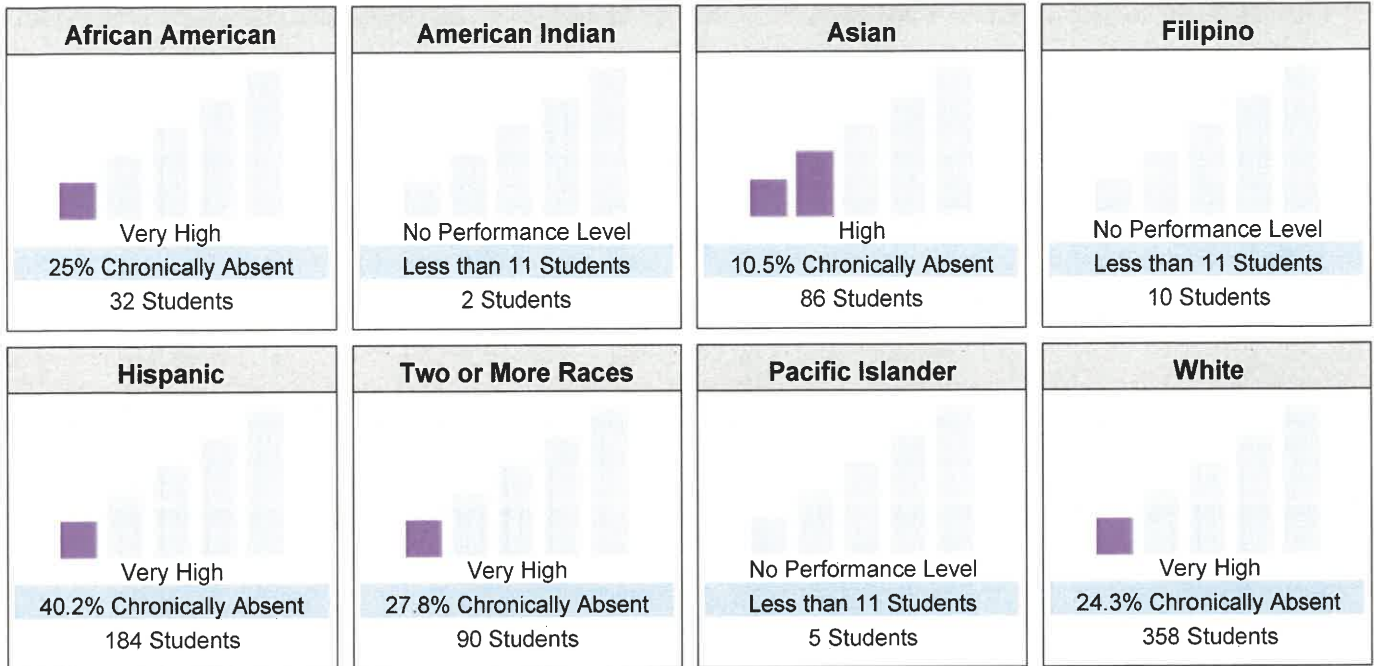
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
7	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
<p>Very High 26.7% Chronically Absent 767 Students</p>	<p>Very High 21.5% Chronically Absent 121 Students</p>	<p>No Performance Level Less than 11 Students 3 Students</p>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
<p>No Performance Level 45% Chronically Absent 20 Students</p>	<p>Very High 30.1% Chronically Absent 312 Students</p>	<p>Very High 33.7% Chronically Absent 95 Students</p>

### 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



#### Conclusions based on this data:

- Overall, Chronic Absenteeism for all students has sharply increased over the past three years. In the 2022-2023 school year, Creekview Ranch School received the "Very High" status level for all students with 26.7% of the students being chronically absent.  
  
Chronic Absenteeism for English Learners resulted in a "Very High" status level as well with 21.5% of the students being chronically absent.  
  
Socio-economically Disadvantaged students resulted in a "Very High" status level as well with 30.1% of the students being chronically absent.  
  
Students with Disabilities resulted in a "Very High" status level as well with 33.7% of the students being chronically absent.  
  
No performance level is available for Foster Youth due to the low number of students in this category.
- Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard.  
  
Hispanic students (184 students) scored within the "Very High" status level with 40.2% of the students being chronically absent.  
  
Students who identify as Two or More Races (90 students) scored within "Very High" status level as well with 27.8% of the students being chronically absent.  
  
White students (358 students) scored within "Very High" status level as well with 24.3% of the students being chronically absent.  
  
No performance level is available for American Indian, Filipino, and Pacific Islander due to the low number of students in this category.
- Chronically Absent is defined as: The percentage of students who are absent 10 percent or more of the instructional days they were enrolled.



# School and Student Performance Data

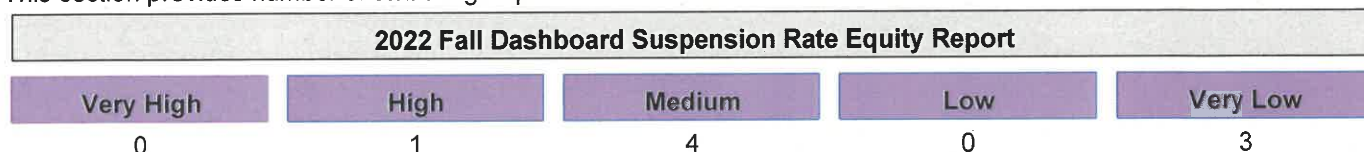
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

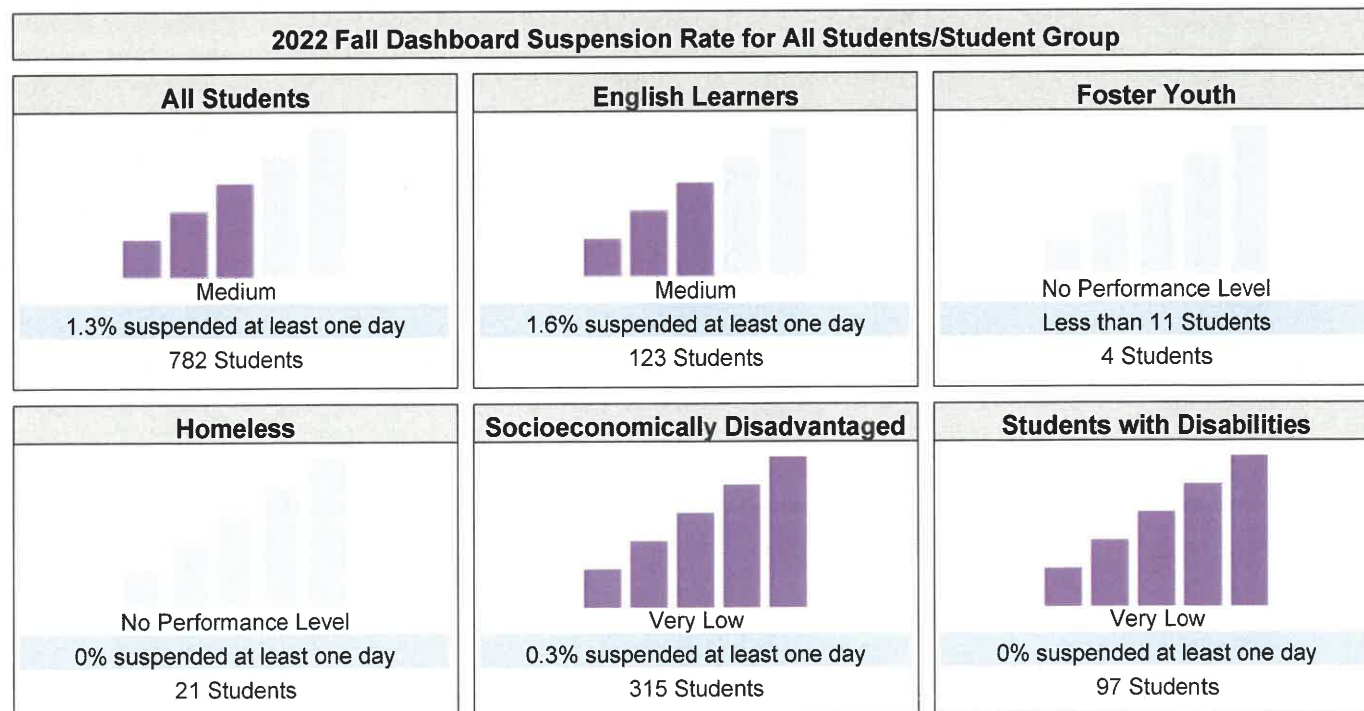
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

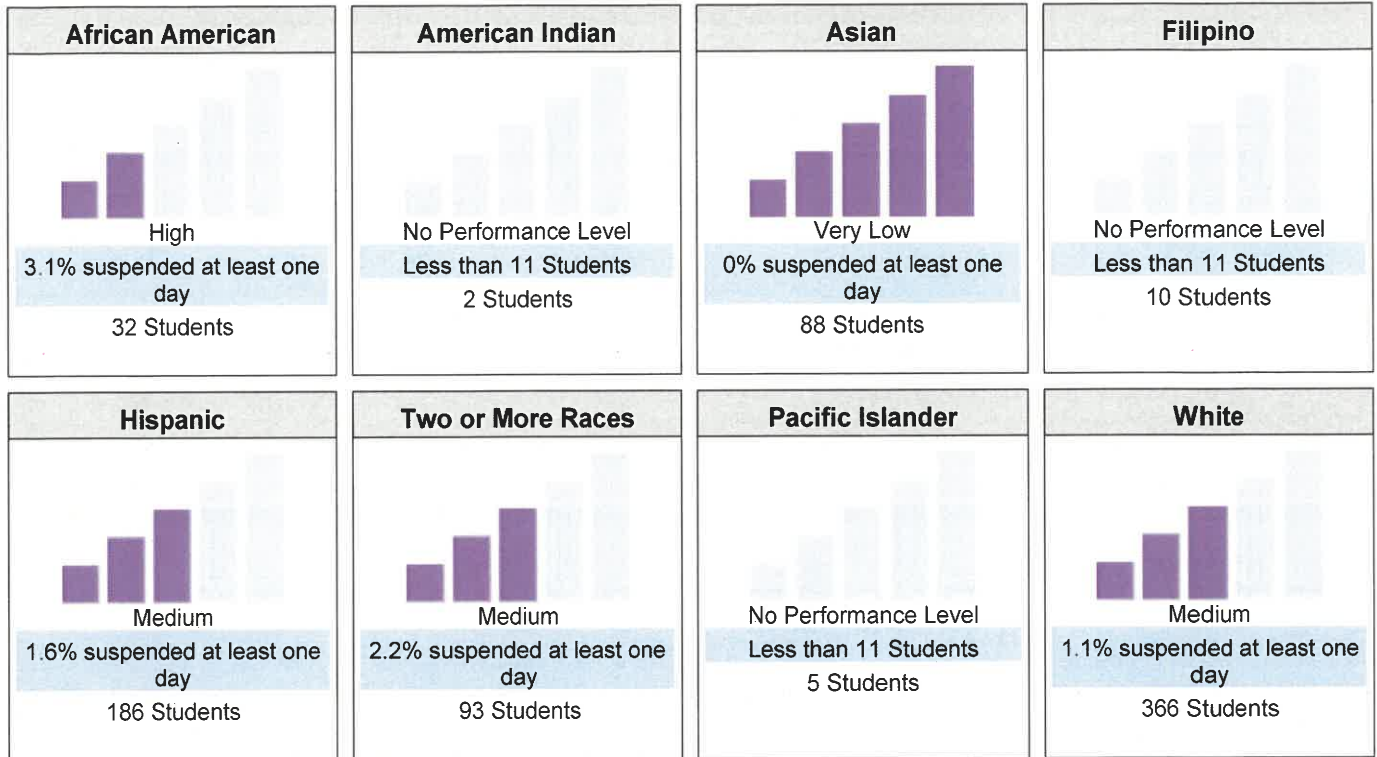


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.





## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

- Overall, Suspension Rates for all students were within the "Medium" status level with 1.3% of students being suspended at least one day in the school year.  
  
The Suspension Rate for English Learners were within the "Medium" status level with 1.6% of students being suspended at least one day in the school year.  
  
Socio-economically Disadvantaged students were within the "Very Low" status level with 0.3%% of students being suspended at least one day in the school year.  
  
Students with Disabilities were within the "Very Low" status level with 0.0% of students being suspended at least one day in the school year.  
  
No performance level is available for Foster Youth due to the low number of students in this category.
- Suspension Rates are disaggregated by race/ethnicity on the Dashboard.  
  
Asian students (88) received 0% suspended at least once during the school year, resulting in a status of "Very Low" on the Dashboard.  
  
Hispanic students (186 students) received an indicator score within the "Medium" status level with 1.6% of students being suspended at least one day in the school year.  
  
Students who identify as Two or More Races (93 students) scored within the "Medium" status level with 2.2% of students being suspended at least one day in the school year.  
  
White students (366 students) scored within the "Medium" status level with 1.1% of students being suspended at least one day in the school year.

3. We continue to utilize positive behavioral interventions and other means of correction to address student behavior. Our goal is to address all behavior in a positive and non-exclusionary manner.

# Annual Review and Update

**SPSA Year Reviewed: 2022-23**

## Goal 1

Board Goal #1: Student achievement will improve as measured by increased proficiency levels on classroom, district, and state assessments, with the intent that all students will demonstrate at least one year's growth.

Site Goal #1: Grades TK-8: All students at Creekview Ranch School will demonstrate at least one year's growth in all academic areas as measured by increased proficiency levels on classroom, district and state assessments.

## Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Overall, implementation of the strategies/activities were effective in making progress at Creekview Ranch. PLC practices were in place and teams implemented grade level SMART Goals, monitored grade level assessments and proficiency and delivered Tier II support as necessary. Collaborative conferences, led by our EL/RR teacher and site Administrators, were held multiple times throughout the school year, wherein, students were identified for and received Tier III supports. Identified students were given additional learning time throughout the school year via tutoring services. Teacher teams used specific teaching strategies related to their grade level needs, as well as specific strategies including GLAD and GATE. Student achievement data collected from grade level and collaborative conferences show many students made considerable growth during the school year. This tells us that our Tier I, II & III supports, as well as our EL instructional practices are having a positive effect on student achievement.

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

There were no major differences in Goal 1 with intended implementation of the strategies/activities. Budgeted expenditures were monitored by our Administrators and Fiscal Services.

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

There were no significant changes made to the Academic Achievement goal for the coming year. Instructional practices and systems will continue.

# Annual Review and Update

**SPSA Year Reviewed: 2022-23**

## Goal 2

Board Goal #2: Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal: At Creekview Ranch School, we will maintain a positive school climate, as measured by the end of the year student survey, parent survey, PBIS/SWIS discipline referral data, suspension rate, and student attendance.

## Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Overall, implementation of the strategies/activities were effective in making progress toward increased student engagement. The 2022-2023 school year continued focus on our routines, procedures and practices regarding our school climate and student engagement. PBIS structures were revisited and implemented to support students beginning at the Tier I level through Tier III. This included positive recognition and reinforcement, community building practices, restorative procedures, leadership opportunities, extra curricular enrichment to foster connections and parent engagement. Our counseling program provided supports for individuals, specific student support groups, and families, including Tier III therapy sessions. School-wide and individual data was monitored regularly to ensure practices were aligned and needs were addressed.

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

There were no major differences in Goal 2 with intended implementation of the strategies/activities. Budgeted expenditures were monitored by our Administrators and Fiscal Services.

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

There were no significant changes made to the School Climate goal for the coming year. MTSS supports and services will continue to be implemented.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Achievement

### Goal Statement

Board Goal #1: Student achievement will improve as measured by increased proficiency levels on classroom, district, and state assessments, with the intent that all students will demonstrate at least one year's growth.

Site Goal #1:

Grades TK-8: All students at Creekview Ranch School will demonstrate at least one year's growth in ELA and Mathematics as measured by increased proficiency levels on classroom, district and state assessments.

Grades 6-8: All students will improve by demonstrating at least one year's growth in Science, History-Social Science, and Physical Education as measured by increased proficiency levels on the classroom, district and state assessments.

### LCAP Goal

LCAP Goal:

Student achievement will improve as measured by increased proficiency levels on classroom, district, and state assessments, with the intent that all students will demonstrate at least one year's growth.

### Basis for this Goal

By May 2024, all students will demonstrate at least one year's growth in all academic areas by increased proficiency levels on classroom, district and state assessments.

ELA Current Reality

2022-2023 CAASPP 3rd Grade Reflects 51% Standard Exceeded/Met in the area of ELA

2022-2023 CAASPP 4th Grade Reflects 62% Standard Exceeded/Met in the area of ELA

2022-2023 CAASPP 5th Grade Reflects 68% Standard Exceeded/Met in the area of ELA

2022-2023 CAASPP 6th Grade Reflects 74% Standard Exceeded/Met in the area of ELA

2022-2023 CAASPP 7th Grade Reflects 64% Standard Exceeded/Met in the area of ELA

2022-2023 CAASPP 8th Grade Reflects 50% Standard Exceeded/Met in the area of ELA

Overall Creekview Ranch School Results for EL and Students with Disabilities subgroups in ELA:

2022-2023 CAASPP English Learners: 7.3 points from standard

2022-2023 CAASPP Students with Disabilities: -66.9 points from standard

Math Current Reality

2022-2023 CAASPP 3rd Grade Reflects 65% Standard Exceeded/Met in the area of Math

2022-2023 CAASPP 4th Grade Reflects 53% Standard Exceeded/Met in the area of Math

2022-2023 CAASPP 5th Grade Reflects 50% Standard Exceeded/Met in the area of Math

2022-2023 CAASPP 6th Grade Reflects 43% Standard Exceeded/Met in the area of Math

2022-2023 CAASPP 7th Grade Reflects 38% Standard Exceeded/Met in the area of Math

2022-2023 CAASPP 8th Grade Reflects 32% Standard Exceeded/Met in the area of Math

Overall Creekview Ranch School Results for EL and Students with Disabilities subgroups in Math:

2022-2023 CAASPP English Learners: -19.9 points from standard

2022-2023 CAASPP Students with Disabilities: -100.9 points from standard

Please refer to the School and Student Performance Data section and the District and State data supplement where a full analysis is provided.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Transitional Kindergarten English Language Arts TK ELA Assessments	ENGLISH LANGUAGE ARTS  Transitional Kindergarten English Language Arts Upper Case ID: 36% proficient (20/26 letters) Lower Case ID: Not assessed at this time Beginning Sounds: Not assessed at this time Confirm Understanding of a Text assessment: No data, the assessment will be given third trimester	Transitional Kindergarten English Language Arts Upper Case ID Lower Case ID Beginning sounds Confirm Understanding of a Text Assessment
Kindergarten Kindergarten ELA District Assessments		
1st Grade English Language Arts District ELA Assessments		
2nd Grade English Language Arts STAR English Language Arts/Reading District ELA Assessments		Kindergarten Dry Creek Early Literacy Screener Upper Case ID Lower Case ID Beginning Sounds Identify Main Topic & Key details (1:1 Assessment) Retell a Familiar Story (1:1 Assessment) Identify Characters and setting in a story (1:1 Assessment)
3rd Grade English Language Arts STAR English Language Arts/Reading District ELA Assessments	Kindergarten Upper Case ID: 46% proficient (26/26 letters) Lower Case ID: 32% proficient (26/26 letters) Beginning Sounds: .05% of students have beginning sounds. Identify Main Topic & Key details: No data at this time, the assessment will be given third trimester Retell a Familiar Story: No data at this time; the assessment will be given third trimester Identify Characters and setting in a story: No data at this time; the assessment will be given third trimester	1st Grade English Language Arts Running Record DCELS Comprehension for Fiction
4th Grade English Language Arts STAR English Language Arts/Reading District ELA Assessments		
5th Grade English Language Arts STAR English Language Arts/Reading District ELA Assessments		
6th Grade English Language Arts STAR English Language Arts/Reading District ELA Assessments		2nd Grade English Language Arts STAR Reading DCELS Reading Literature Text Reading Informational Text
7th Grade English Language Arts STAR English Language Arts/Reading District ELA Assessments	1st Grade English Language Arts Running Record: 35% proficient (16/18) DECELS: 18% proficient (40/50) Comprehension for Fiction: No data, the assessment will be given third trimester	
8th Grade English Language Arts STAR English Language Arts/Reading District ELA Assessments	2nd Grade English Language Arts At/Above Benchmark: 61% On Watch: 5% Intervention: 21% Urgent Intervention: 13% DCELS: 30% proficient with 55/65 Reading Literature Text - Springtime: 68% proficient with 4/5 Reading Informational Text - Eagles Nest: 14% proficient with 4/5  3rd Grade English Language Arts At/Above Benchmark: 70%	3rd Grade English Language Arts STAR Reading Dry Creek ESA 03 Trimester 3 Dry Creek ESA 03 Trimester 3  4th Grade English Language Arts STAR Reading Dry Creek CCSS ELA End of the Year Assessment

Metric/Indicator	Baseline	Expected Outcome
	<p>On Watch: 18% Intervention: 7% Urgent Intervention: 5% Dry Creek 3rd Grade ELA - PRE Assessment: 15% of students mastered Dry Creek CCSS 3rd Grade ELA End of the Year Assessment: No data, the assessment will be given third trimester</p>	<p>5th Grade English Language Arts STAR Reading Dry Creek CCSS ELA End of the Year Assessment</p>
	<p>4th Grade English Language Arts At/Above Benchmark: 59% On Watch: 20% Intervention: 11% Urgent Intervention: 11% Dry Creek 4th Grade ELA - PRE Assessment: 1.0% of students mastered Dry Creek CCSS 4th Grade ELA End of the Year Assessment: No data, the assessment will be given third trimester</p>	<p>6th Grade English Language Arts STAR Reading Dry Creek CCSS ELA End of the Year Assessment</p>
	<p>5th Grade English Language Arts At/Above Benchmark: 74% On Watch: 10% Intervention: 8% Urgent Intervention: 8% Dry Creek 5th Grade ELA - PRE Assessment: 30% of students mastered Dry Creek CCSS 5th Grade ELA End of the Year Assessment: No data, the assessment will be given third trimester</p>	<p>7th Grade English Language Arts STAR Reading Dry Creek CCSS ELA End of the Year Assessment</p>
	<p>6th Grade English Language Arts At/Above Benchmark: 58% On Watch: 17% Intervention: 18% Urgent Intervention: 7% Dry Creek 6th Grade ELA - PRE Assessment: 19% of students mastered Dry Creek CCSS 6th Grade ELA End of the Year Assessment: No data, the assessment will be given third trimester</p>	<p>8th Grade English Language Arts STAR Reading Dry Creek CCSS ELA End of the Year Assessment</p>
<p><b>MATHEMATICS</b> Transitional Kindergarten TK Math Assessments</p>		
<p>Kindergarten Kindergarten District Math Assessments</p>	<p>7th Grade English Language Arts At/Above Benchmark: 69% On Watch: 13% Intervention: 15% Urgent Intervention: 4%</p>	<p><b>MATHEMATICS</b>  Transitional Kindergarten Counting 1:1 Cardinality Counting to 30 Number ID</p>
<p>1st Grade Mathematics</p>		<p>Kindergarten Count &amp; Write Numbers Counting to 100</p>

Metric/Indicator	Baseline	Expected Outcome
STAR Math District Math Assessments	Dry Creek 7th Grade ELA - PRE Assessment: 24% of students mastered	Trimester 3 Performance Task Number ID (EOY Summative) Understanding Addition/Subtraction EOY Summative)
2nd Grade Mathematics STAR Math District Math Assessments	Dry Creek CCSS 7th Grade ELA End of the Year Assessment: No data, the assessment will be given third trimester	
3rd Grade Mathematics STAR Math District Math Assessments	8th Grade English Language Arts At/Above Benchmark: 51% On Watch: 22% Intervention: 15% Urgent Intervention: 13%	1st Grade Mathematics STAR Math End of Year Summative Performance Assessment
4th Grade Mathematics STAR Math District Math Assessments	Dry Creek 8th Grade ELA - PRE Assessment: 88% of students mastered	
5th Grade Mathematics STAR Math District Math Assessments	Dry Creek CCSS 8th Grade ELA End of the Year Assessment: No data, the assessment will be given third trimester	2nd Grade Mathematics STAR Math End of Year Summative Performance Assessment
6th Grade Mathematics IXL Diagnostic		
7th Grade Mathematics IXL Diagnostic	MATHEMATICS	
8th Grade Mathematics IXL Diagnostic	Transitional Kindergarten Mathematics Beginning of the Year Assessment: Counting objects to 10: 67% proficient Counting to 30: 8% proficient	3rd Grade Mathematics STAR MATH Math End of the Year Summative
	Kindergarten Mathematics Beginning of the Year Assessment: Count & Write Numbers: Not assessed at this time Counting to 100: 17% proficient Trimester 3 Performance task: No data, assessment will be given third trimester Number ID: 19% kindergarten students were able to recognize and supply the names of numbers out of order 0-21. Number ID (EOY Summative): No data, assessment will be given third trimester Understanding Addition/Subtraction EOY Summative): No data, assessment will be given third trimester	4th Grade Mathematics STAR Math End of the Year Summative Assessment
	1st Grade Mathematics STAR Math At/Above Benchmark: 72% On Watch: 12% Intervention: 9% Urgent Intervention: 7%	5th Grade Mathematics STAR MATH End of the Year Summative Assessment
		6th Grade Mathematics STAR MATH 6th Grade Trimester 2 Performance Task



Metric/Indicator	Baseline	Expected Outcome
	<p>Trimester 3 Performance task: No data, assessment will be given third trimester</p> <p>End of Year Summative: No data, assessment will be given third trimester</p> <p>2nd Grade Mathematics STAR Math At/Above Benchmark: 65% On Watch: 19% Intervention: 8% Urgent Intervention: 8% End of Year Summative: No data, assessment will be given third trimester Performance Assessment 2.NBT.7: No data, assessment will be given third trimester</p> <p>3rd Grade Mathematics STAR Math At/Above Benchmark: 73% On Watch: 10% Intervention: 8% Urgent Intervention: 10%</p> <p>4th Grade Mathematics STAR Math At/Above Benchmark: 71% On Watch: 8% Intervention: 11% Urgent Intervention: 10%</p> <p>5th Grade Mathematics STAR Math At/Above Benchmark: 77% On Watch: 11% Intervention: 10% Urgent Intervention: 3%</p> <p>6th Grade Mathematics IXL Diagnostic Above: 11% On: 35% Below: 31% Far Below: 20% Did not complete: 4% Performance Task: Not assessed at this time</p> <p>7th Grade Mathematics IXL Diagnostic Above: 8% On: 22% Below: 34%</p>	<p>Math End of the Year Summative Assessment</p> <p>7th Grade Mathematics STAR MATH 7th Grade Trimester 2 Performance Task Math End of the Year Summative Assessment</p> <p>8th Grade Mathematics STAR MATH 8th Grade Trimester 2 Performance Task End of the Year Summative Assessment</p> <p>SCIENCE</p> <p>6th Grade Science All 6th-grade students will show proficiency in 6th-grade Science standards by scoring 80% or higher on summative assessments.</p> <p>7th Grade Science All 7th-grade students will show proficiency in 7th grade Science standards by scoring 80% or higher on summative assessments.</p> <p>8th Grade Science All 8th-grade students will show proficiency in 8th-grade Science standards by scoring 80% or higher on summative assessments.</p> <p>HISTORY-SOCIAL SCIENCE</p> <p>6th Grade English Language Arts STAR Reading Dry Creek CCSS ELA End of the Year Assessment</p>
<p>SCIENCE</p> <p>6th Grade Science Common Summative Assessments</p> <p>7th Grade Science Common Summative Assessments</p> <p>8th Grade Science Common Summative Assessments</p>		
<p>HISTORY-SOCIAL SCIENCE</p> <p>6th Grade English Language Arts STAR English Language Arts/Reading District ELA Assessments</p> <p>7th Grade English Language Arts STAR English Language Arts/Reading District ELA Assessments</p> <p>8th Grade English Language Arts STAR English Language Arts/Reading District ELA Assessments</p>		

