

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Creekview Ranch School	31-66803-0116574	August 27, 2024	September 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Creekview Ranch School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

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 2023 Dashboard data. Creekview Ranch School met ATSI eligibility in the state measure of Chronic Absenteeism for African American/Black students and Suspension for African American/Black students.

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

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Plan Description

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

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At Creekview Ranch School, we collectively (all engagement partners) analyzed the 2023 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 for our African American/Black Students. "By June 2025, 100% of students that identify as African American or black and staff will develop and access the tools, behaviors, and actions that empower students to attend school at least 91% of the time." The change practices will include fidelity of sending of attendance letters, additional training for our site attendance clerk, the assistant principal will meet with students on Attendance Success Plans, conduct empathy interviews, a robust messaging campaign, positive rewards, incentives and celebrations. Measurable outcomes will be the percentage of students reporting positively on the school climate survey about relationships and connections increasing and the percentage of chronically absent students reported every other week decreasing. 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 suspension rates for students that identify as African American/Black Students. "By June 2025, no more than 1.5% of students that identify as African American or black and staff will be suspended. This will be a 7.6% reduction in suspensions." Our team also identified primary and secondary drivers and created changes of practice tied to measurable outcomes. The change practices will include empathy interviews with families, messaging campaign and positive phone calls and Parent Square messages home, increase student engagement through guest speakers and schoolwide activities, holistic analysis of school programs, fidelity of PBIS implementation. Measurable outcomes will include data analysis, monthly PBIS team meetings, monthly SED team meetings, analyzing data to determine the most impactful best practices to lower the suspension rate for our African American/Black Students.

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

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 increased 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%.

Educational Partner Involvement

How, when, and with whom did Creekview Ranch 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.

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

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.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The following subgroups have an overall performance level of red or orange.

ELA: Students with Disabilities (Red)

Math: English Learner (Orange); Socioeconomically Disadvantaged (Orange); Students with Disabilities (Orange); Hispanic (Orange)

English Language Progress: N/A

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: Socioeconomically Disadvantaged (Orange); Students with Disabilities (Orange); African American (Red); White (Orange)

Chronic Absenteeism: Socioeconomically Disadvantaged (Orange); English Learner (Red); Students with Disabilities (Red); African American (Red); Asian (Orange)

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

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

The following subgroups are two or more performance levels below the "all student" performance category.

ELA: Students with Disabilities (Red)

Math: N/A

English Learner Progress: N/A

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: African American (Red)

Chronic Absenteeism: English Learner (Red); Students with Disabilities (Red); African American (Red)

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Creekview Ranch School met ATSI eligibility in the state measure of Chronic Absenteeism for African American/Black students and Suspension for African American/Black students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Creekview Ranch School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.27%	0.26%	0.36%	2	2	3
African American	4.38%	3.83%	3.91%	32	29	33
Asian	11.37%	12.14%	12.91%	83	92	109
Filipino	1.10%	1.85%	2.25%	8	14	19
Hispanic/Latino	23.15%	27.04%	25.12%	169	205	212
Pacific Islander	0.68%	0.66%	0.95%	5	5	8
White	46.85%	43.93%	43.01%	342	333	363
Multiple/No Response	12.19%	10.03%	11.37%	89	76	96
Total Enrollment				730	758	844

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	101	109	78
Grade 1	69	74	78
Grade 2	73	81	80
Grade 3	73	81	80
Grade 4	78	71	89
Grade 5	84	72	80
Grade 6	85	97	106
Grade 7	86	86	107
Grade 8	81	87	105
Total Enrollment	730	758	844

Conclusions based on this data:

- 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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	114	107	107	19.60%	15.6%	12.7%
Fluent English Proficient (FEP)	82	86	99	11.00%	11.2%	11.7%
Reclassified Fluent English Proficient (RFEP)	24	13		16.7%	21.0%	

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

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Writing Producing clear and purposeful writing									
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

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Listening Demonstrating effective communication skills									
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

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Research/Inquiry Investigating, analyzing, and presenting information									
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

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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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

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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

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	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

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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

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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 a 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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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

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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

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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

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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

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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

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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

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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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 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 did 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 Proficiency Level 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.
2. 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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
758	37.6	14.1	0.1
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	107	14.1
Foster Youth	1	0.1
Homeless	17	2.2
Socioeconomically Disadvantaged	285	37.6
Students with Disabilities	81	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	3.8
American Indian	2	0.3
Asian	92	12.1
Filipino	14	1.8
Hispanic	205	27
Two or More Races	76	10
Pacific Islander	5	0.7
White	333	43.9

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>Green</div>		

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. The following subgroups are two or more performance levels below the "all student" performance category.
ELA: Students with Disabilities (Red)
Math: N/A
English Learner Progress: N/A
We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

ATSI Suspension: African American (Red)
Chronic Absenteeism: English Learner (Red); Students with Disabilities (Red); African American (Red)
We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

School and Student Performance Data

Academic Performance English Language Arts

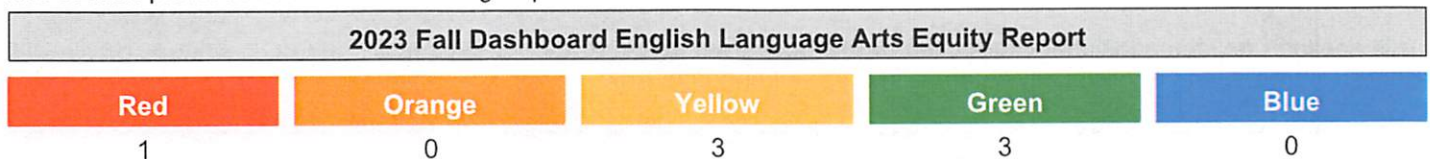
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 24.3 points above standard Decreased -7 points 470 Students	English Learners Yellow 1.7 points below standard Decreased -9 points 91 Students	Foster Youth No Performance Color 0 Students
Homeless 17.3 points below standard Increased +8 points 12 Students	Socioeconomically Disadvantaged Yellow 6.8 points above standard Maintained -1.2 points 194 Students	Students with Disabilities Red 76.2 points below standard Decreased -3.2 points 59 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
26 points above standard Increased +5.2 points 20 Students	Less than 11 Students 1 Student	 Green 44.8 points above standard Decreased Significantly - 19.5 points 61 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.5 points above standard Decreased -10.5 points 114 Students	 Green 13.3 points above standard Decreased Significantly - 22.6 points 52 Students	Less than 11 Students 3 Students	 Green 27.4 points above standard Decreased -3.1 points 209 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.2 points below standard Decreased Significantly -22.2 points 50 Students	64.8 points above standard Increased +10.5 points 41 Students	27.1 points above standard Decreased -6.8 points 341 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.

The following subgroups are two or more performance levels below the "all student" performance category.
ELA: Students with Disabilities (Red)

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

School and Student Performance Data

Academic Performance Mathematics

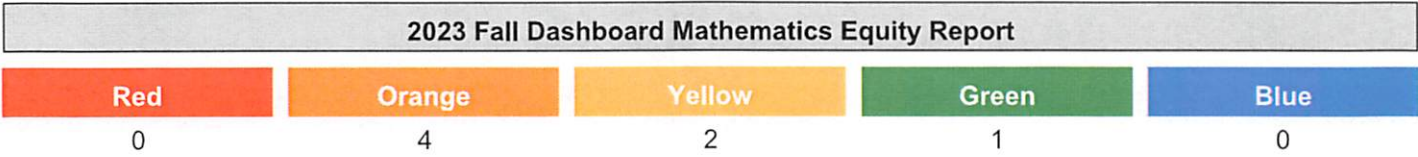
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







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 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>6.4 points below standard</div> <div>Maintained -1.3 points</div> <div>471 Students</div>	<div>English Learners</div> <div> Orange</div> <div>26.9 points below standard</div> <div>Decreased -7 points</div> <div>91 Students</div>	<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Homeless</div> <div>17.6 points below standard</div> <div>Increased Significantly +18.9 points</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>26.6 points below standard</div> <div>Maintained -0.4 points</div> <div>195 Students</div>	<div>Students with Disabilities</div> <div> Orange</div> <div>102 points below standard</div> <div>Increased +10 points</div> <div>59 Students</div>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
19.8 points below standard Increased +8.3 points 20 Students	Less than 11 Students 1 Student	 Green 23 points above standard Decreased -6 points 61 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 26.1 points below standard Maintained +2.7 points 114 Students	 Yellow 2 points below standard Maintained +0.8 points 52 Students	Less than 11 Students 3 Students	 Yellow 4.7 points below standard Decreased -4 points 210 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.2 points below standard Decreased -14 points 50 Students	16.2 points above standard Increased +4 points 41 Students	1.9 points below standard Maintained +2.2 points 341 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

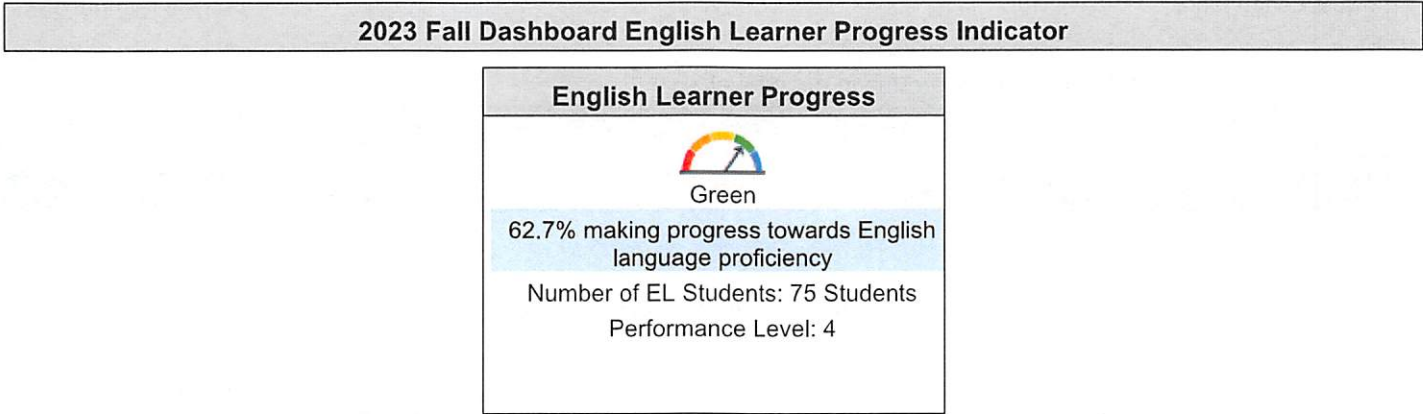
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



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.

2023 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
10	18	5	42

Conclusions based on this data:

- 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).
- 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 21.4% Chronically Absent Declined Significantly -5.3 802 Students	English Learners Red 24.6% Chronically Absent Increased 3.1 118 Students	Foster Youth Less than 11 Students 5 Students
Homeless 57.9% Chronically Absent Increased 12.9 19 Students	Socioeconomically Disadvantaged Orange 28.2% Chronically Absent Declined -2 348 Students	Students with Disabilities Red 35.1% Chronically Absent Increased 1.4 94 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 30.3% Chronically Absent Increased 5.3 33 Students	Less than 11 Students 2 Students	 Orange 15.5% Chronically Absent Increased 5 97 Students	20% Chronically Absent 0 15 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 27.6% Chronically Absent Declined Significantly -12.6 210 Students	 Yellow 19.8% Chronically Absent Declined -8 81 Students	Less than 11 Students 5 Students	 Yellow 19.2% Chronically Absent Declined Significantly -5.1 359 Students

Conclusions based on this data:

- In the 2022-2023 school year, Creekview Ranch School received the "Medium" status level for all students with 21.4% of the students being chronically absent.

Chronic Absenteeism for English Learners (118) resulted in a "Very High" status level as well with 24.6% of the students being chronically absent.

Socio-economically Disadvantaged students (348) resulted in a "High" status level as well with 28.2% of the students being chronically absent.

Students with Disabilities (94) resulted in a "Very High" status level as well with 35.1% of the students being chronically absent.

No performance level is available for Foster Youth and Homeless due to the low number of students in this category.
- Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard.

Hispanic students (210 students) scored within the "Medium" status level with 27.6% of the students being chronically absent.

Students who identify as Two or More Races (81 students) scored within "Medium" status level as well with 19.8% of the students being chronically absent.

White students (359 students) scored within "Medium" status level as well with 19.2% of the students being chronically absent.

Asian students (97 students) scored within "High" status level as well with 15.5% of the students being chronically absent.

African American students resulted in a "Very High" status level as well with 30.3% of the students being chronically absent. This was the highest increase across all race/ethnicity data.

No performance level is available for American Indian, Filipino, and Pacific Islander due to the low number of students in this category.

3. Creekview Ranch School will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	2	1	1

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Yellow</p> <p>1.5% suspended at least one day</p> <p>Maintained 0.2</p> <p>810 Students</p>	<p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined -0.8</p> <p>118 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>0% suspended at least one day</p> <p>Maintained 0</p> <p>19 Students</p>	<p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.1</p> <p>351 Students</p>	<p>Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 2.1</p> <p>94 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 9.1% suspended at least one day Increased 6 33 Students	American Indian Less than 11 Students 2 Students	Asian  Yellow 1% suspended at least one day Increased 1 97 Students	Filipino 0% suspended at least one day 15 Students
Hispanic  Yellow 1.4% suspended at least one day Maintained -0.2 212 Students	Two or More Races  Blue 0% suspended at least one day Declined -2.2 82 Students	Pacific Islander Less than 11 Students 5 Students	White  Orange 1.4% suspended at least one day Increased 0.3 364 Students

Conclusions based on this data:

- Overall, Suspension Rates for all students (810) were within the "Medium" status level with 1.5% of students being suspended at least one day in the school year.

 The Suspension Rate for English Learners (118) were within the "Low" status level with 10.8% of students being suspended at least one day in the school year.

 Socio-economically Disadvantaged students (351) were within the "High" status level with 1.4% of students being suspended at least one day in the school year.

 Students with Disabilities (94) were within the "High" status level with 2.1% of students being suspended at least one day in the school year.

 No performance level is available for Foster Youth and Homeless due to the low number of students in these categories.
- Suspension Rates are disaggregated by race/ethnicity on the Dashboard.

 African American students (33) received 9.1% suspended at least once during the school year, resulting in a status of "Very High" on the Dashboard.