Metric/Indicator	Baseline	Expected Outcome
<b>PHYSICAL EDUCATION</b> 6th - 8th Grade Physical Education Physical Fitness Testing (mile, push-ups, curl-ups, trunk lift, and sit & reach).	Far Below: 32% Did not complete: 4% Performance Task: Not assessed at this time  8th Grade Mathematics IXL Diagnostic Above: 1% On: 11% Below: 19% Far Below: 67% Did not complete: 2% Performance Task: Not assessed at this time	7th Grade English Language Arts STAR Reading Dry Creek CCSS ELA End of the Year Assessment
	<b>SCIENCE</b>  6th Grade Science 0% of students scored 80% or higher on the Beginning of the Year Energy and Matter Assessment.  7th Grade Science 45% of students scored 80% or higher on the States of Matter first trimester assessment.	8th Grade English Language Arts STAR Reading Dry Creek CCSS ELA End of the Year Assessment
	8th Grade Science 0% of students scored 80% or higher on the End of year 8th Grade Science Standards Assessment.	<b>PHYSICAL EDUCATION</b>  6th - 8th Grade Physical Education By May 2024, all students will demonstrate maintenance or improvement reaching the Healthy Fitness Zones (HFZ) for mile, push-ups, curl-ups, trunk lift, and sit and reach.
	<b>HISTORY-SOCIAL SCIENCE</b>  6th Grade English Language Arts At/Above Benchmark: 58% On Watch: 17% Intervention: 18% Urgent Intervention: 7% Dry Creek 6th Grade ELA - PRE Assessment: 19% of students mastered Dry Creek CCSS 6th Grade ELA End of the Year Assessment: No data, the assessment will be given third trimester	
	7th Grade English Language Arts At/Above Benchmark: 69% On Watch: 13% Intervention: 15% Urgent Intervention: 4% Dry Creek 7th Grade ELA - PRE Assessment: 24% of students mastered	

Metric/Indicator	Baseline	Expected Outcome
	<p>Dry Creek CCSS 7th Grade ELA End of the Year Assessment: No data, the assessment will be given third trimester</p> <p>8th Grade English Language Arts At/Above Benchmark: 51% On Watch: 22% Intervention: 15% Urgent Intervention: 13% Dry Creek 8th Grade ELA - PRE Assessment: 88% of students mastered Dry Creek CCSS 8th Grade ELA End of the Year Assessment: No data, the assessment will be given third trimester</p> <p><b>PHYSICAL EDUCATION</b></p> <p>6th - 8th Grade Physical Education 30% of students (84/279 students), scored 4/5 or better on the beginning of the year Physical Fitness Test (PFT) in the Healthy Fitness Zones (HFZ) for mile, push-ups, curl-ups, trunk lift, and sit and reach.</p>	

## Planned Strategies/Activities

### Strategy/Activity 1

Transitional Kindergarten - Fifth Grades

Teachers will provide explicit, Common Core State Standards (CCSS) based Tier I instruction.

Teachers will use common formative assessment scores to group any student needing additional time and instruction.

Collaborative conferences have been set in place, three times per year, to analyze student results to determine individual needs. Students will then be placed in Tier III groups as needed.

The groups created by specific needs across the grade level will meet four times per week for thirty minutes per day, and these small groups will be flexible based on student progress.

The K-5 Raptor's Nest (Learning Center) will communicate weekly with all teachers to monitor progress.

Teachers will work with students one on one if the other interventions do not show academic growth.

**ATSI Math Improvement Goal:** All staff members will use the defined change of practices described in our annual student math goal to increase and celebrate improved student math performance. This includes specific district and site math professional development, dedicated RTI groups in the area of mathematics, instructional rounds, collaboration between special education and general education staff, grade level and individual math goals for the year,

tutoring small groups before and after school, cross age tutoring, and math homework support. Teacher release day for all teachers grades TK-5 with a focus on increasing proficiency in the area of mathematics. In addition, Teachers will plan math supports/tiered interventions specifically for Students with Disabilities.

All teachers are GLAD trained and use GLAD strategies to meet the needs of all learners.

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

SED Students/All Students

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Transitional Kindergarten - Fifth Grade Teachers

### Proposed Expenditures for this Strategy/Activity

Amount 2,250

Source General Unrestricted

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Substitutes for Collaborative Conferences

Amount 4,000

Source General Unrestricted

Budget Reference 4000-4999: Books And Supplies

Description Grade level funds for instructional materials and supplies

Amount 750

Source General Unrestricted

Budget Reference 5000-5999: Services And Other Operating Expenditures

Description Funds for professional development

Amount 5,000

Source Title 1

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Substitutes for release days for math strategic planning.

### Strategy/Activity 2

Sixth - Eighth Grades

Teachers will identify essential standards as focus for the year.

Teachers will create and administer common assessments that align to the identified essential standards.



Teachers will use modeling, peer feedback, and rubrics to inform student achievement.

Teachers will use PLC time to analyze results, plan lessons, and discuss instructional strategies to support student achievement using Common Assessment Protocols. Lessons will include modeling, evaluation, and practice.

Teachers will use common formative assessment scores to group any student needing additional time and instruction (Tier II intervention groups).

Collaborative conferences have been set in place, three times per year, to analyze all student results to determine individuals who need Tier III support.

The Tier II and Tier III groups created by specific needs across the grade level will meet four times per week for thirty-five minutes per day and these small groups will be flexible based on student progress (Raptor Time).

ATSI Math Improvement Goal: All staff members will use the defined change of practices described in our annual student math goal to increase and celebrate improved student math performance. This includes specific district and site math professional development, dedicated RTI groups in the area of mathematics, instructional rounds, co-teaching professional development and goals with weekly class observations/feedback for teachers, collaboration between special education and general education staff, grade level and individual math goals for the year, tutoring small groups before and after school, cross age tutoring, and math homework support. Teacher release day for all teachers grades 6-8 with a focus on increasing proficiency in the area of mathematics. In addition, Teachers will plan math supports/tiered interventions specifically for Students with Disabilities.

All ELA teachers are GLAD trained and use GLAD strategies to meet the needs of all learners.

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

SED Students/All students

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Sixth - Eighth Grade Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	2,250
Source	General Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for Collaborative Conferences
Amount	4,500
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Grade level funds for instructional materials and supplies
Amount	600
Source	General Unrestricted

Budget Reference	4000-4999: Books And Supplies
Description	Classroom funds for materials and supplies
Amount	500
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Department funds for instructional materials and supplies
Amount	3,000
Source	Title 1
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funds for professional development
Amount	2,913
Source	Supplemental Grant
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for release days for math strategic planning.

### Strategy/Activity 3

Transitional Kindergarten - Eighth Grades:

GLAD Supplies

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

ELL/All students

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Transitional Kindergarten - Eighth Grades Teachers  
Administration

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	GLAD Supplies
Amount	2,000

Source	Supplemental Grant
Budget Reference	4000-4999: Books And Supplies
Description	EL Supports/Materials and Supplies

### Strategy/Activity 4

Purchase, and use evidence based support materials to increase student comprehension and understanding of essential standards across core curricular areas.

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

All students in need

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Teachers in 3rd - 8th Grades

### Proposed Expenditures for this Strategy/Activity

Amount	2,600
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Brain Pop is evidence based learning materials that supports educators and are intended to be fun and motivational for students to use to enhance the learning of essential standards.

### Strategy/Activity 5

Kindergarten - Fifth Grade Raptor's Nest (Learning Center) and Sixth - Eighth Grade Raptor Time materials to be purchased to support the core curriculum and provide additional support for students. SIPPS materials will be purchased for all levels to be used with fidelity in all grades as determined based on individual assessments. In addition, training for staff for Orton Gillingham IMSE/Structured Literacy.

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

EL Students/All Students in need of Tier II and Tier III supports.

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Title I/EL Reading Teacher/ELA Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	9,500
Source	Title 1
Budget Reference	4000-4999: Books And Supplies

Description	Purchase SIPPS; Beginning, Extention, and Challenge materials.
Amount	250
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	RTI materials and supplies
Amount	1,500
Source	Title 1
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Orton Gillingham IMSE/Structured Literacy Training

## Strategy/Activity 6

Kindergarten, Second grade, and Learning Center:

Raz Kids for additional support to target the individual reading level. Raz Kids provides books and comprehension quizzes to students at their set reading level. This will reinforce and provide practice for students (Kindergarten and Learning Center).

Scholastic News monthly publication will be purchased for students; lessons focused on informational/expository text (TK and 2nd grades).

## Students to be Served by this Strategy/Activity

SED Students/All Students

## Timeline

August 2023 - June 2024

## Person(s) Responsible

TK and Second Grade Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	400
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Raz Kids licenses
Amount	250
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Material and supplies.



Amount	1,500
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Scholastic News

## Strategy/Activity 7

Second - Eighth Grades:

Teachers will use IXL ELA to target students' individual reading levels (grades 4-8) and use IXL Math to target students' individual math levels (grades 2-8). Teachers will use the initial score to set goals with individual students and measure growth over the school year. The program will be used to guide, monitor, and support students reading materials at their independent reading levels. In addition, four teachers will attend a full day IXL training provided through IXL.

## Students to be Served by this Strategy/Activity

All Students in gradesn 4-8 for ELA and grades 2-8 for Math.

## Timeline

August 2023- June 2024

## Person(s) Responsible

Second - Eighth Grades Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	IXL ELA and Math site purchased for grades 2-5. IXL ELA and Math paid from Ed Services for grades 6-8
Amount	1,500
Source	Title 1
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	IXL Conference in San Ramon. (Conference registration fees and travel expenses.)

## Strategy/Activity 8

Transitional Kindergarten - Eighth Grade:

Homework Habitat/Additional support and time for students needing assistance

## Students to be Served by this Strategy/Activity

All Students in grades TK-8

## Timeline

August 2023- June 2024

### Person(s) Responsible

Creekview Ranch Staff/Instructional Assistants

### Proposed Expenditures for this Strategy/Activity

Amount	4,855
Source	ESSER III
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Hourly pay for before and after school tutoring and homework assistance

Amount	4,000
Source	ESSER III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly pay for tutoring to address specific academic deficits.

### Strategy/Activity 9

Kindergarten:  
Kindergarten Tier III support two days per week for thirty minutes per day; this is in addition to Tier I and Tier II (Raptor's Nest).

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

All Students in Need

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Kindergarten Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Purchase additional evidence based reading materials

### Strategy/Activity 10

Purchase, train, and use evidence based support materials with students with learning gaps.

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

All Students in need

**Timeline**

August 2023 - June 2024

**Person(s) Responsible**

Teachers

**Proposed Expenditures for this Strategy/Activity**

Amount

3,250

Source

ESSER III

Budget Reference

4000-4999: Books And Supplies

Description

Lexia products for ELA and Math interventions and supports.

**Strategy/Activity 11**

Purchase, train, and use evidence based support materials with students in need

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

All students in grades TK-2nd Grades

**Timeline**

August 2023 - June 2024

**Person(s) Responsible**

Teachers in grades TK-2nd grades

**Proposed Expenditures for this Strategy/Activity**

Amount

1,500

Source

ESSER III

Budget Reference

4000-4999: Books And Supplies

Description

Heggerty Phonemic Awareness materials and supplies.

**Strategy/Activity 12**

Teachers use Healthy Fitness Zone Standards (criterion referenced) and Presidential Standards (norm referenced) to drive curriculum and assessment.

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

All Students

**Timeline**

August 2023 - June 2024

**Person(s) Responsible**

Sixth - Eighth Grade PE Teachers

**Proposed Expenditures for this Strategy/Activity**

Amount	500
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Department funds for instructional materials and supplies; purchase PE equipment and supplies
Amount	1,500
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Classroom funds for instructional materials and supplies

### Strategy/Activity 13

One instructional assistant has been hired to provide small group instruction in the Raptor's Nest.

One Reading Resource Teacher employed to work in our Raptors Nest.

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

EL/SED/Any Student in Need

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Administration and Instructional Assistant

### Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Title 1
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Learning Center/Raptor's Nest Support, 3.25 hours a day, four days per week for 125 days
Amount	67,264
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site portion of Title 1 teacher
Amount	500
Source	Title 1
Budget Reference	2000-2999: Classified Personnel Salaries



**Description**

IA extra support time to support struggling students

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Positive School Climate

### Goal Statement

Board Goal #2: Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal: At Creekview Ranch School, we will maintain a positive school climate, as measured by the end of the year student survey, parent survey, PBIS/SWIS discipline referral data, suspension rate, and student attendance.

### LCAP Goal

LCAP Goal:

Maintain safe and orderly schools with a positive, engaging, and supportive climate.

### Basis for this Goal

Student survey, parent survey, staff survey/input.

Discipline data gathered from Aeries incident reports and SWIS data (minor office referrals and major office referrals).

Suspension data gathered from Aeries Assertive Discipline reports.

Analysis of student attendance from Aeries.

Please refer to the parent/staff and student survey data supplement where a full analysis is provided.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
1. Student Survey 1a. My school is a safe place. 1b. I can explain my feelings to others.	1. Student Survey: 1a. My school is a safe place: 2022-2023 results = 72% 1b. I can explain my feelings to others: 2022-2023 results = 37% (See appendices for full survey analysis)	1. Student Survey: 1a. My school is a safe place: Increase results by 5% to 77% for the 2023-2024 school year. 1b. I can explain my feelings to others: Increase results by 10% to 47% for the 2023-2024 school year.
2. Parent Survey 2a. My [child's] school students feel safe at school. 2b. My [child's] school encourage(s) parental involvement.	2. Parent Survey (See appendices for full survey analysis) 2a. My [child's] school students feel safe at school: 2022-2023 results = 88% 2b. My [child's] school encourage(s) parental involvement: 2022-2023 results = 86%	2. Parent Survey 2a. My [child's] school students feel safe at school: Increase results by 5% to 93% for the 2023-2024 school year. 2b. My [child's] school encourage(s) parental involvement: Increase results by 5% to 91% for the 2023-2024 school year.

Metric/Indicator	Baseline	Expected Outcome
3. Discipline Data	3. Discipline Data: In the 2022-2023 school year, the site had an average of 2.29 Minor Office Discipline Referrals per day (total of 526/year) and an average of 1.19 Major Office Discipline Referrals per day (total of 215/year).	3. Discipline Data: Continue to monitor referrals for patterns to address as needed.
4. Suspension	4. Suspension: number of suspensions 2022-2023: 1.5% of students were suspended at least once in the 2022-2023 school year.	4. Suspension: Decrease 2022-2023 results by .5% of students who were suspended at least once for the 2023-2024 school year for an end result of 1%.
5. Student Attendance	5. Student attendance for 2022-2023 Kindergarten: 92.39% 1st Grade: 93.98% 2nd Grade: 93.40% 3rd Grade: 93.50% 4th Grade: 94.76% 5th Grade: 94.00% 6th Grade: 94.26% 7th Grade: 92.70% 8th Grade: 91.92%	5. Student attendance should be a minimum of 97% for all grade levels for the 2023-2024 school year.

## Planned Strategies/Activities

### Strategy/Activity 14

Transitional Kindergarten - Eighth Grades:

A focus on both sides of the MTSS pyramid (academic supports/behavior supports).

Schoolwide PBIS systems in place.

Teachers will utilize the Digital Citizenship/Nearpod curriculum to inform students about critical issues and how to get the support they may need.

The counselor will reach out to students and use a variety of resources to provide academic, social, and emotional support using the TOOLBOX tools.

Student Leadership opportunities including, but not limited to Student Council, WEB, Reading Buddies, Teacher Assistants, club leaders, and athletics.

Use of Restorative Practices including, but not limited to, Community Building Circles, behavior support learning modules, Alternative Learning Center, and Restorative Circles.

Student assemblies will provide information and enrichment to the student population. Information will be shared in Weekly Announcements that are shared with all students and families.

Classroom social-emotional lessons for all students.

Aperture lessons correlating to needs based on SEL team meetings.

Expanded Wellness Together site-based counseling.

Small group counseling provided by the school counselor.

Teacher/advisors to the WEB program will use WEB curriculum and WEB activities to provide a positive, supportive environment.

Administration will support the implementation of positive incentives and rewards for student behavior, effort, and achievement.

ATSI Attendance Goal: All staff members will use the defined change of practices described in our annual student attendance goal to increase and celebrate improved student attendance. This includes timely communication to families and students when students are absent, weekly/consistent proactive messaging to families regarding the importance of attendance and the data supporting it, individual student recognition, daily recognition of classes with 100% attendance, monthly celebrations by grade level with the highest attendance, and student and parent education on protocols and routines for hand washing, sneezing/coughing and guidelines when to keep students home.

School staff will support activities that promote a positive, safe and orderly climate. Athletics, clubs, and activities will provide positive outlets for in school and after school programs and activities.

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

All Students

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Transitional Kindergarten - Eighth Grades Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	6,729
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Club stipends for club advisors.
Amount	0
Description	Wellness Together counseling services covered through Ed Services.
Amount	2,500
Source	Title 1
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funds for professional development.
Amount	2,000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Update Toolbox Posters for all classrooms and supplies.



## Strategy/Activity 15

Transitional Kindergarten - 8th Grades:

Assemblies throughout the year.

All teachers will teach Life Skills; teachers use Life Skills books of the month as a springboard into specific lessons.

Students will be acknowledged for showing "The Raptor Way" and will receive CLAWSOME Acts (tickets) to recognize their efforts.

The administration and staff will support the implementation of positive incentives and rewards for student behavior, effort, attendance, and achievement.

All students in grades K-5 attend monthly assemblies; these assemblies focus on celebrating student success, honoring the Students of the Month, revisiting PBIS matrixes, and introducing the Life Skill of the Month/Toolbox.

PBIS monthly planning meetings with the team that leads the site with PBIS strategies, trainings, and procedures.

ATSI Attendance Goal: All staff members will use the defined change of practices described in our annual student attendance goal to increase and celebrate improved student attendance. This includes timely communication to families and students when students are absent, weekly/consistent proactive messaging to families regarding the importance of attendance and the data supporting it, individual student recognition, daily recognition of classes with 100% attendance, monthly celebrations by grade level with the highest attendance, and student and parent education on protocols and routines for hand washing, sneezing/coughing and guidelines when to keep students home.

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

All Students

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Creekview Ranch School Staff

### Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Incentives, rewards and acknowledgements.
Amount	2,000
Source	General Unrestricted
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Assemblies TK-8.
Amount	2,000
Source	Title 1

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Assemblies TK-8.
Amount	2,000
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS monthly meeting expenses/extra duty

## Strategy/Activity 16

Sixth - Eighth Grades:

Teachers will disseminate information to students through Advisory and/or Life Skills classes.

The school counselor will use resources to reach out to students to provide academic, social and emotional support. The "Toolbox" will be explicitly taught and well as the Screenagers movies and supporting lessons.

Where Everybody Belongs (WEB) teachers will use WEB curriculum and WEB activities to provide a positive, supportive environment.

The administration will support the implementation of positive incentives and rewards for student behavior, effort, attendance, and achievement.

ATSI Attendance Goal: All staff members will use the defined change of practices described in our annual student attendance goal to increase and celebrate improved student attendance. This includes timely communication to families and students when students are absent, weekly/consistent proactive messaging to families regarding the importance of attendance and the data supporting it, individual student recognition, daily recognition of classes with 100% attendance, monthly celebrations by grade level with the highest attendance, and student and parent education on protocols and routines for hand washing, sneezing/coughing and guidelines when to keep students home.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2023 - June 2024

## Person(s) Responsible

Creekview Ranch School Staff, Exploratory Teachers, Counselor, WEB Advisors, Administration, and the PTA

## Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Materials, supplies and incentives
Amount	2,250

Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	WEB
Amount	2,250
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Additional Toolbox supplies
Amount	500
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Counseling outreach

### Strategy/Activity 17

Transitional Kindergarten - 8th Grades:

Maintain and create a safe learning environment.

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

All Students

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Administration and Staff

### Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Safety signage, "Visitors Must Check-in Front Office," line stanchions.
Amount	0
Description	Additional 20 2-way radios funded through our District office.

### Strategy/Activity 18

Transitional Kindergarten - 8th Grades:

TK-8 Clawsome Acts (PBIS Tier I action) are celebrated weekly with students spinning the virtual prize wheel for Creekview Ranch themed trinkets (hats, gloves, glasses, pennants, etc.).

Every teacher also selects 3 -10 students a week to pick a "prize" from the classroom menu of prizes.

In addition, teachers are also acknowledged for spreading and promoting kindness across campus.

The Student Union is utilized daily to celebrate student success.

Transitional Kindergarten - Fifth Grade classes use this room for special class incentives; Sixth - Eighth Grades use this space for WEB Wednesday activities, and daily 100 point student lunches; Transitional Kindergarten - 8th Grades use the space for the student of the month/Pizza with the Principal.

Provide resources for students identified as foster/homeless.

Provide resources and training for parents to support their child(ren) and community.

ATSI Attendance Goal: All staff members will use the defined change of practices described in our annual student attendance goal to increase and celebrate improved student attendance. This includes timely communication to families and students when students are absent, weekly/consistent proactive messaging to families regarding the importance of attendance and the data supporting it, individual student recognition, daily recognition of classes with 100% attendance, monthly celebrations by grade level with the highest attendance, and student and parent education on protocols and routines for hand washing, sneezing/coughing and guidelines when to keep students home.

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

All Students

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Creekview Ranch School Staff  
Administration

### Proposed Expenditures for this Strategy/Activity

Amount 2,000

Source General Unrestricted

Budget Reference 4000-4999: Books And Supplies

Description Incentives, rewards and acknowledgements

Amount 500

Source Title 1

Budget Reference 4000-4999: Books And Supplies

Description Equipment and supplies

Amount 1,000

Source Supplemental Grant



<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies, transportation, clothing, etc. for Foster/Homeless students.
<b>Amount</b>	1,500
<b>Source</b>	Supplemental Grant
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Training, books/parent library, materials, etc.
<b>Amount</b>	1,500
<b>Source</b>	Supplemental Grant
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra time for classified staff to assist with parent training nights, special events, etc.

# 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	139,843
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	182,361.00

## Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	20,000	0.00
Title 1	139,843	0.00
Supplemental Grant	8,913	0.00
ESSER III	13,605	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
ESSER III	13,605.00
General Unrestricted	20,000.00
Supplemental Grant	8,913.00
Title 1	139,843.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	92,406.00
2000-2999: Classified Personnel Salaries	21,855.00
4000-4999: Books And Supplies	54,850.00
5000-5999: Services And Other Operating Expenditures	7,750.00
5800: Professional/Consulting Services And Operating Expenditures	5,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	ESSER III	4,000.00
2000-2999: Classified Personnel Salaries	ESSER III	4,855.00
4000-4999: Books And Supplies	ESSER III	4,750.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	4,500.00
4000-4999: Books And Supplies	General Unrestricted	12,750.00
5000-5999: Services And Other Operating Expenditures	General Unrestricted	750.00
5800: Professional/Consulting Services And Operating Expenditures	General Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Grant	2,913.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	1,500.00
4000-4999: Books And Supplies	Supplemental Grant	4,500.00
1000-1999: Certificated Personnel Salaries	Title 1	80,993.00
2000-2999: Classified Personnel Salaries	Title 1	15,500.00
4000-4999: Books And Supplies	Title 1	32,850.00
5000-5999: Services And Other Operating Expenditures	Title 1	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title 1	3,500.00



# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Emma Sidu	Secondary Student
Lliana Licea	Secondary Student
Helen Anderson-Clark	Parent or Community Member
Kristina Najarro	Parent or Community Member
Brittany Tiago	Parent or Community Member
Jennifer Park	Parent or Community Member
Becca Kotey	Classroom Teacher
Kellie Welty	Classroom Teacher
Carrie Creger	Classroom Teacher
Onesty Maurice	Classroom Teacher
Dara Maranzino	Other School Staff
Marty Alberti	Principal

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:


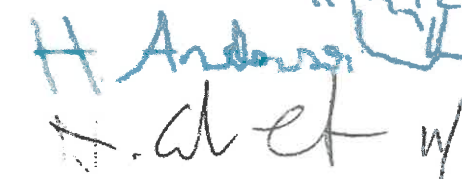
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 7, 2023.