 Asian students (97) received 1.0% suspended at least once during the school year, resulting in a status of "Medium" on the Dashboard.

 Hispanic students (212 students) received an indicator score within the "Medium" status level with 1.4% of students being suspended at least one day in the school year.

 Students who identify as Two or More Races (82 students) scored within the "Very Low" status level with 0% of students being suspended at least one day in the school year.

 White students (364 students) scored within the "High" status level with 1.4% of students being suspended at least one day in the school year.

No performance level is available for Filipino and Pacific Islander students and due to the low number of students in these categories.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Identified Need:

The following subgroups have an overall performance level of red or orange.

ELA: Students with Disabilities

Math: Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

	ENGLISH LANGUAGE ARTS	
Transitional Kindergarten English Language Arts Assessments	Transitional Kindergarten English Language Arts Upper Case ID: 82% proficient (20/26 letters) Lower Case ID: 76% proficient (20/26 letters)	Transitional Kindergarten English Language Arts Upper Case ID Lower Case ID
Kindergarten English Language Arts Assessments	Kindergarten Upper Case ID: 96% proficient (26/26 letters) Lower Case ID: 96% proficient (26/26 letters) Beginning Sounds: 96% of students have beginning sounds. Identify Main Topic & Key details: 98% proficient Retell a Familiar Story: 94% proficient	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)
1st Grade English Language Arts Assessments	1st Grade English Language Arts Running Record: 76% proficient (16/18) DECELS: 76% proficient (40/50) Comprehension for Fiction: 72% proficient	1st Grade English Language Arts Running Record DCELS Comprehension for Fiction
2nd Grade English Language Arts Assessments	2nd Grade English Language Arts At/Above Benchmark: 75% On Watch: 8% Intervention: 9% Urgent Intervention: 8% DCELS: 86% proficient with 55/65 Reading Literature Text - Springtime: 93% proficient with 4/5 Reading Informational Text - Eagles Nest: 41% proficient with 4/5	2nd Grade English Language Arts STAR Reading DCELS Reading Literature Text Reading Informational Text
3rd Grade English Language Arts Assessments	3rd Grade English Language Arts At/Above Benchmark: 82% On Watch: 4% Intervention: 6% Urgent Intervention: 8% CAASPP English Language Arts: 50.61% Met/Exceeded	3rd Grade English Language Arts STAR Reading CAASPP English Language Arts
4th Grade English Language Arts Assessments	4th Grade English Language Arts At/Above Benchmark: 69% On Watch: 11% Intervention: 9% Urgent Intervention: 11% CAASPP English Language Arts: 61.97% Met/Exceeded	4th Grade English Language Arts STAR Reading CAASPP English Language Arts
	5th Grade English Language Arts At/Above Benchmark: 72%	5th Grade English Language Arts STAR Reading CAASPP English Language Arts
		6th Grade English Language Arts STAR Reading CAASPP English Language Arts

5th Grade English Language Arts Assessments	On Watch: 10% Intervention: 8% Urgent Intervention: 10% CAASPP English Language Arts: 68.42% Met/Exceeded	
6th Grade English Language Arts Assessments	6th Grade English Language Arts At/Above Benchmark: 61% On Watch: 8% Intervention: 16% Urgent Intervention: 15% CAASPP English Language Arts: 73.62% Met/Exceeded	7th Grade English Language Arts STAR Reading CAASPP English Language Arts
7th Grade English Language Arts Assessment	7th Grade English Language Arts At/Above Benchmark: 58% On Watch: 13% Intervention: 10% Urgent Intervention: 42% CAASPP English Language Arts: 63.41% Met/Exceeded	8th Grade English Language Arts STAR Reading CAASPP English Language Arts
8th Grade English Language Arts Assessments		
	8th Grade English Language Arts At/Above Benchmark: 52% On Watch: 16% Intervention: 20% Urgent Intervention: 48% CAASPP English Language Arts: 50% Met/Exceeded	MATHEMATICS Transitional Kindergarten Counting 1:1 Cardinality Counting to 30 Number ID Kindergarten Count & Write Numbers Counting to 100 Trimester 3 Performance Task Number ID (EOY Summative) Understanding Addition/Subtraction EOY Summative)
MATHEMATICS		
Transitional Kindergarten Mathematics Assessment	Transitional Kindergarten Mathematics Counting objects to 10: 89% proficient Counting to 30: 80% proficient	1st Grade Mathematics STAR Math End of Year Summative Performance Assessment
Kindergarten Mathematics Assessment	Kindergarten Mathematics Count & Write Numbers: 88% proficient Counting to 100: 92% proficient Trimester 3 Performance task: 96% proficient Number ID: 96% kindergarten students were able to recognize and supply the names of numbers out of order 0-21. Number ID (EOY Summative): 96% proficient Understanding Addition/Subtraction EOY Summative): 100% proficient	2nd Grade Mathematics STAR Math End of Year Summative Performance Assessment
1st Grade Mathematics Assessments	1st Grade Mathematics STAR Math At/Above Benchmark: 71% On Watch: 13% Intervention: 11%	3rd Grade Mathematics STAR MATH

<p>2nd Grade Mathematics Assessments</p>	<p>Urgent Intervention: 5% End of Year Summative: 75% proficient</p> <p>2nd Grade Mathematics STAR Math At/Above Benchmark: 70% On Watch: 20% Intervention: 10% Urgent Intervention: 0% End of Year Summative: 66% proficient</p>	<p>CAASPP Mathematics</p>
<p>3rd Grade Mathematics Assessments</p>	<p>3rd Grade Mathematics STAR Math At/Above Benchmark: 83% On Watch: 6% Intervention: 6% Urgent Intervention: 6% CAASPP Mathematics: 65.48% Met/Exceeded</p>	<p>4th Grade Mathematics STAR Math CAASPP Mathematics</p> <p>5th Grade Mathematics STAR MATH CAASPP Mathematics</p>
<p>4th Grade Mathematics Assessments</p>	<p>4th Grade Mathematics STAR Math At/Above Benchmark: 82% On Watch: 7% Intervention: 8% Urgent Intervention: 3% CAASPP Mathematics: 53.52% Met/Exceeded</p>	<p>6th Grade Mathematics IXL Diagnostic CAASPP Mathematics</p>
<p>5th Grade Mathematics Assessments</p>	<p>5th Grade Mathematics STAR Math At/Above Benchmark: 73% On Watch: 13% Intervention: 9% Urgent Intervention: 4% CAASPP Mathematics: 49.35% Met/Exceeded</p>	<p>7th Grade Mathematics IXL Diagnostic CAASPP Mathematics</p>
<p>6th Grade Mathematics Assessments</p>	<p>6th Grade Mathematics IXL Diagnostic Above: 6% On: 19% Below: 29% Far Below: 33% Did not complete: 13% CAASPP Mathematics: 42.86% Met/Exceeded</p>	<p>8th Grade Mathematics IXL Diagnostic CAASPP Mathematics</p>
<p>7th Grade Mathematics Assessments</p>	<p>7th Grade Mathematics IXL Diagnostic Above: 3% On: 18% Below: 6% Far Below: 6% Did not complete: 67% CAASPP Mathematics: 38.56% Met/Exceeded</p>	
<p>8th Grade Mathematics Assessments</p>		