Attested:

	Principal, Marty Alberti on 11/07/23
 H. Anderson-Clark 11/7/23	SSC Chairperson, Helen Anderson-Clark on 11/07/23

Creekview Ranch School District and State Assessments

**Grade Level Assessments**

	2020-21 Baseline		2021-22		2022-23	
<i>Kindergarten</i>	Site	District	Site	District	Site	District
<i>EOY Number ID (K.CC.3)</i>	100%	97%	96%	92%	94%	94%
<i>EOY Addition (K.OA.1)</i>	100%	97%	98%	96%	95%	97%
<i>EOY Subtraction (K.OA.1)</i>	100%	96%	98%	93%	95%	96%
<i>EOY ELA Uppercase Letter ID (K.R.F1.D)</i>	97%	98%	100%	86%	98%	98%
<i>EOY ELA Lowercase Letter ID (K.R.F1.D)</i>	97%	97%	100%	94%	98%	97%
<i>EOY ELA Consonant Letter Sounds (K.R.F.3.B)</i>	50%	90%	100%	88%	94%	93%
<i>EOY ELA High Frequency Words (K.R.F.3.C)</i>	69%	79%	92%	72%	65%	73%
<i>Grade 1</i>	Site	District	Site	District	Site	District
<i>EOY Math Assessment</i>	61%	78%	67%	75%	89%	83%

Creekview Ranch School District and State Assessments

<b>Running Record (RF 1.4)</b>	<b>96%</b>	<b>93%</b>	<b>81%</b>	<b>75%</b>	<b>78%</b>	<b>66%</b>
<b>DC Early Literacy Screener (RF 1.3)</b>	<b>68%</b>	<b>69%</b>	<b>63%</b>	<b>79%</b>	<b>60%</b>	<b>58%</b>
<b>Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)</b>	<b>73%</b>	<b>71%</b>	<b>66%</b>	<b>68%</b>	<b>74%</b>	<b>65%</b>
<b>Comprehension - Fiction (RL 1.3, RF 1.3)</b>	<b>85%</b>	<b>82%</b>	<b>68%</b>	<b>73%</b>	<b>79%</b>	<b>65%</b>
<b>Grade 2</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	<b>65%</b>	<b>63%</b>	<b>50%</b>	<b>65%</b>	<b>80%</b>	<b>72%</b>
<b>Language Arts EOY Comprehension Summative</b>	<b>87%</b>	<b>82%</b>	<b>74%</b>	<b>81%</b>	<b>78%</b>	<b>82%</b>

Creekview Ranch School District and State Assessments

<i>(RI 2.1, RL 2.2, RL 2.9)</i>						
<b>Language Arts EOY Comprehension Summative (RI 2.1)</b>	<b>22%</b>	<b>39%</b>	<b>29%</b>	<b>31%</b>	<b>36%</b>	<b>47%</b>
<b>Grade 3</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	<b>43%</b>	<b>38%</b>	<b>78%</b>	<b>70%</b>	<b>75%</b>	<b>73%</b>
<b>Language Arts EOU Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)</b>	<b>53%</b>	<b>42%</b>	<b>62%</b>	<b>43%</b>	<b>35%</b>	<b>38%</b>
<b>Grade 4</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	<b>21%</b>	<b>28%</b>	<b>68%</b>	<b>67%</b>	<b>52%</b>	<b>72%</b>
<b>Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)</b>	<b>22%</b>	<b>24%</b>	<b>49%</b>	<b>39%</b>	<b>56%</b>	<b>47%</b>
<b>Grade 5</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	<b>25%</b>	<b>20%</b>	<b>70%</b>	<b>55%</b>	<b>73%</b>	<b>48%</b>
<b>Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)</b>	<b>57%</b>	<b>52%</b>	<b>71%</b>	<b>66%</b>	<b>57%</b>	<b>51%</b>
<b>Grade 6</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	<b>3%</b>	<b>3%</b>	<b>18%</b>	<b>19%</b>	<b>45%</b>	<b>43%</b>
<b>Language Arts: Comprehension Summative (RI 6.1, RL 6.1, RI 6.2, RL 6.2, RI 6.4, RL 6.4, RI 6.5, RL 6.5)</b>	<b>28%</b>	<b>12%</b>	<b>55%</b>	<b>18%</b>	<b>78%</b>	<b>33%</b>
<b>Grade 7</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	<b>11%</b>	<b>18%</b>	<b>27%</b>	<b>24%</b>	<b>27%</b>	<b>27%</b>



### Creekview Ranch School District and State Assessments

<b>Language Arts: Comprehension Summative (RL 7.1, RI 7.1, RL 7.2, RI 7.2, RW 7.9)</b>	<b>17%</b>	<b>21%</b>	<b>37%</b>	<b>22%</b>	<b>41%</b>	<b>26%</b>
<b>Grade 8</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>EOY Math Assessment</b>	<b>0%</b>	<b>10%</b>	<b>55%</b>	<b>44%</b>	<b>55%</b>	<b>42%</b>
<b>Language Arts: Comprehension Summative (RL 8.1, RI 8.2, RI 8.4, RL 8.6)</b>	<b>56%</b>	<b>52%</b>	<b>34%</b>	<b>70%</b>	<b>51%</b>	<b>76%</b>

#### Summary:

All students in grades K-8 at Creekview Ranch School were administered the End of Year (EOY) Grade Level DCJESD Assessments at the conclusion of the 2022-2023 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

\*It is noted that the initial 2020-2021 scores reflect an "atypical" school year due to the COVID-19 pandemic. In 2020-2021 students began the year in distance learning via technology; moved to a hybrid learning model, AM/PM schedule; then to a modified schedule where all students left campus prior to lunch; and then ended the year with a typical full day schedule.

#### Kindergarten:

- EOY ELA High Frequency Words stands out as an area to focus on with 65% of students showing mastery. This is compared to the District comparison of 73% of students mastering this skill.
- 98% of students mastered EOY ELA Uppercase and EOY Lowercase Letter ID. In addition, 94% of students mastered EOY ELA Consonant Letter Sounds.

#### 1st Grade:

- EYO Math Assessment scores are 6% higher than the District average of 83% mastery. The site increased by 22% from the previous year, while the District improved 8% on mastery of the EOY Math Assessment.
- Students performed higher than the District averages in the Running Record with 78% of students showing mastery; the District's average was 66%.

#### 2nd Grade:

- EYO Math Assessment scores are 8% higher than the District average of 72% mastery. The site increased by 4% from the previous year, while the District improved 7% on mastery of the EOY Math Assessment.
- EOY Comprehension Summative Assessment showed that only 36% of students mastered the standards. While this was an increase of 7% from the previous year, this was 4% lower than the District average.

#### 3rd Grade:

- Students scored higher than the District average on both the EOY Math Assessment; the site showed that 75% of students mastered the skills while the District showed 73% of students showed mastery.
- EOY Comprehension Summative Assessment showed that 35% of students mastered the standards. This was a decrease of 27% from the previous year, this was 3% lower than the District average.

## Creekview Ranch School District and State Assessments

### 4th Grade:

- Students scored 20% lower than the District average on EOY Math Assessments; this was a 16% decline from the 2021-2022 school year.
- EOY Comprehension Summative Assessment showed that 56% of students mastered the standards. This was an increase of 7% from the previous year and was 9% higher than the District average.

### 5th Grade:

- 73% of students mastered the EOY Math Assessment; this was 25% higher than the District average.
- For the second year in a row, students scored higher than the District average on the EOY ELA Summative Assessment. (Site=57% mastery, District=51% mastery.)

### 6th Grade:

- 45% of students mastered the EOY Math Assessment; this was an increase of 27% from the previous year and only 2% less than the District average.
- On the EOY ELA Summative, students scored 45% higher than the District average (Site=78%, District=33%).

### 7th Grade:

- Students scored the same as the District on both the Math EOY assessments (27%).
- Students scored higher in the area of ELA, 15% higher than the District average (Site=41%, District=26%)..

### 8th Grade:

- 55% of students showed mastery on the EOY Math Assessment for the second year in a row; this was 13% higher than the District average.
- Students scored lower than the District average on the ELA Summative Assessment by 25% (Site=51%, District=76%).

Creekview Ranch School showed higher assessment results, or the same, in 19 out of the 27 assessments in grades K-8 when compared to the District's averages.

Creekview Ranch School District and State Assessments

**Smarter Balanced CAASPP Performance Assessments**

	2020-21 Baseline		2021-22		2022-23	
<b>Grade 3</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b><i>Math % Met Achievement Standard</i></b>	<b>68%</b>	<b>53%</b>	<b>68.42</b>	<b>55.99</b>	<b>65%</b>	<b>58%</b>
<b><i>ELA % Met Achievement Standard</i></b>	<b>60%</b>	<b>51%</b>	<b>61.84</b>	<b>53.24</b>	<b>51%</b>	<b>52%</b>
<b>Grade 4</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b><i>Math % Met Achievement Standard</i></b>	<b>49%</b>	<b>52%</b>	<b>55.85</b>	<b>48.68</b>	<b>53%</b>	<b>54%</b>
<b><i>ELA % Met Achievement Standard</i></b>	<b>57%</b>	<b>53%</b>	<b>67.53</b>	<b>53.68</b>	<b>62%</b>	<b>52%</b>
<b>Grade 5</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b><i>Math % Met Achievement Standard</i></b>	<b>52%</b>	<b>42%</b>	<b>50.0</b>	<b>45.92</b>	<b>50%</b>	<b>47%</b>
<b><i>ELA % Met Achievement Standard</i></b>	<b>70%</b>	<b>59%</b>	<b>72.73</b>	<b>60.70</b>	<b>68%</b>	<b>56%</b>
<b>Grade 6</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b><i>Math % Met Achievement Standard</i></b>	<b>34%</b>	<b>36%</b>	<b>37.03</b>	<b>40.28</b>	<b>43%</b>	<b>41%</b>
<b><i>ELA % Met Achievement Standard</i></b>	<b>59%</b>	<b>51%</b>	<b>67.90</b>	<b>54.65</b>	<b>74%</b>	<b>56%</b>
<b>Grade 7</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b><i>Math % Met Achievement Standard</i></b>	<b>33%</b>	<b>41%</b>	<b>28.04</b>	<b>36.52</b>	<b>38%</b>	<b>42%</b>
<b><i>ELA % Met Achievement Standard</i></b>	<b>67%</b>	<b>65%</b>	<b>62.19</b>	<b>58.23</b>	<b>64%</b>	<b>61%</b>
<b>Grade 8</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b><i>Math % Met Achievement Standard</i></b>	<b>33%</b>	<b>39%</b>	<b>56.52</b>	<b>43.65</b>	<b>32%</b>	<b>38</b>
<b><i>ELA % Met Achievement Standard</i></b>	<b>52%</b>	<b>58%</b>	<b>58.82</b>	<b>57.73</b>	<b>50%</b>	<b>52</b>

## Creekview Ranch School District and State Assessments

### Summary:

All students in grades 3-8 at Creekview Ranch School were administered the Smarter Balanced CAASPP Performance Assessments at the conclusion of the 2022-2023 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

\*It is noted that these initial 2020-2021 scores reflect an "atypical" school year due to the COVID-19 pandemic. In 2020-2021 students began the year in distance learning via technology; moved to a hybrid learning model, AM/PM schedule; then to a modified schedule where all students left campus prior to lunch; and then ended the year with a typical full day schedule.

### 3rd Grade:

- The students in 3rd grade scored higher on the Math CAASPP Assessments than the District average. (7% higher than the District in Math at 65% mastery). The students scored 1% lower than the District in ELA at 51% mastery.

### 4th Grade:

- The students in 4th grade scored 1% lower on the Math CAASPP Assessments compared to the District average (Site=53%, District=54%). The students scored 10% higher than the District on the ELA CAASPP Assessment (Site=62%, District=52%).

### 5th Grade:

- The students in 5th grade scored higher on both the Math and ELA CAASPP Assessments than the District averages. (3% higher than the District in Math at 50% mastery, and 12% higher than the District in ELA at 68% mastery.)

### 6th Grade:

- The students in 6th grade scored higher on both the Math and ELA CAASPP Assessments than the District averages. (2% higher than the District in Math at 43% mastery, and 18% higher than the District in ELA at 74% mastery.)

### 7th Grade:

- The students in 7th grade scored below the District average in Math and above the District average in ELA on the end of the year CAASPP Assessments. (4% lower than the District in Math at 38% mastery, and 3% higher than the District in ELA at 64% mastery.)

### 8th Grade:

- The students in 8th grade scored 32% in Math which is below the District score of 38%. In addition, students at Creekview Ranch scored 50% on the ELA CAASPP Assessments which is 2% less than the District average of 52%.

In comparison to the District's averages, Creekview Ranch School showed higher CAASPP assessment results in the area of math in grades 3, 5, and 6.

In comparison to the District's averages, Creekview Ranch School showed higher CAASPP assessment results in the area of ELA in all grades 4, 5, 6, and 7.

- **Parent Survey:** Please note that 9% of Creekview Ranch parents completed the survey in the 2022-2023 school year. (In the 2021-2022 school year only 6.7% of parents had completed the survey; therefore, 2.3% more parents participated in the 2022-2023 school year.) Parent survey results should be looked at with caution due to the relatively low response rate.
- **Staff Survey:** All TK-8 grade staff participated in the survey.
- **Student Survey:** 95% of students in grades 4-8 participated in the school survey.

### Student Engagement

	2020-2021		2021-2022		2022-2023	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	87%	91%	88%	85%	94%	88%
wants to do well in school.	90%	91%	92%	85%	94%	95%
comes to class prepared.	89%	70%	88%	65%	96%	83%
likes going to school.	87%	91%	82%	85%	90%	96%

#### Summary:

Research shows that student engagement plays an essential role in the learning process. Engaged students experience greater satisfaction with school experiences, which benefits their academics, attendance, and overall lowers incidences of acting-out behaviors. Ninety-six percent (96%) of parents surveyed felt “Students come to class prepared,” while staff reported eighty-eight percent (88%). This was a significant increase from the previous year according to both parents and students. Ninety percent (90%) of parents felt their students like going to school, which is an eight percent (8%) increase, while staff reported ninety-six percent (96%), another significant increase from the previous year, eleven percent (11%).



### Learning Environment

	2020-2021		2021-2022		2022-2023	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	98%	100%	94%	94%	95%	93%
maintains its resources well.	94%	97%	90%	91%	88%	93%
has facilities with up-to-date technology.	92%	97%	91%	81%	88%	83%
want(s) students to succeed.	97%	100%	90%	96%	95%	100%
provide(s) a well-rounded curriculum.	87%	91%	84%	88%	86%	92%
offer(s) challenging classes.	67%	96%	79%	76%	78%	83%
focus(es) on students' character.	88%	96%	88%	92%	87%	96%

#### Summary:

It is imperative for a school's learning environment to be safe, positive, have a warm climate and an inclusive culture. It is also important to teach to the "whole child" and provide learning opportunities that will support and challenge them. Overall, the parent and staff results indicate the learning environment at Creekview Ranch either met or exceeded the expectations. In regards to facilities, parents indicated high markings in these areas. Eighty-three percent (83%) of staff indicated that Creekview Ranch offers challenging classes, while parents reported seventy-eight percent (78%). It has been noted that the staff's perception of the site having up-to-date technology has increased by two percent (2%) and parents decreased by three percent (3%). The District and site have budgeted replacement and additional devices to address the technology needs. As a staff, we continue to focus on providing a rigorous and relevant curriculum, while meeting the needs of all learners. Lastly, one hundred percent (100%) of staff indicated that students want to succeed and ninety-five percent (95%) of parents felt the same about students wanting to succeed. This is an increase for the previous year's results of ninety-six percent (96%) and ninety percent (90%) respectively.

### Expectations

	2020-2021		2021-2022		2022-2023	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams.			76%	88%	58%	79%
set(s) high expectations for student achievement.	79%	96%	74%	92%	79%	88%
success in college or a career.	68%	96%	64%	78%	69%	71%
encourage(s) a healthy lifestyle.	83%	96%	74%	81%	74%	79%

#### Summary:

One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement. It is imperative that we, as a district, continue to encourage and provide opportunities which develop high expectations, both in and out of school. Overall, seventy-nine percent (79%) of parents indicated that Creekview Ranch “sets high expectations for student achievement” and eighty-eight percent (88%) of staff. These numbers for parents were a slight increase from the previous year. Seventy-one percent (71%) of teachers indicated we build the expectation of college or career, while only sixty-nine percent (69%) of parents surveyed felt we do. There was a five percent (5%) increase from parents from the previous year, and the staff feedback decreased seven percent (7%). The response by both parents and staff in regards to Creekview Ranch encouraging students to participate in extracurricular activities decreased significantly from the previous year, from seventy-six percent (76%) of parents in 2021-2022 to fifty-eight percent (58%) in 2022-2023; eighty-eight percent (88%) of staff in 2021-2022 to seventy-nine percent (79%) in 2022-2023.

### Student Support

	2020-2021		2021-2022		2022-2023	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	77%	96%	71%	96%	67%	100%
Students receive the resources and support they need.	83%	74%	80%	60%	72%	77%
I understand what types of social-emotional support are available to students.	78%	91%	90%	85%	68%	95%

#### Summary:

Supporting all students, both academically and social-emotionally, is a top priority in our district. We achieve this through our Multi-Tiered Systems of Support (MTSS model). In looking at the data over a three year period, there was one area with continued discrepancies between the parent and staff results: "I understand what types of academic support are available to students," parents reported sixty-seven percent (67%) while staff reported one hundred percent (100%). "I understand what types of social-emotional support are available to students," had the largest discrepancy in this area; sixty-eight percent (68%) of parents surveyed believed this to be true while ninety-five percent (95%) of staff reported this to be true.

### Student Support

	2020-2021		2021-2022		2022-2023	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	98%	100%	93%	92%	89%	95%
try to make class interesting.	94%	100%	91%	100%	84%	100%
encourage collaboration among students.	87%	91%	90%	88%	84%	100%
encourage critical thinking.	89%	96%	82%	96%	86%	95%
listen to students.	89%	100%	85%	96%	81%	100%
encourage students on a regular basis.	91%	100%	89%	100%	84%	100%
help my child when he/she doesn't understand something.	93%		89%		79%	
nurture creativity.	86%	93%	87%	85%	83%	90%

#### Summary:

Educators recognize that students need to be taught a wide range of skills such as communication, collaboration, digital literacy, critical thinking and problem solving skills in order to thrive in today's world. These are known as the "21st-century skills." The three years of data indicate that both parents and staff agree that district teachers and staff are supporting students in the above areas. Seven (7) of the eight (8) areas slightly decreased in approval from parents; however, all approval ratings are eighty-one percent (81%) or higher with the exception of "Teachers and staff at district schools help my child when he/she doesn't understand something," with only seventy-nine percent (79%).

### Social Climate

	2020-2021		2021-2022		2022-2023	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	95%	97%	77%	97%	79%	97%
students from different cultural backgrounds become friends.	94%	93%	91%	94%	95%	100%
students have friends at school.	94%	97%	90%	100%	94%	100%
students respect the teachers and staff.	96%	90%	92%	71%	91%	80%
all staff are treated fairly.	81%	89%	83%	84%	71%	100%
all students are treated fairly.	88%	93%	81%	93%	72%	97%
students get along with each other and respect their differences.	94%	93%	75%	69%	79%	82%
students feel safe at school.	91%	96%	87%	90%	88%	100%
students are comfortable talking to school staff.	82%	93%	83%	84%	75%	89%
staff feel safe at school.	83%	97%	82%	84%	76%	89%
bullying is not a problem. *Q Changes for 20-21 to bullying is a problem.	*23%	*21%	30%	32%	37%	36%

#### Summary:

Social climate is closely tied to classroom climate, school climate, and values. It is shaped by the relationships between teachers and students, as well as among students. A positive social climate is beneficial to effective teaching and learning. From the eleven (11) areas above which are connected to social climate, eight (8) had a seventy-five percent (75%) or higher rating from parents. The teachers found four areas with one hundred percent (100%). The perception of bullying is not a problem, thirty-seven percent (37%) from parents and thirty-six percent (36%) from teachers shows that this area should remain a focus. Creekview Ranch strives to be a "Bully Free" school, therefore, we will continue to be proactive in addressing these areas and closely monitor through restorative practices, including restorative circles, alternative learning center, and analysis of our PBIS/SWIS data.



### Stakeholder Engagement - Communication with Parents

	2020-2021		2021-2022		2022-2023	
<i>Please indicate how much you disagree or agree with the following statements.</i>	Parent	Staff	Parent	Staff	Parent	Staff
The school keeps me well informed about events and activities	97%		86%		76%	
Teachers keep me well informed about my child's progress.	77%		93%		77%	

#### Summary:

Seventy-six percent (76%) of parents reported "The school keeps me well informed about events and activities." Seventy-seven percent (77%) of parents reported "Teachers keep me well informed about my child's progress," which is sixteen percent (16%) decrease from the 2021-2022 school year. A weekly email, The Raptor Reminders, from the site's administration highlights the latest news and activities on campus, the school e-newsletter is emailed directly to families monthly, and is posted on our school website. In addition, a hard copy of this publication is available in our school office. Special reminder emails are also sent to parents, Aeries/Parent Square and are highlighted on our school marquee. Teachers email parents weekly with curriculum highlights, assignments, due dates, and they inform parents of student progress through progress reports, report cards, Thursday folders, and communicate home for every reflection/refocus.

**Stakeholder Engagement - Communication with Parents**

	2020-2021		2021-2022		2022-2023	
<i><b>Are you able to communicate with teachers/staff when you need?</b></i>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>	<b>Parent</b>	<b>Staff</b>
Yes	97%		95%		93%	
No	2%		5%		4%	
N/A/ I have not needed to communicate with teachers or staff	1%		0%		3%	

**Summary:**

This category continues to indicate that the majority of parents feel they are able to communicate with teachers and staff when needed, ninety-three percent (93%), which is a slight decrease of two percent (2%) from the previous year. The four percent (4%) of parents who indicated they are not able to communicate may not have access to email or phone, or it may be due to a language barrier. As a District, we have access to the Language Line, which allows us access to professional translators for approximately 240 different languages. Using this service, we are able to communicate with our English Learner parents/guardians, which helps close the communication gap. This includes translators who are available for parent teacher conferences.

**Stakeholder Engagement - Communication with Parents**

	2020-2021		2021-2022		2022-2023	
<i>How do you receive most of your information about your child's school?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Electronic communications sent to me from my child's school			84%		81%	
School and/or District Newsletters	84%		48%		54%	
School and/or District website	41%		41%		30%	
Communications from my child's teacher			73%		64%	
Social Media	17%		7%		9%	
Employees of the district	16%		9%		10%	
Other	3%		2%		3%	
None of the above	0%		3%		0%	

**Summary:**

This category continues to confirm that the majority of parents receive most of their school information from electronic communications sent from the school, eighty-one percent (81%). In today's society, we like the convenience of having information quickly and at our fingertips, therefore, the numbers above reflect this preference.

**Stakeholder Engagement - Communication with Parents**

	2020-2021		2021-2022		2022-2023	
<i>How would you prefer your child's school to provide information to you? (Select all that apply)</i>	Parent	Staff	Parent	Staff	Parent	Staff
Emails	95%		93%		93%	
Text messages	37%		64%		47%	
School and/or District Newsletters	34%		27%		37%	
School and/or District website	18%		16%		24%	
Social media	7%		7%		4%	
Mail/letters	16%		18%		14%	
Phone calls	16%		14%		16%	
School or district meetings	3%		7%		9%	
Other	0%		0%		0%	

**Summary:**

The survey results align with the previous category indicating that parents prefer to receive information electronically. Recent data shows that providing information via a phone call, sixteen percent (16%) is a much less desired way to communicate than through email ninety-three percent (93%). Text messages preferences have decreased to seventeen percent (17%).

### Parental Involvement

	2020-2021		2021-2022		2022-2023	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.			85%	96%	80%	95%
encourage(s) parental involvement.	86%	74%	83%	83%	86%	90%
encourage(s) involvement from community members and organizations.		77%		71%		85%
has/have parents who are highly involved.	87%	64%	68%	68%	82%	81%

#### Summary:

The largest discrepancy between the parent and staff survey feedback (eleven percent; 11%) was: "My child's school effectively communicates with parents regarding their child's progress." One possible factor could be due to the increase of both parents having to work outside of the home, thus not being able to check homework or emails. Parents have mentioned that it's a challenge to closely monitor homework and school activities after they get home from work. On the flip side, staff and parents were closely aligned in their perceptions of how well district schools encourage parental involvement. Both parents and staff had eighty-six percent (86%) and ninety percent (90%) respectively agree. Encouraging involvement from community members and organizations has increased over the three years from seventy-seven percent (77%) to eighty-five percent (85%). Working with community members and organizations continues to be an area where we strive to make connections. We work closely with our Parent Teacher Association (PTA) to foster community relationships.



**Parental Involvement**

	2020-2021		2021-2022		2022-2023	
<i>Which parent or community activity(ies) have you participated in this year?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house			54%		82%	
School or class event, such as a play, sports event, or award assemblies			24%		65%	
Parent-teacher conference with child's teacher			65%		82%	
Volunteering at my child's school			9%		36%	
Family/Parent Events			7%		47%	
Parent Teacher Association			13%		11%	
School committee or council such as Site Council or ELAC			2%		1%	
District committee or council such as DELAC, GATE or Health			3%		1%	
Other			9%		6%	
None of the above			20%		6%	

**Summary:**

A majority of parents responded that they have participated in parent-teacher conferences with their child's teacher, eighty-two (82%) participated in Back to School or Open House. The next most popular form of parent participation continues to be attending a school or class event, such as a play, sports event, or award assemblies, sixty-five percent (65%). Thirty-six percent (36%) of parents indicate they volunteer at school which is a sufficient gain from the previous year.

### Parental Involvement

	2020-2021		2021-2022		2022-2023	
<i>I feel that the school and/or district valued my participation or input in...</i>	Parent	Staff	Parent	Staff	Parent	Staff
Parent-teacher conference with child's teacher	95%		93%		93%	
School or class event, such as a play, sports event, or awards assemblies	83%		55%		86%	
Back to school night or open house	85%		84%		88%	
Volunteering at my child's school	94%		100%		88%	
Parent Teacher Association (PTA)	92%		83%		93%	
Family/Parent Events (Reading or Math Night, Love n Logic, Latino Family Literacy, etc.)	74%		100%		79%	
School committee or council such as Site Council or ELAC	100%		100%		100%	
District committee or council such as DELAC, GATE, Health	50%		50%		100%	
Other	86%		75%		100%	

#### Summary:

This category of valuing parental involvement continues to have significant approval ratings with most questions showing high percentages over the past three years. In regards to school committees, the parents who participate on this level indicated they felt one hundred percent (100%) valued at school and on district committees.

### Parental Involvement

	2020-2021		2021-2022		2022-2023	
<i><b>What would help parents become more involved in Dry Creek?</b></i>	Parent	Staff	Parent	Staff	Parent	Staff
More information on how to support students at home	35%		38%		37%	
More information on involvement opportunities	35%		33%		50%	
More communication between school and parents	23%		18%		31%	
More participation opportunities at the school level	35%		33%		36%	
More events offered in the evening	26%		20%		41%	
More participation opportunities at the district level	10%		13%		13%	
More convenient locations for participation	8%		11%		9%	
More communication in our family's primary language	2%		4%		4%	
More events offered in the morning	9%		9%		3%	
Other	8%		4%		6%	
None of the above	20%		18%		14%	
Virtual Event (Ex. Zoom)	7%		36%		19%	

**Summary:**

When asked what could be done to encourage more involvement in Dry Creek, fifty percent (50%) of parents indicated more information on involvement opportunities. Thirty-seven percent (37%) of parents responded that it would be helpful to receive more information on how to support students at home, and thirty-seven percent (31%) of parents would like to have more communication between school and parents. As a school, we will continue to communicate and reach out to parents regarding the multiple ways to be involved, both at the school and/or district level.

**Parental Involvement**

	2020-2021		2021-2022		2022-2023	
<i>It is important to offer parents a chance to participate in engagement opportunities, such as...</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house.	87		93		99%	
School or class events, such as play, sports events, or award assembly.	91		90		97%	
Parent-teacher conferences with my child's teacher.	89		98		97%	
School committees or councils such as Site Council or ELAC.	78		73		86%	
Family/Parent events, such as Reading or Math Night, Love n Logic, etc.	81		84		91%	
District committees or councils such as DELAC, GATE or Health.	80		71		83%	
Volunteering at my child's school.	89		90		96%	
The Parent Teacher Association (PTA)	80		70		81%	
Virtual events.	72		73		66%	

**Summary:**

A majority of parents, ninety-seven percent (97%) feel that it is important to offer parents the opportunity to be involved in parent teacher conferences. Another high percentage is in the area of Back to School and Open House Night, where ninety-nine percent (99%) of parents feel it is important to be offered the chance to be involved. All of the percentages are above seventy percent (70%), which shows that parents want the opportunity to be involved in their child's education with the exception of virtual events at sixty-six percent (66%).