	8th Grade Mathematics IXL Diagnostic Above: 2% On: 5% Below: 18% Far Below: 43% Did not complete: 32% CAASPP Mathematics: 32.09% Met/Exceeded	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Transitional Kindergarten - Fifth Grades</p> <p>Teachers will provide explicit, Common Core State Standards (CCSS) based Tier I instruction.</p> <p>Teachers will use common formative assessment scores to group any student needing additional time and instruction.</p> <p>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.</p> <p>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.</p> <p>The K-5 Raptor's Nest (Learning Center) will communicate weekly with all teachers to monitor progress.</p> <p>Teachers will work with students one on one if the other interventions do not show academic growth.</p> <p>All teachers are GLAD trained and use GLAD strategies to meet the needs of all learners.</p>	SED Students/All Students	<p>1,250</p> <p>Title 1</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitutes for Collaborative Conferences</p> <p>750</p> <p>Title 1</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Funds for professional development</p> <p>4,000</p> <p>Title 1</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitutes for release days for strategic planning.</p>
1.2	<p>Sixth - Eighth Grades</p> <p>Teachers will identify essential standards as focus for the year.</p>	SED Students/All students	<p>1,250</p> <p>Title 1</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitutes for Collaborative Conferences</p>

	<p>Teachers will create and administer common assessments that align to the identified essential standards.</p> <p>Teachers will use modeling, peer feedback, and rubrics to inform student achievement.</p> <p>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.</p> <p>Teachers will use common formative assessment scores to group any student needing additional time and instruction (Tier II intervention groups).</p> <p>Collaborative conferences have been set in place, three times per year, to analyze all student results to determine individuals who need Tier III support.</p> <p>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).</p> <p>All ELA teachers are GLAD trained and use GLAD strategies to meet the needs of all learners.</p>		<p>600</p> <p>Title 1</p> <p>4000-4999: Books And Supplies</p> <p>Classroom funds for materials and supplies</p> <p>1,000</p> <p>Supplemental Grant</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitutes for release days for strategic planning.</p>
1.3	<p>Transitional Kindergarten - Eighth Grades:</p> <p>GLAD Supplies</p>	ELL/All students	<p>500</p> <p>Title 1</p> <p>4000-4999: Books And Supplies</p> <p>GLAD Supplies</p> <p>1,000</p> <p>Supplemental Grant</p> <p>4000-4999: Books And Supplies</p> <p>EL Supports/Materials and Supplies</p>
1.4	<p>Purchase, and use evidence based support materials to increase student comprehension and understanding of essential standards across core curricular areas.</p>	All students in need	<p>1,000</p> <p>Title 1</p> <p>4000-4999: Books And Supplies</p> <p>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.</p>
1.5	<p>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.</p>	EL Students/All Students in need of Tier II and Tier III supports.	<p>1,000</p> <p>Title 1</p> <p>4000-4999: Books And Supplies</p> <p>Additional SIPPS</p> <p>1,000</p> <p>Title 1</p>

			5800: Professional/Consulting Services And Operating Expenditures Additional Orton Gillingham IMSE/Structured Literacy Training
1.6	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).	SED Students/All Students	400 Title 1 4000-4999: Books And Supplies Purchase Raz Kids licenses 1,500 Title 1 4000-4999: Books And Supplies Scholastic News
1.7	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.	All Students in grades 4-8 for ELA and grades 2-8 for Math.	3,000 Title 1 4000-4999: Books And Supplies IXL Math site purchased for grades 2-5; IXL ELA site purchased for grades 3-5. (IXL ELA and Math paid from Ed Services for grades 6-8.) 500 Title 1 5000-5999: Services And Other Operating Expenditures IXL Training
1.8	Transitional Kindergarten - Eighth Grade: Homework Habitat/Additional support and time for students needing assistance	All Students in grades TK-8	2,500 Supplemental Grant 2000-2999: Classified Personnel Salaries Hourly pay for before and after school tutoring and homework assistance
1.9	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).	All Students in need	500 Title 1 4000-4999: Books And Supplies Purchase additional evidence based reading materials
1.10	Purchase, train, and use evidence based support materials with students with learning gaps.	All Students in need	1,500 Title 1 4000-4999: Books And Supplies Lexia products for ELA and Math interventions and supports.
1.11	Purchase, train, and use evidence based support materials with students in need	All students in grades TK-2nd Grades	1,500 Title 1 4000-4999: Books And Supplies Heggerty Phonemic Awareness materials and supplies.

1.14	<p>One instructional assistant has been hired to provide small group instruction in the Raptor's Nest.</p> <p>One Reading Resource Teacher employed to work in our Raptors Nest.</p>	EL/SED/Any Student in need	<p>15,000</p> <p>Title 1</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Learning Center/Raptor's Nest Support, 3.25 hours a day, four days per week for 125 days</p> <p>67,386</p> <p>Title 1</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Site portion of Title 1 teacher 500</p> <p>Title 1</p> <p>2000-2999: Classified Personnel Salaries</p> <p>IA extra support time to support struggling students</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

During the 2023-24 school year, strategies and activities included district wide implementation of PLC time, one site funded intervention instructional assistants, and substitute coverage for Collaborative Conferences three times a year. Creekview Ranch School was able to serve 124 students with Tier III supports and interventions. Weekly PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas. Additionally funds for the library resulted in purchasing approximately 200 books with a focus on current relevant non fiction topics.

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

There were no major differences between intended implementation and budget expenditures.

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

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan. Expenditures will reflect increases in costs for employee salary and benefits.

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Positive School Climate

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

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

Identified Need

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

Suspension: African American Students

Chronic Absenteeism: All Subgroups

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity. We will continue to monitor our behaviors by meeting with the PBIS team and analyzing Aperture and SWIS data.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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: 2023-2024 results = 64% 1b. I can explain my feelings to others: 2023-2024 results = 34% (See appendices for full survey analysis)	1. Student Survey: 1a. My school is a safe place: Increase results by 10% to 74% for the 2024-2025 school year. 1b. I can explain my feelings to others: Increase results by 10% to 44% for the 2024-2025 school year.
2. Parent Survey 2a. My [child's] school students feel safe at school.	2. Parent Survey (See appendices for full survey analysis)	2. Parent Survey 2a. My [child's] school students feel safe at school: Increase results by 3% to 97% for the 2024-2025 school year.

2b. My [child's] school encourage(s) parental involvement.	2a. My [child's] school students feel safe at school: 2023-2024 results = 94% 2b. My [child's] school encourage(s) parental involvement: 2023-2024 results = 92%	2b. My [child's] school encourage(s) parental involvement: Increase results by 5% to 97% for the 2024-2025 school year.
3. Discipline Data	3. Discipline Data: In the 2023-2024 school year, the site had an average of 4.75 Minor Discipline Referrals per day (total of 855/year) and an average of 2 Major Office Discipline Referrals per day (total of 362/year).	3. Discipline Data: Continue to monitor referrals for patterns to address as needed.
4. Suspension	4. Suspension: 7 In-School Suspensions and 28 Out-of-School Suspensions for 2023-2024: 0.03% of students were suspended at least once in the 2023-2024 school year.	4. Suspension: Decrease 2024-2025 results by .5% of students who were suspended at least once for the 2023-2024 school year.
5. Student Attendance	5. Student attendance for 2023-2024 (TK-8 average of 94.89% daily attendance) TK: 91.29% Kindergarten: 93.90% 1st Grade: 95.15% 2nd Grade: 95.64% 3rd Grade: 95.61% 4th Grade: 95.20% 5th Grade: 96.21% 6th Grade: 95.54% 7th Grade: 95.06% 8th Grade: 95.34%	5. Student attendance should be a minimum of 97% for all grade levels for the 2024-2025 school year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	<p>Transitional Kindergarten - Eighth Grades:</p> <p>A focus on both sides of the MTSS pyramid (academic supports/behavior supports).</p> <p>Schoolwide PBIS systems in place.</p> <p>Teachers will utilize the Digital Citizenship/Nearpod curriculum to inform students about critical issues and how to get the support they may need.</p> <p>The counselor will reach out to students and use a variety of resources to provide academic, social, and emotional support using the TOOLBOX tools.</p> <p>Student Leadership opportunities including, but not limited to Student Council, WEB, Reading Buddies, Teacher Assistants, club leaders, and athletics.</p>	All Students	<p>5,000</p> <p>Title 1</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Club stipends for club advisors.</p> <p>1,000</p> <p>Title 1</p> <p>4000-4999: Books And Supplies</p> <p>Update Toolbox Posters for all classrooms and supplies.</p>

	<p>Use of Restorative Practices including, but not limited to, Community Building Circles, behavior support learning modules, Alternative Learning Center, and Restorative Circles.</p> <p>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.</p> <p>Classroom social-emotional lessons for all students.</p> <p>Aperture lessons correlating to needs based on SEL team meetings.</p> <p>Small group counseling provided by the school counselor.</p> <p>Teacher/advisors to the WEB program will use WEB curriculum and WEB activities to provide a positive, supportive environment.</p> <p>Administration will support the implementation of positive incentives and rewards for student behavior, effort, and achievement.</p> <p>ATSI Attendance Goal for African American Students: 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.</p> <p>ATSI Suspension Goal for African American Students: To reduce the percentage of African American students from 9.1% to 2% for the 2024-2025 school year.</p> <p>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.</p>		
2.4	<p>Transitional Kindergarten - 8th Grades:</p> <p>Assemblies throughout the year.</p> <p>All teachers will teach Life Skills; teachers use Life Skills books of the month as a springboard into specific lessons.</p>	All Students	<p>2,000 Title 1 4000-4999: Books And Supplies Incentives, rewards and acknowledgements. 1,000 Title 1</p>

	<p>Students will be acknowledged for showing "The Raptor Way" and will receive CLAWSOME Acts (tickets) to recognize their efforts.</p> <p>The administration and staff will support the implementation of positive incentives and rewards for student behavior, effort, attendance, and achievement.</p> <p>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.</p> <p>PBIS monthly planning meetings with the team that leads the site with PBIS strategies, trainings, and procedures.</p>		<p>5800: Professional/Consulting Services And Operating Expenditures Assemblies TK-8. 2,000 Title 1 1000-1999: Certificated Personnel Salaries PBIS monthly meeting expenses/extra duty</p>
2.5	<p>Sixth - Eighth Grades:</p> <p>Teachers will disseminate information to students through Advisory and/or Life Skills classes.</p> <p>The school counselor will use resources to reach out to students to provide academic, social and emotional support. The "Toolbox" will be explicitly taught as well as the Screenagers movies and supporting lessons.</p> <p>Where Everybody Belongs (WEB) teachers will use WEB curriculum and WEB activities to provide a positive, supportive environment.</p> <p>The administration will support the implementation of positive incentives and rewards for student behavior, effort, attendance, and achievement.</p>	All Students	<p>1,000 Title 1 4000-4999: Books And Supplies Materials, supplies and incentives 2,000 Title 1 4000-4999: Books And Supplies WEB</p>
2.6	<p>Transitional Kindergarten - 8th Grades:</p> <p>Maintain and create a safe learning environment.</p>	All Students	<p>500 Title 1 4000-4999: Books And Supplies Safety signage and supplies</p>
2.9	<p>Transitional Kindergarten - 8th Grades:</p> <p>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.).</p> <p>Every teacher also selects 3 -10 students a week to pick a "prize" from the classroom menu of prizes.</p> <p>In addition, teachers are also acknowledged for spreading and promoting kindness across campus.</p>	All Students	<p>2,000 Title 1 4000-4999: Books And Supplies Incentives, rewards and acknowledgements 500 Title 1 4000-4999: Books And Supplies Equipment and supplies 1,500 Supplemental Grant</p>

	<p>The Student Union is utilized daily to celebrate student success.</p> <p>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.</p> <p>Provide resources for students identified as foster/homeless.</p> <p>Provide resources and training for parents to support their child(ren) and community.</p>	<p>4000-4999: Books And Supplies Supplies, transportation, clothing, etc. for Foster/Homeless students. 1,500 Supplemental Grant 4000-4999: Books And Supplies Training, books/parent library, materials, parent resources to use at home to support their children in the areas of English Language Arts and Mathematics, etc. 1,842 Supplemental Grant 2000-2999: Classified Personnel Salaries Extra time for classified staff to assist with parent training nights, special events, etc.</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

During the 2023-24 school year, strategies and activities included PBIS strategies and multi-tiered systems of support. During our PBIS and SEL monthly meetings, we discussed data such as Aperture and Office Discipline Referrals. Because we have been doing this with fidelity, we have seen an increase in our behavior referrals, but we have seen an increase in positive school climate improvement as seen in our parent survey. Along with our focus on attendance and attendance incentives, we have seen an improvement in our attendance data from the 2022/2023 school year to the 2023/2024 school year. We will continue to analyze school wide attendance data monthly both schoolwide and by grade level. In addition, we will analyze individual student attendance data bi-monthly and then follow up with attendance letters, SART and SARB as needed.

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

There were no major differences between intended implementation and budget expenditures.

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

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan. Expenditures will reflect increases in costs for employee salary and benefits. Areas of need will be immediately identified and addressed using our multi-tiered systems of support and data monitoring systems with fidelity.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$139,843.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,478.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title 1	\$120,136.00

Subtotal of additional federal funds included for this school: \$120,136.00

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

State or Local Programs	Allocation (\$)
Supplemental Grant	\$9,342.00

Subtotal of state or local funds included for this school: \$9,342.00

Total of federal, state, and/or local funds for this school: \$129,478.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title 1	120,136.00	0.00
Supplemental Grant	9,342.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Supplemental Grant	9,342.00
Title 1	120,136.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	81,886.00
2000-2999: Classified Personnel Salaries	19,842.00
4000-4999: Books And Supplies	24,500.00
5000-5999: Services And Other Operating Expenditures	1,250.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supplemental Grant	1,000.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	4,342.00
4000-4999: Books And Supplies	Supplemental Grant	4,000.00
1000-1999: Certificated Personnel Salaries	Title 1	80,886.00

2000-2999: Classified Personnel Salaries	Title 1	15,500.00
4000-4999: Books And Supplies	Title 1	20,500.00
5000-5999: Services And Other Operating Expenditures	Title 1	1,250.00
5800: Professional/Consulting Services And Operating Expenditures	Title 1	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,636.00
Goal 2	21,842.00

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
Christina Stamford	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.