**Parental Involvement**

	2020-2021		2021-2022		2022-2023	
<i>I feel that the school and/or district value(s) my participation or input in engagement opportunities.</i>	Parent	Staff	Parent	Staff	Parent	Staff
Agree/Strongly Agree	78%		74%		69%	

**Summary:**

The majority of parents, sixty-nine percent (69%) strongly agree that the school values their participation and input in engagement opportunities, this is a slight decrease of five percent (5%) from the previous year.

**Self-Awareness**

	2020-2021	2021-2022	2022-2023
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I can do most things if I try.	82%	81%	85%
I know when I am feeling overwhelmed.	85%	81%	82%
I feel positive about my future.	70%	72%	75%
I have a lot of strengths.	72%	67%	73%
I am happy with who I am.	72%	71%	78%
I can explain my feelings to others.	35%	33%	37%

**Summary:**

Self-awareness is imperative to a child's academic success, and social and emotional growth. This vital thinking skill promotes a child's ability to judge their own behavior and performance, as well as their ability to appropriately respond to diverse social situations. From the six (6) areas above, five (5) had an overall positive rating of seventy-three percent (73%) or higher. Thirty-seven percent (37%) of students indicated that they "can explain my feelings to others" which was a four percent (4%) increase from the previous year and two percent (2%) from the 2020-2021 school year. This lower percentage indicates that continued learning opportunities which cultivate self-awareness; Restorative Circles and ToolBox will continue to be used and needs to be consistent in our school routines.

**Growth Mindset**

	2020-2021	2021-2022	2022-2023
<i><b>Please indicate how much you disagree/agree with the following statements:</b></i>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I can learn from my mistakes.	85%	86%	87%
I feel confident in my ability to learn new things.	74%	75%	80%
I can usually solve my problems.	78%	75%	81%
I keep trying, even when things are hard.	77%	78%	77%
I am a hard worker.	75%	80%	80%
Challenging myself makes me smarter.	71%	70%	73%
I can make the best out of a bad situation.	55%	52%	51%
If I'm not good at something, I'd rather quit.	62%	13%	15%

**Summary:**

With a growth mindset, students are able to take on various challenges, and more importantly, learn from them. This increases both their abilities and achievement. When students truly understand that they have the ability to get smarter, they apply an increasing amount of effort. As a school, we focus on the importance of having a Growth Mindset, and we strive to teach our students the skills required to cultivate this mindset. Eighty-seven percent (87%) of students feel that they can learn from mistakes (a 1% increase from the previous year), which is a skill that does not always come naturally to children. In addition, seventy-seven percent (77%) of students indicated that they “keep trying, even when things are hard” rather than give up. One of the more significant results was that only fifteen percent (15%) said they would rather quit if they weren’t good at something, which is a forty-seven percent (47%) decrease from the 2021-2022 school year. The scores above reflect that our efforts to foster a Growth Mindset in our students is making a positive impact.



### Self-Management

	2020-2021	2021-2022	2022-2023
<i>Please indicate how much you disagree/agree with the following statements:</i>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I know right from wrong.	83%	86%	83%
I have goals and plans for my future.	78%	81%	84%
I keep my promises.	82%	85%	83%
I follow the rules.	77%	83%	82%
I finish whatever I begin.	62%	61%	59%
I know how to handle stress.	46%	47%	54%

#### Summary:

Self-management plans are utilized to prepare students to independently complete tasks. These plans also teach them to take an active role in both monitoring and strengthening their own behavior. Self-management is a skill that plays a very important role as children become adults. At Creekview Ranch, one program we are using to explicitly teach our students how to understand and manage their own social, emotional and academic success is "The ToolBox." Through twelve (12) "tools," students learn different approaches on how to tap into their inner resilience when needed. Overall, the data above shows that students know how to self-manage in a positive way. "I finish whatever I begin" and "I know how to handle stress" continue to be two areas that reflect lower ratings and areas to target.

### Responsible Decision-Making

	2020-2021	2021-2022	2022-2023
<i>Within the past two weeks, how often have you...</i>	<b>Student</b>	<b>Student</b>	<b>Student</b>
waited patiently in line?	80%	80%	79%
paid attention in class?	78%	82%	82%
waited for your turn to talk in class?	80%	79%	81%
told the truth even though it is hard?	66%	66%	66%
thought about what may happen before making a decision?	60%	62%	59%
calmed yourself down when upset?	53%	54%	58%

#### Summary:

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has defined the term “responsible decision making” as “the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.” As part of our schoolwide Positive Behavior Intervention and Supports (PBIS), we focus on establishing and maintaining an environment that helps our students make necessary changes to their own behavior. PBIS promotes the following: a more positive school environment, a safer learning environment, and more trusting and respectful student-teacher relationships. The scores above indicate moderate progress is being made; all areas remained the same or showed improvement over the past two years. We will continue to provide students with opportunities to practice their responsible decision making skills.

### Social Awareness

	2020-2021	2021-2022	2022-2023
<i>Please indicate how much you disagree/agree with the following statements:</i>	<b>Student</b>	<b>Student</b>	<b>Student</b>
It is important to treat people with respect.	91%	96%	95%
I am happy for my friends when they do well in school.	93%	94%	93%
I accept others for who they are, even if they are different than me.	93%	91%	88%
I can tell when someone is upset.	81%	83%	85%
If someone is sad, I try to help him or her.	82%	82%	83%

**Summary:**

Social awareness is described as the ability to take on the perspective of and empathize with others from diverse backgrounds, to understand the social and ethical norms for behavior, and finally, to recognize family, school, and community resources which are available. The data indicates that social awareness is a strong attribute of our students. As a school, we will continue to model and teach our students how to build positive relationships with others of all backgrounds. Two (2) out of five (5) areas above showed an increase in students agreeing with the social awareness questions.

### Relationship Skills

	2020-2021	2021-2022	2022-2023
<i>Please indicate how much you disagree/agree with the following statements:</i>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I have friends at school.	89%	92%	94%
I feel comfortable working in a team with other students.	69%	72%	66%
I can talk easily with other kids in my grade.	66%	68%	70%
I feel like my peers leave me out of things.	55%	25%	25%

#### Summary:

Relationship skills are a significant part of students' development. When good relationship skills are present, there is a greater rate of self-esteem, and student buy-in increases, which creates a more cohesive class. It is apparent in the classroom that actual instructional time increases as time spent repeating directions again decreases. The data above reflects favorable marks in this category, with the exception of "I feel like my peers leave me out of things" at twenty-five percent (25%). Continued efforts to build relationships will continue to be a focus in order to lower the percentage of students who feel left out. Strategies will be explicitly taught in various ways including restorative circles.

### Civic Mindset

	2020-2021	2021-2022	2022-2023
<i>Please indicate how much you disagree/agree with the following statements:</i>	<b>Student</b>	<b>Student</b>	<b>Student</b>
I care about my community.	82%	86%	86%
I am knowledgeable about what is happening in the world.	83%	83%	79%
I read or talk about current events.	63%	57%	62%
I believe that I can make a difference in my community.	58%	57%	56%

#### Summary:

With a civic-mindset, a person is interested in and cares about what is going on in his/her community. One example of this would be a person who runs for a position on their local school board. Eighty-six percent (86%) of students indicated caring about their community, however it declined to fifty-six percent (56%) when noted that they could make a difference in the community. This disconnect may be a result of their age and believing that they are too young to make a difference on such a large scale. Both in and out of the classroom, we will continue to provide opportunities that will foster community connection.

### Social Support

	2020-2021	2021-2022	2022-2023
<i><b>Please indicate how much you disagree/agree with the following statements:</b></i>	<b>Student</b>	<b>Student</b>	<b>Student</b>
My teachers believe that I will be successful.	80%	78%	78%
I have at least one adult at school that I trust.	70%	73%	78%
I feel like I belong at school.	59%	61%	63%
Adults at school care about me.	73%	69%	75%
Adults at school listen when I have something to say.	72%	65%	73%
No one supports me when I need help.	13%	10%	0%
Adults at school support me when I need help			81%

**Summary:**

Social support is described as having a network of friends and family who a person can turn to in times of need. Social support enhances quality of life and provides a more positive self-image. Seventy-eight percent (78%) of students indicated “My teachers believe that I will be successful” which is a decline of two percent (2%) from the 2020-2021 school year. When a child has a trusted adult that believes in them, it can be such a tremendous support and have such a positive effect. On the flip side, sixty-three percent (63%) of students “feel like I belong at school” which is a two percent (2%) increase. This percentage is concerning, as it indicates over a quarter of the students do not feel like they belong to our school community. Building inclusivity and connections with our students is a top priority. We will continue to explore ways to foster community and strengthen relationships with our students, so that all students have a sense of belonging.

### Emotional Well-being

	2020-2021	2021-2022	2022-2023
<i>Within the past two weeks, how many times have you....</i>	Student	Student	Student <b>**Number of students reporting 0 times</b>
worried about school work?	31%	27%	21%
had trouble falling asleep?	31%	24%	29%
felt like not talking to anyone?	25%	21%	27%
felt sad?	25%	20%	22%
felt anxious?	23%	21%	33%
felt like you could not focus in school?	21%	15%	31%
felt lonely?	23%	16%	39%

#### Summary:

Emotional health and well-being is an important part of overall health. People who are emotionally healthy are shown to have better control of their own thoughts, feelings, and behaviors. In addition, they typically have healthy and positive relationships. Six (6) of the seven (7) areas above showed a higher rate of students reporting zero (0) from the previous year. While school work is an important piece of guided practice and learning, it should not cause worry. To address the areas above, we will continue to support our students' emotional health and well-being through Restorative Circles, The ToolBox, Friendship Bench, Wellness Together, Check-in/Check-outs, Calming Corners, SELebrate, the Zen Den, and counseling support.



### Frequency of Bullying

	2020-2021	2021-2022	2022-2023
<i>Since the start of the school year, how often have you experienced the following:</i>	Student	Student	Student **Number of students reporting NEVER experiencing bullying
I have been verbally bullied by students at school.	8%	14%	72%
I have been electronically bullied by students (e.g., text messages, email, social media).	5%	6%	85%
I have been physically bullied by students at school.	3%	5%	85%

#### Summary:

Bullying is an unacceptable behavior. It is critical for schools to have clear and comprehensive prevention practices, as well as policies in place to address bullying and all forms of harassment. An emphasis must be placed on prevention, timely and consistent intervention, social-emotional support (for both victims and bullies), and clear, appropriate discipline. Educators, school psychologists, students, and their families must work together to ensure that students feel safe while at school, as well as on the way to and from school. The responses from students remain consistent over the two years. Seventy-two (72%) of students reported never being bullied verbally by students at school, eighty-five percent (85%) have never been electronically bullied or physically bullied by students at school. We will continue to closely monitor all bullying incidents with our consistent analysis using the PBIS/SWIS data.

### Location of Bullying

	2020-2021	2021-2022	2022-2023
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	56%	60%	64%
In a classroom.	27%	28%	35%
At the cafeteria.	22%	30%	23%
In hallways.	19%	19%	16%
In the locker room.	7%	7%	9%
In the bathroom.	5%	7%	3%
Online	27%	24%	29%
Other	19%	21%	22%

#### Summary:

Research shows that the highest occurrences of bullying appear to be in places where there is a combination of a high number of children and a lower rate of adult supervision. These locations often have less structure. Examples of this would be: the lunchroom, playground area, school bus, and restrooms. The data above shows locations where potential bullying may have occurred. "During recess or outside time" is where the majority of the bullying took place at sixty-four percent (64%). Six (6) out of the seven (7) locations surveyed showed an increase over the three year analysis. The largest decrease was bullying in the cafeteria; seven percent (7%) decrease from the previous year. We will continue to teach our students to be advocates for themselves and others when faced with a bullying incident. Our school-wide behavior expectations, The Raptor Way, address showing respect to others and not demonstrating bullying characteristics. In addition, we have implemented "STOPit" an anonymous, online/App to report bullying. Students, parents or staff can make the report involving bullying, which is then followed up by administration.

**Peer Pressure**

	2020-2021	2021-2022	2022-2023
<i>I feel pressure from other students to....</i>	Student	Student	Student
I do not feel pressure from other students.	95%	95%	96%
vape or use e-cigarette devices.	4%	5%	4%
use illegal drugs.	2%	3%	3%
use alcohol.	4%	3%	3%
use tobacco.	2%	1%	3%
use prescription drugs that are not prescribed to me.	3%	2%	3%

**Summary:**

Peer pressure amongst students in school can be very harmful. Peer pressure has been shown to cause teen depression, anxiety, and high stress levels, in addition to negative behavior, and poor decision-making. Ninety-six percent (96%) of our students reported not feeling “pressure from other students,” which is a positive rate from the previous year. The three year analysis also shows a decrease in pressure for students in all the areas surveyed except: “use tobacco and use prescription drugs that are not prescribed to me.” These results show that our students are overall feeling less peer pressure. We will continue to participate in national Red Ribbon Week each year, teach Positive Prevention Plus, as well as have regular classroom discussion about healthy living.