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 <i>Emma Sidu</i>	Secondary Student
Liliana Licea <i>Liliana L.</i>	Secondary Student
Helen Anderson-Clark <i>H. Anderson-Clark</i>	Parent or Community Member
Kristina Najarro <i>K. Najarro</i>	Parent or Community Member
Brittany Tiago <i>Brittany Tiago</i>	Parent or Community Member
Jennifer Park <i>J. Park</i>	Parent or Community Member
Becca Kotey <i>B. Kotey</i>	Classroom Teacher
Kellie Welty <i>Kellie Welty</i>	Classroom Teacher
Carrie Greger <i>Carrie Greger</i>	Classroom Teacher
Onesty Maurice <i>O. Maurice</i>	Classroom Teacher
Dara Maranzino <i>D. Maranzino</i>	Other School Staff
Christina Stamford <i>C. Stamford</i>	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

C. Stamford

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 May 7, 2024.

Attested:

C. Stamford

Asst. Principal, Christina Stamford on 5/7/24

Principal

Marty Albert

5/7/24

H. M. Clark

SSC Chairperson, Helen Anderson-Clark on 5/7/24

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%
<i>Running Record (RF 1.4)</i>	96%	93%	81%	75%	78%	66%
<i>DC Early Literacy Screeners (RF 1.3)</i>	68%	69%	63%	79%	60%	58%
<i>Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)</i>	73%	71%	66%	68%	74%	65%

Creekview Ranch School District and State Assessments

Comprehension - Fiction (RL 1.3, RF 1.3)	85%	82%	68%	73%	79%	65%
Grade 2	Site	District	Site	District	Site	District
EOY Math Assessment	65%	63%	50%	65%	80%	72%
Language Arts EOY Comprehension Summative (RI 2.1, RL 2.2, RL 2.9)	87%	82%	74%	81%	78%	82%
Language Arts EOY Comprehension Summative (RI 2.1)	22%	39%	29%	31%	36%	47%
Grade 3	Site	District	Site	District	Site	District
EOY Math Assessment	43%	38%	78%	70%	75%	73%
Language Arts EOU Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	53%	42%	62%	43%	35%	38%
Grade 4	Site	District	Site	District	Site	District
EOY Math Assessment	21%	28%	68%	67%	52%	72%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	22%	24%	49%	39%	56%	47%
Grade 5	Site	District	Site	District	Site	District
EOY Math Assessment	25%	20%	70%	55%	73%	48%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)	57%	52%	71%	66%	57%	51%

Creekview Ranch School District and State Assessments

Grade 6	Site	District	Site	District	Site	District
EOY Math Assessment	3%	3%	18%	19%	45%	43%
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)	28%	12%	55%	18%	78%	33%
Grade 7	Site	District	Site	District	Site	District
EOY Math Assessment	11%	18%	27%	24%	27%	27%
Language Arts: Comprehension Summative (RL 7.1, RI 7.1, RL 7.2, RI 7.2, RW 7.9)	17%	21%	37%	22%	41%	26%
Grade 8	Site	District	Site	District	Site	District
EOY Math Assessment	0%	10%	55%	44%	55%	42%
Language Arts: Comprehension Summative (RL 8.1, RI 8.2, RI 8.4, RL 8.6)	56%	52%	34%	70%	51%	76%

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.

Creekview Ranch School District and State Assessments

- 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.

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.

Smarter Balanced CAASPP Performance Assessments

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

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 7% of Creekview Ranch parents completed the survey in the 2023-2024 school year. (In the 2022-2023 school year only 9% of parents had completed the survey; therefore, 2% 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 (56 staff members).
- **Student Survey:** 373 students, or 86% of students, in grades 4-8 participated in the school survey.

Student Engagement

	2021-2022		2022-2023		2023-2024	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	88%	85%	94%	88%	94%	88%
wants to do well in school.	92%	85%	94%	95%	94%	90%
comes to class prepared.	88%	65%	96%	83%	94%	75%
likes going to school.	82%	85%	90%	96%	82%	90%

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-four percent (94%) of parents surveyed felt “Students come to class prepared,” while staff reported seventy-five percent (75%). This was a significant decrease from the previous year according to both parents and staff. Eighty-two percent (82%) of parents felt their students like going to school, which is an eight percent (8%) decrease, and staff reported ninety percent (90%), another decrease from the previous year, six percent (6%).

Learning Environment

	2021-2022		2022-2023		2023-2024	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	94%	94%	95%	93%	98%	94%
maintains its resources well.	90%	91%	88%	93%	94%	89%
has facilities with up-to-date technology.	91%	81%	88%	83%	96%	75%
want(s) students to succeed.	90%	96%	95%	100%	98%	100%
provide(s) a well-rounded curriculum.	84%	88%	86%	92%	94%	98%
offer(s) challenging classes.	79%	76%	78%	83%	79%	90%
focus(es) on students' character.	88%	92%	87%	96%	92%	95%

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. Ninety percent (90%) of staff indicated that Creekview Ranch offers challenging classes, while parents reported seventy-nine percent (79%). It has been noted that the staff's perception of the site having up-to-date technology has decreased by eight percent (8%) and parents increased by eight percent (8%). 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-eight percent (98%) of parents felt the same about students wanting to succeed. This is an increase for the previous year's parent results of ninety-five percent (95%)

Expectations

	2021-2022		2022-2023		2023-2024	
<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%	83%	86%
set(s) high expectations for student achievement.	74%	92%	79%	88%	90%	95%
success in college or a career.	64%	78%	69%	71%	77%	85%
encourage(s) a healthy lifestyle.	74%	81%	74%	79%	78%	81%

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, ninety percent (90%) of parents indicated that Creekview Ranch “sets high expectations for student achievement” and ninety-five percent (95%) of staff. These numbers for parents were an increase from the previous year (11%). Eighty-five percent (85%) of teachers indicated we build the expectation of college or career, while only seventy-seven percent (77%) of parents surveyed felt we do. The response by both parents and staff in regards to Creekview Ranch encouraging students to participate in extracurricular activities increased significantly from the previous year, from fifty-eight percent (58%) of parents in 2022-2023 to eighty-three percent (83%) in 2023-2024; seventy-nine percent (79%) of staff in 2022-2023 to eighty-six percent (86%) in 2023-2024.

Student Support

	2021-2022		2022-2023		2023-2024	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	71%	96%	67%	100%	80%	88%
Students receive the resources and support they need.	80%	60%	72%	77%	86%	79%
I understand what types of social-emotional support are available to students.	90%	85%	68%	95%	85%	93%

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 that had discrepancies between the parent and staff results in the past but has been a positive difference in parent responses: "I understand what types of academic support are available to students," parents reported eighty percent (80%) while staff reported eighty-eight percent (88%).

Student Support

	2021-2022		2022-2023		2023-2024	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	93%	92%	89%	95%	96%	98%
try to make class interesting.	91%	100%	84%	100%	98%	100%
encourage collaboration among students.	90%	88%	84%	100%	96%	100%
encourage critical thinking.	82%	96%	86%	95%	91%	98%
listen to students.	85%	96%	81%	100%	96%	98%
encourage students on a regular basis.	89%	100%	84%	100%	94%	100%
help my child when he/she doesn't understand something.	89%		79%		92%	
nurture creativity.	87%	85%	83%	90%	92%	95%

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. Eighty (8) of the eight (8) areas increased in approval from parents.