### School Environment

	2020-2021	2021-2022	2022-2023
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I am proud to be part of my school.	68%	68%	70%
My school is a safe place.	70%	68%	72%
School activities are interesting.	58%	66%	68%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	40%	43%	51%
Students at my school are motivated to learn.	51%	39%	40%

#### Summary:

A positive school environment has many benefits. Studies have shown that it reduces stress in both teachers and students, which boosts a more positive mindset. It has a positive effect on student attendance and achievement, and teacher retention as well. Within the school environment, the classroom environment also greatly affects student learning. This specific environment provides opportunities for students to build social skills, as well as clear learning goals, feedback, and many strategies for success. The staff is committed to creating an encouraging and stimulating learning environment for all students. Interestingly, the results were very similar over the three year analysis; with all questions increasing. The largest positive change was the increase of eight percent (8%) in "I have a say in school decisions that affect me."

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

### Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

### Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

### Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

### Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

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

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.



## Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. 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

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# ***CVR School Site Council - Planning Calendar***

## **2023-2024**

**2:45 p.m. - 3:45 p.m. in Conference Room A**

### **August 29, 2023**

Year at a Glance for Current School Year  
Review Role of SSC Members  
School Parental Involvement Policy & Bylaws-Approve  
Uniform Complaint Annual Notification  
Survey Analysis

### **September 19, 2023**

District Goals – Site Goals – Grade Level – Department Goals  
Review and Analyze District and Site Assessment Results  
SPSA-School Plan for 2023-2024-Input-Review  
Questions/Comments/Suggestions

### **October 10, 2023**

IF NEEDED

### **November 7, 2023**

SPSA-School Plan Final Reading  
Questions/Comments/Suggestions

### **December 5, 2023**

IF NEEDED

### **January 23, 2024**

Dashboard Review

### **February 6, 2024**

Dashboard Review  
LCAP Review  
Review and monitor SPSA  
Questions/Comments/Suggestions

### **March 5, 2024**

LCAP - Local Indicator 3 Parent Rubric  
Review and monitor SPSA  
Questions/Comments/Suggestions

**April 2024**

IF NEEDED

**May 7, 2024**

Budget for 2024-2025 Updates

Review Survey Results

Questions/Comments/Suggestions



**Creekview Ranch School**  
**SCHOOL SITE COUNCIL BY-LAWS**

**ARTICLE I: Name of Committee**

The name of this committee will be the Creekview Ranch School Site Council.

**ARTICLE II: Objectives**

The objective of the School Site Council (SSC) shall be to assist the school in creating a school improvement program as identified in AB65. The School Site Council shall be advisory in nature, and these by-laws shall in no way be construed as giving the School Site Council a veto over project or program activities. The principle functions are advisory in nature and to review the School Improvement Plan, to review its implementation, to assess periodically the effectiveness of the program, to approve the school improvement budget, and to recommend modification of the plan to reflect changing needs and priorities. Final decision making authority rests with the administration and the Board of Trustees.

**ARTICLE III: Membership**

**Section 1. School Site Council**

The Council shall be composed of the principal and representatives of teachers elected by teachers at the school, other school personnel elected by other school personnel at the school, parents of pupils attending the school elected by such parents, and students elected by students attending the school. In addition, community members may serve on the Council if elected by the parents of the school. The Council shall be constituted to ensure parity between the principal, classroom teachers, (4) and other school personnel (1 classified) and parents (4) or other community members selected by parents and students (2). The classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents or other community members may be employees of the school district as long as they are not employees at this school.

**Section 2. Responsibilities and Rights**

All Council members shall enjoy the full rights and obligations of membership. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to the Council. Voting by proxy or absentee ballots is not permitted.

**Section 3. Termination of Membership**

A. Members shall no longer hold membership who cease to meet the requirement of the position for which they were elected. Membership may be terminated for any member who is absent from all regular and special meetings for a period of three consecutive months. The Council, by affirmative vote of two-thirds of all of the members of the Council, may recommend termination of membership.

#### Section 4. Term of Office

All members of the Council shall serve for a two-year term. The term of appointment will be concurrent with the school year.

#### Section 5. Resignation

Any member may resign by filing a written resignation with the Council chairperson or school administrator.

#### Section 6. Vacancy

Any vacancy on the Council shall be filled for the remainder of the unexpired term. The chairperson shall appoint to fill the vacancy.

### **ARTICLE IV: Officers**

#### Section 1.

The officers of the School Site Council shall be a chairperson, vice-chairperson, a recording secretary.

#### Section 2. Election and Term of Office

The chairperson, vice-chairperson, and secretary of the School Site Council shall be elected annually by the newly-formed Council at their first meeting each school year.

#### Section 3. Chairperson

The chairperson must be a community member within the school district boundaries other than an employee of the school district. The chairperson, in cooperation with the principal, shall prepare an agenda for each council meeting. He/she shall preside at all meetings of the School Site Council and, in addition, he/she will perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

#### Section 4. Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in event of her/his absence. He/she must be a community member other than an employee of the school district.

#### Section 5. Recording Secretary

The recording secretary shall keep the minutes of the meetings both regular and special of the School Site Council and shall transmit true and correct copies of the minutes to each of the members, to the principal and to such other persons as the committee may deem appropriate. The recording secretary shall see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Council's records: keep a register of the address and telephone number of each member of the Council and, in general, perform all duties related to the office of the recording secretary and such other duties as from time to time may be assigned to the office by the chairperson. Official minutes will be kept in the school office.

## **ARTICLE V: Standing and Special Committees**

### **Section 1. Creation and Abolition of Standing and Special Committees**

The School Site Council may from time to time create and abolish such standing or special committees as it may desire. Members for such committees may be drawn from the community and will include a member from the Council. No standing or special committee may exercise the authority of the School Site Council.

### **Section 2. Membership**

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees with approval of School Site Council.

### **Section 3. Term of Office**

Each member of a committee shall continue as such for the term of his appointment and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

## **ARTICLE VI: Meetings of School Site Council**

### **Section 1. Regular Meetings**

The School Site Council shall, if possible, meet regularly once each month while school is in regular session; the principal must be in attendance at all meetings. Meetings will follow the format set forth in Roberts' Rules of Order.

### **Section 2. Special Meetings**

Special meetings may be called by the chairperson or by majority vote of the School Site Council.

### **Section 3. Place of Meetings**

The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school.

### **Section 4. Notice of Meetings**

At the first meeting of the year, a calendar of meetings shall be established, publicized, and placed on the agenda. All required notices shall be delivered to the SSC and committee members no less than 72 hours in advance of the meeting.

### **Section 5. Quorum**

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

### **Section 6. Meetings Open to Interested Persons**

All regular and special meetings of the School Site Council and its standing or special committees shall be open at all times to interested persons within the school district.

#### Section 7. Parent Survey

The purpose of the School-Based Parent Survey is to solicit parent feedback regarding the strengths and needs within the school's programs so that the Council can identify areas in which to focus. This survey may be distributed at any time throughout the school year. Results will be presented and reviewed at a regularly scheduled School Site Council meeting.

#### Section 8. Teacher Feedback

In order to align more closely with overall Professional Learning Community (PLC) efforts of the school, teacher feedback may be solicited at any time throughout the school year. This feedback may be gathered in a variety of ways such as: Facilitated Staff meetings, Minimum Day structured feedback opportunities, written and verbal communication or the administration of specific site surveys. Each school site may determine the most valuable method(s) of soliciting teacher feedback for program improvement efforts.

### **ARTICLE VII: Election Procedures**

Section 1. Election for community members shall take place in the spring.

#### Section 2.

- A. The principal of the school is automatically a member of the School Site Council.
- B. The four teacher representatives shall be elected during a faculty meeting at the beginning of the school year.
- C. A classified employee representative shall be elected at a meeting called for that purpose by the principal at the beginning of the school year.
- D. The four community members shall be elected by ballot distributed through the monthly school communication.
- E. Notification of upcoming elections and of requests of nominations of community members shall be made in a timely fashion prior to the elections.

### **ARTICLE VIII: Amendments**

An amendment of these by-laws may be made at any regular meeting of the SSC by a vote of two-thirds or a quorum of the members. Written notice of the proposed amendment must be submitted to SSC members at least three (3) days prior to the meeting at which the amendment is to be considered for adoption.

Approved: August 31, 2021

**Creekview Ranch School Partners in Learning  
School Pledge/Compact 2023 - 2024**

We know that children learn from adults and love, encouragement, positive support, and a nurturing environment are critical to the healthy development of every child. We are committed to working together with each of us doing our best to promote achievement for our students.

**As a student, I pledge to:**

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Tell my parents what I am learning in school and give them all notices sent home.
- Know and follow the school and class rules.
- Ask for help when I need it.
- Limit my TV/Computer use and read every day.
- **Read and agree to follow the conditions in the District Instructional Technology Use Policy.**

**Print Student Name:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**As a parent/guardian, I pledge to:**

- Make sure that my child gets to school every day, gets adequate sleep, and completes home/school work.
- Talk with my child about his/her activities every day.
- Know how my child is progressing by attending conferences, looking at schoolwork, talking to the teacher, attending Back to School Night, Open House, and being involved with the school.
- Communicate the importance of education and learning to my child.
- Support school and classroom rules and policies.
- Read to my child and encourage my child to read every day, limit TV/computer use.
- Provide a quiet time and place for my child to do school work.
- **Read and agree to follow the conditions in the District Instructional Technology Use Policy.**

**Print Parent Name:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**As a staff, we pledge to:**

- Provide high-quality curriculum and instruction by teaching the District Standards, utilizing effective teaching strategies, and providing interventions in a positive, safe, and orderly learning environment.
- Have high expectations and help all students meet standards.
- Communicate regularly with parents including at Fall parent-teacher conferences, trimester progress reports, and report cards, before and after school parent contact through phone conversations, e-mail, or scheduled meetings.
- Encourage parents to be involved in decisions that affect their child's education.
- Encourage parents to schedule a time to volunteer or observe in the classroom and at the school.
- Create a positive, safe, and orderly learning environment in my class and in school.

**Print Teacher Name:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please return to your classroom/first period teacher.**

**Creekview Ranch School**  
**School Parental/Guardian Involvement Policy**

**PART I. GENERAL EXPECTATIONS**

Creekview Ranch agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental/Guardian Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental/Guardian Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental/Guardian Involvement Policy available to the local community.
- The school will periodically update the School Parental/Guardian Involvement Policy to meet the changing needs of parents and the school.
- The school has adopted the school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

***Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—***

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

**PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED School Parental/Guardian Involvement Policy COMPONENTS**

1. Creekview Ranch will take the following actions to involve parents in the joint development and joint agreement of its School Parental/Guardian Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - *Training is provided to the SSC and ELAC members on their roles and responsibilities.*
  - *Review School compact found in the student handbook.*
  - *Continue to send out notices from the school to parents concerning upcoming evening and day events such as Back to School Night, Open House, Library, and Family picnics.*
2. Creekview Ranch will take the following actions to distribute to parents of participating children and the local community, the School Parental/Guardian Involvement Policy:
  - *Put the School Parental/Guardian Involvement Policy on the school website.*
  - *Put in School newsletters dates and time of SSC meetings, post agendas in the school office.*
3. Creekview Ranch will update periodically its School Parental/Guardian Involvement Policy to meet the changing needs of parents and the school:
  - *The SSC will annually review the School Parental/Guardian Involvement Policy.*
4. Creekview Ranch will convene an annual meeting to inform parents of the following:
  - *A meeting notice will be sent home to parents and a notice will be placed in the school newsletter announcing the annual Title I parent meeting. At the meeting, the following will*



*be covered: curriculum, assessment tools, and ideas for parents to help their children at home.*

5. Creekview Ranch will hold a flexible number of meetings at varying times, and may provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
  - *Meetings will be held in conjunction with other events at school.*
  - *Child care may be available at the meetings.*
6. Creekview Ranch will provide timely information about Title I programs to parents of participating children in a timely manner.
7. Creekview Ranch will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
  - *At the meeting the following will be covered: curriculum, assessment tools, and ideas to help their children at home.*
8. Creekview Ranch will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
  - *Besides other activities, the parents are invited to their child's Parent Conferences held in the fall of each year. Students who are At Risk of Not Meeting Standards are asked to meet with the classroom teacher to develop an intervention plan for their child.*
9. Creekview Ranch will submit to the district any parent comments if the schoolwide plan, under section (1114)(b)(2), is not satisfactory to parents of participating children:
  - *The SSC will assist in the development of the Schoolwide Plan for Title I. Parents can provide input at meetings in writing or in person. Parents will be directed to write a letter to the Superintendent with their concerns.*

### **PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

10. Creekview Ranch will build the school's and parents' capacity for strong parental involvement. To improve student academic achievement, we encourage a strong effective involvement of parents and we support a partnership among the school, parents, and the community. Involvement is encouraged through the following activities specifically described below:

- *Family picnics will be held at the school. School staff will organize the family picnics.*
11. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
    - *The School Compact will be discussed by all stakeholders and become a part of the school Parental Involvement Policy.*
  12. The school will, with the assistance of its district, provide assistance to parents of children served by the school.
  13. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- *Family Nights, Family Picnic Days, Parent Resource Library (Located in the school library and pamphlets in the office conference room).*

14. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent; programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *Schools that have 15% of any one language will send out materials in English and in the other language.*
- *District documents will be translated for the top three major languages in the district.*
- *Interpreters will be available for parent conferences, SST's, IEP's and other meetings as needed.*
- *Language Line will be available for office and classroom teachers to communicate with parents.*

#### **PART IV.      ADOPTION**

This School Parental/Guardian Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was reauthorized/adopted by Creekview Ranch on August 29, 2023 and will be in effect until the spring of 2024. The school will make this policy available to all parents. The Dry Creek Joint Elementary School District's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



(Signature of Authorized Official)

8/29/23  
(Date)