Social Climate

	2021-2022		2022-2023		2023-2024	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	77%	97%	79%	97%	90%	95%
students from different cultural backgrounds become friends.	91%	94%	95%	100%	92%	98%
students have friends at school.	90%	100%	94%	100%	96%	95%
students respect the teachers and staff.	92%	71%	91%	80%	94%	72%
all staff are treated fairly.	83%	84%	71%	100%	80%	89%
all students are treated fairly.	81%	93%	72%	97%	79%	91%
students get along with each other and respect their differences.	75%	69%	79%	82%	82%	73%
students feel safe at school.	87%	90%	88%	100%	94%	88%
students are comfortable talking to school staff.	83%	84%	75%	89%	88%	81%
staff feel safe at school.	82%	84%	76%	89%	89%	86%
bullying is not a problem. *Q Changes for 20-21 to bullying is a problem.	30%	32%	37%	36%	17%	39%

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, nine (9) had a eighty percent (80%) or higher rating from parents. The perception of bullying is not a problem, seventeen percent (17%) from parents and thirty-nine percent (39%) 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

	2021-2022		2022-2023		2023-2024	
<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	86%		76%		96%	
Teachers keep me well informed about my child's progress.	93%		77%		89%	

Summary:

Ninety-six percent (96%) of parents reported "The school keeps me well informed about events and activities." This was a twenty percent (20%) increase from the prior year. Eighty-nine percent (89%) of parents reported "Teachers keep me well informed about my child's progress," which is a twelve percent (12%) increase from the 2022-2023 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

	2021-2022		2022-2023		2023-2024	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	95%		93%		98%	
No	5%		4%		2%	
N/A/ I have not needed to communicate with teachers or staff	0%		3%		0%	

Summary:

This category continues to indicate that the majority of parents feel they are able to communicate with teachers and staff when needed, ninety-eight percent (98%), which is a slight increase of five percent (5%) from the previous year. The two percent (2%) 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

	2021-2022		2022-2023		2023-2024	
<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%		87%	
School and/or District Newsletters	48%		54%		63%	
School and/or District website	41%		30%		24%	
Communications from my child's teacher	73%		64%		65%	
Social Media	7%		9%		13%	
Employees of the district	9%		10%		20%	
Other	2%		3%		0%	
None of the above	3%		0%		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-seven percent (87%). 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

	2021-2022		2022-2023		2023-2024	
<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	93%		93%		96%	
Text messages	64%		47%		53%	
School and/or District Newsletters	27%		37%		33%	
School and/or District website	16%		24%		20%	
Social media	7%		4%		18%	
Mail/letters	18%		14%		18%	
Phone calls	14%		16%		9%	
School or district meetings	7%		9%		0%	
Other	0%		0%		2%	

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, nine percent (9%) is a much less desired way to communicate than through email ninety-six percent (96%).

Parental Involvement

	2021-2022		2022-2023		2023-2024	
<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%	88%	98%
encourage(s) parental involvement.	83%	83%	86%	90%	92%	98%
encourage(s) involvement from community members and organizations.		71%		85%		90%
has/have parents who are highly involved.	68%	68%	82%	81%	92%	85%

Summary:

The largest discrepancy between the parent and staff survey feedback (ten percent; 10%) 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; this was an increase with both parent and staff responses. Working with community members and organizations continues to be an area where we strive to make connections. The data shows a three year positive trend from 71% to 90% positive response from parents over a three year period of time. We work closely with our Parent Teacher Association (PTA) to foster community relationships.

Parental Involvement

	2021-2022		2022-2023		2023-2024	
<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%		90%	
School or class event, such as a play, sports event, or award assemblies	24%		65%		69%	
Parent-teacher conference with child's teacher	65%		82%		92%	
Volunteering at my child's school	9%		36%		47%	
Family/Parent Events	7%		47%		31%	
Parent Teacher Association	13%		11%		14%	
School committee or council such as Site Council or ELAC	2%		1%		12%	
District committee or council such as DELAC, GATE or Health	3%		1%		2%	
Other	9%		6%		10%	
None of the above	20%		6%		2%	

Summary:

A majority of parents responded that they have participated in parent-teacher conferences with their child's teacher, ninety (90%) 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-nine percent (69%). Forty-seven percent (47%) of parents indicate they volunteer at school which is a sufficient gain from the previous year; eleven percent (11%).

Parental Involvement

	2021-2022		2022-2023		2023-2024	
<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	93%		93%		98%	
School or class event, such as a play, sports event, or awards assemblies	55%		86%		87%	
Back to school night or open house	84%		88%		95%	
Volunteering at my child's school	100%		88%		96%	
Parent Teacher Association (PTA)	83%		93%		100%	
Family/Parent Events (Reading or Math Night, Love n Logic, Latino Family Literacy, etc.)	100%		79%		87%	
School committee or council such as Site Council or ELAC	100%		100%		83%	
District committee or council such as DELAC, GATE, Health	50%		100%		100%	
Other	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 the PTA and District committees, one hundred percent (100%) of parents felt valued.

Parental Involvement

	2021-2022		2022-2023		2023-2024	
<i>What would help parents become more involved in Dry Creek?</i>	Parent	Staff	Parent	Staff	Parent	Staff
More information on how to support students at home	38%		37%		35%	
More information on involvement opportunities	33%		50%		48%	
More communication between school and parents	18%		31%		33%	
More participation opportunities at the school level	33%		36%		27%	
More events offered in the evening	20%		41%		40%	
More participation opportunities at the district level	13%		13%		15%	
More convenient locations for participation	11%		9%		10%	
More communication in our family's primary language	4%		4%		10%	
More events offered in the morning	9%		3%		13%	
Other	4%		6%		6%	
None of the above	18%		14%		13%	
Virtual Event (Ex. Zoom)	36%		19%		15%	

Summary:

When asked what could be done to encourage more involvement in Dry Creek, forty-eight percent (48%) of parents indicated more information on involvement opportunities. Thirty-five percent (35%) of parents responded that it would be helpful to receive more information on how to support students at home, and thirty-three percent (33%) 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

	2021-2022		2022-2023		2023-2024	
<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.	93		99%		98%	
School or class events, such as play, sports events, or award assembly.	90		97%		100%	
Parent-teacher conferences with my child's teacher.	98		97%		96%	
School committees or councils such as Site Council or ELAC.	73		86%		98%	
Family/Parent events, such as Reading or Math Night, Love n Logic, etc.	84		91%		100%	
District committees or councils such as DELAC, GATE or Health.	71		83%		93%	
Volunteering at my child's school.	90		96%		96%	
The Parent Teacher Association (PTA)	70		81%		91%	
Virtual events.	73		66%		72%	

Summary:

A majority of parents, ninety-six percent (96%) 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-eight percent (98%) 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.

Parental Involvement

	2021-2022		2022-2023		2023-2024	
<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	74%		69%		89%	

Summary:

The majority of parents, eighty-nine percent (89%) strongly agree that the school values their participation and input in engagement opportunities, this is an increase of twenty percent (20%) from the previous year.

Self-Awareness

	2021-2022	2022-2023	2023-2024
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I can do most things if I try.	81%	85%	82%
I know when I am feeling overwhelmed.	81%	82%	81%
I feel positive about my future.	72%	75%	74%
I have a lot of strengths.	67%	73%	69%
I am happy with who I am.	71%	78%	67%
I can explain my feelings to others.	33%	37%	34%

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. Thirty-four percent (34%) of students indicated that they "can explain my feelings to others" which was a three percent (3%) decrease from the previous year and an one percent (1%) increase from the 2021-2022 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

	2021-2022	2022-2023	2023-2024
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I can learn from my mistakes.	86%	87%	81%
I feel confident in my ability to learn new things.	75%	80%	75%
I can usually solve my problems.	75%	81%	77%
I keep trying, even when things are hard.	78%	77%	73%
I am a hard worker.	80%	80%	81%
Challenging myself makes me smarter.	70%	73%	68%
I can make the best out of a bad situation.	52%	51%	56%
If I'm not good at something, I'd rather quit.	13%	15%	16%

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-one percent (81%) of students feel that they can learn from mistakes (a 6% decrease from the previous year), which is a skill that does not always come naturally to children. In addition, seventy-three percent (73%) of students indicated that they “keep trying, even when things are hard” rather than give up. One of the more significant results was that sixteen percent (16%) said they would rather quit if they weren’t good at something. The scores above reflect that our efforts to foster a Growth Mindset in our students is making a positive impact.

Self-Management

	2021-2022	2022-2023	2023-2024
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I know right from wrong.	86%	83%	87%
I have goals and plans for my future.	81%	84%	82%
I keep my promises.	85%	83%	85%
I follow the rules.	83%	82%	75%
I finish whatever I begin.	61%	59%	56%
I know how to handle stress.	47%	54%	44%

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

	2021-2022	2022-2023	2023-2024
<i>Within the past two weeks, how often have you...</i>	Student	Student	Student
waited patiently in line?	80%	79%	83%
paid attention in class?	82%	82%	75%
waited for your turn to talk in class?	79%	81%	81%
told the truth even though it is hard?	66%	66%	65%
thought about what may happen before making a decision?	62%	59%	56%
calmed yourself down when upset?	54%	58%	56%

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. We will continue to provide students with opportunities to practice their responsible decision making skills.

Social Awareness

	2021-2022	2022-2023	2023-2024
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
It is important to treat people with respect.	96%	95%	94%
I am happy for my friends when they do well in school.	94%	93%	94%
I accept others for who they are, even if they are different than me.	91%	88%	89%
I can tell when someone is upset.	83%	85%	84%
If someone is sad, I try to help him or her.	82%	83%	81%

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

	2021-2022	2022-2023	2023-2024
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I have friends at school.	92%	94%	95%
I feel comfortable working in a team with other students.	72%	66%	65%
I can talk easily with other kids in my grade.	68%	70%	71%
I feel like my peers leave me out of things.	25%	25%	28%

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-eight percent (28%). 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

	2021-2022	2022-2023	2023-2024
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I care about my community.	86%	86%	83%
I am knowledgeable about what is happening in the world.	83%	79%	75%
I read or talk about current events.	57%	62%	63%
I believe that I can make a difference in my community.	57%	56%	57%

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-three percent (83%) of students indicated caring about their community, however, it declined to fifty-seven percent (57%) 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

	2021-2022	2022-2023	2023-2024
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
My teachers believe that I will be successful.	78%	78%	74%
I have at least one adult at school that I trust.	73%	78%	76%
I feel like I belong at school.	61%	63%	56%
Adults at school care about me.	69%	75%	62%
Adults at school listen when I have something to say.	65%	73%	61%
Adults at school support me when I need help		81%	73%

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-four percent (74%) of students indicated "My teachers believe that I will be successful" which is a decline of four percent (4%) from the 2021-2022 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, fifty-six percent (56%) of students "feel like I belong at school" which is a two percent (7%) decrease. This percentage is concerning, as it indicates many 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

	2021-2022	2022-2023	2023-2024
<i>Within the past two weeks, how many times have you....</i>	Student	Student <small>**Number of students reporting 0 times</small>	Student <small>**Number of students reporting 0 times</small>
worried about school work?	27%	21%	20%
had trouble falling asleep?	24%	29%	23%
felt like not talking to anyone?	21%	27%	26%
felt sad?	20%	22%	17%
felt anxious?	21%	33%	28%
felt like you could not focus in school?	15%	31%	26%
felt lonely?	16%	39%	37%

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. Seven (7) of the seven (7) areas above showed a lower 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

	2021-2022	2022-2023	2023-2024
<i>Since the start of the school year, how often have you experienced the following:</i>	Student	Student <small>**Number of students reporting NEVER experiencing bullying</small>	Student <small>**Number of students reporting NEVER experiencing bullying</small>
I have been verbally bullied by students at school.	14%	72%	48%
I have been electronically bullied by students (e.g., text messages, email, social media).	6%	85%	79%
I have been physically bullied by students at school.	5%	85%	71%

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. We will continue to closely monitor all bullying incidents with our consistent analysis using the PBIS/SWIS data.

Location of Bullying

	2021-2022	2022-2023	2023-2024
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	60%	64%	65%
In a classroom.	28%	35%	43%
At the cafeteria.	30%	23%	28%
In hallways.	19%	16%	21%
In the locker room.	7%	9%	14%
In the bathroom.	7%	3%	10%
Online	24%	29%	28%
Other	21%	22%	19%

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-five percent (65%). Six (6) out of the eight (8) locations surveyed showed an increase over the three year analysis. 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

	2021-2022	2022-2023	2023-2024
<i>I feel pressure from other students to....</i>	Student	Student	Student
I do not feel pressure from other students.	95%	96%	97%
vape or use e-cigarette devices.	5%	4%	2%
use illegal drugs.	3%	3%	1%
use alcohol.	3%	3%	2%
use tobacco.	1%	3%	1%
use prescription drugs that are not prescribed to me.	2%	3%	1%

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-seven percent (97%) of our students reported not feeling “pressure from other students,” which is a positive rate from the previous year. 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

	2021-2022	2022-2023	2023-2024
<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%	70%	66%
My school is a safe place.	68%	72%	64%
School activities are interesting.	66%	68%	62%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	43%	51%	35%
Students at my school are motivated to learn.	39%	40%	37%

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.

Creekview Ranch School Site Council
2024-2025 Planning Calendar*

**Agenda items subject to change*

August 27, 2024

Introduction of Members
Purpose/Roles School Site Council
ByLaws
Review Uniform Complaint Policy
Parent Involvement Policy
SPSA Approval

September 17, 2024

Review School & District Goals for Current Year
Review and Analyze Site/District Assessments

October 22, 2024

Review School Safety Plan and Goals

November 19, 2024

Review and Update School Safety Plan and Goals
Response to Intervention (RTI)

January 28, 2025

Approve School Safety Plan
LCAP Mid Year Review

February 25, 2025

LCAP Review (Goals/Mid Year Review)
Review Dashboard Analysis

March 18, 2025

LCAP Update
Local Indicator 3 Parent Rubrics

April 29, 2025

Review SPSA Goals 2025-26
Parent/Student Survey Results Review

May 27, 2025

Final SPSA 2025-26 Approval
Set SSC 2025-26 Meetings
Review Site Council Balloting Process

**Creekview Ranch School Partners in Learning
School Pledge/Compact 2024 - 2025**

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 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

Policy 1312.3: Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 06/12/2000 | Last Revised Date: 06/16/2022 | Last Reviewed Date: 06/16/2022

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical educational (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Childcare and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school. (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
23. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR-5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education

(CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5CCR 3200 - 3205)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
 7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
 8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)
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