

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Creekside Oaks Elementary School	31-66951-0000000	10/21/24	November 5, 2024

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

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

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

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

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

Schoolwide Program

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.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- Plan Description ..... 3
- Educational Partner Involvement ..... 3
- Resource Inequities ..... 4
- Comprehensive Needs Assessment Components ..... 4
  - California School Dashboard (Dashboard) Indicators ..... 4
  - Other Needs ..... 4
- School and Student Performance Data ..... 5
  - Student Enrollment..... 5
  - CAASPP Results..... 7
  - ELPAC Results ..... 11
  - California School Dashboard ..... 15
  - Overall Performance ..... 17
- Goals, Strategies, & Proposed Expenditures..... 28
  - Goal 1 ..... 28
  - Goal 2..... 34
  - Goal 3..... 38
- Budget Summary ..... 39
  - Budget Summary ..... 39
  - Other Federal, State, and Local Funds ..... 39
- Budgeted Funds and Expenditures in this Plan ..... 40
  - Funds Budgeted to the School by Funding Source..... 40
  - Expenditures by Funding Source ..... 40
  - Expenditures by Budget Reference ..... 40
  - Expenditures by Budget Reference and Funding Source ..... 40
  - Expenditures by Goal..... 41
- School Site Council Membership ..... 42
- Recommendations and Assurances ..... 43
- Instructions..... 44
- Appendix A: Plan Requirements ..... 51
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements ..... 54
- Appendix C: Select State and Federal Programs ..... 57

# 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.

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

## Schoolwide Program

The school has put in place an MTSS system of support to enable every student to be socioemotionally healthy and academically successful. To support most of the students on campus, we have continued to use the morning meeting in every classroom to provide check-ins and support to all students. In addition, we are investing in staff development to support first-best instructional practices. First best instruction (Tier 1) is supported through different programs, including AVID, iReady training, PLC, AVID Elementary, math alignment, and data cycles, supplementary curriculum to increase the rigor and depth of our teaching materials, ELD training, and the use of regular assessments to identify student needs.

For tier 2 academic support, we use the MTSS system in conjunction with our SST process to monitor students and add support. This includes using aide (ISP) supports at all grade levels to create intervention and extension groups, teacher tutoring, accommodations and scaffolds to assignments, extended time, differentiation, EL language support through a designated, integrated model, and after-school programs and services. We also offer small group and individual counseling from our school counselor. For tier 3 academics, we offer services through our district's Special Education program.

For behavioral support at the Tier 1 level, we are a PBIS (Positive Behavior Intervention & Support), YDN (Youth Development Network) school that uses positive support to motivate appropriate school behaviors. For tier 2 behavior support, we offer support from the school psychologist, staff mentoring, lunch groups, check-in and check-out, recovery, restorative practices, and guided breaks. At the Tier 3 level, we offer small group and individual counseling provided by our school psychologist.

The school is home to the district's dual language immersion program. Currently, we are working with The Association of Two-Way & Dual Language Education (ATDLE) to develop a master plan for our program and the district at large. We also have a DLI TOSA to help support DLI staff and families. This work is being done in action teams from representatives across the district to create the vision of our program. When fully implemented, Creekside will offer dual language at all grades from TK - 5th, Glen Edwards middle school dual language, and advanced classes at the high school to support students in receiving the seal of biliteracy. This evidence-based program will allow more students to be redesignated to be proficient in English while developing Spanish. The pinnacle goal is to increase the number of students graduating from Western Placer with a seal of biliteracy. Additionally, in past data results, students in this group outperform peers in mathematics on standardized testing.

Creekside Oaks is part of the district student senate program, which gives students an active voice in shaping the district's direction. Creekside Oaks has four student representatives who meet with other students across the district and a student congress.

These programs are supported by state and federal funds, including LCFF Supplemental and Title I funds.

## Educational Partner Involvement

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

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

In order to create our SPSA input comes from different stakeholders. This includes the school's leadership team, the ELAC team, the school site council, classified staff meetings, certificated staff meetings, and alignment with LCAP goals. Each group is asked and looks at school/student needs through data checks and surveys. Once the plan is created different groups will look over the plan and the school site council approves it. ELAC met on October 1, 2024, and the School Site Council met on October 21st, 2024, to discuss the SPSA.

# 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.

Our school does not have a gym/multi-purpose room or space for school performances or assemblies. The cafeteria is very small and does not include a stage or indoor space where we can fit our entire school for an assembly or performance. This lack of space prohibits our students from the opportunity to participate in activities like students at other schools in the district. In order to hold performances we have to request use at the community center next door and this requires an immense amount of set-up time. In addition, rainy or smoke or inclement weather days require students to spend recess in their classrooms rather than in a cafeteria or gym/multipurpose room. This means our teachers have shorter breaks.

School safety remains a priority on campus. Not all classrooms at Creekside Oaks have Columbine locks (the ability to lock the door from the inside). In the event of an emergency, it could be a challenge to lock doors because some teachers would have to open their doors to lock them. All classrooms need to keep their doors locked at all times so teachers don't need to lock during an emergency.

The COVID-19 pandemic has shown that access to reliable internet and technology is an inequity in the school community. In addition, there are visible differences in student support at home. Some households do not have an adult at home to help students. Also, some adults struggle with language and knowledge surrounding technology. We continue to do our best to support students and families impacted in this way.

## 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.

English Learners and Hispanic Learners scored in the Orange in English Language Arts. English Learners scored in the Orange in Math. English Learner progress was also in the Orange.

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

English Learners and Hispanic Learners scored two grade levels below all students for English Language Arts. English Learners scored two levels below in Math.

### Other Needs

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

Creekside Oaks needs to focus on interventions for reading and math across all grade levels.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Creekside Oaks Elementary 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	%	0.42%	0.57%	0	2	3
African American	2.23%	1.05%	1.33%	10	5	7
Asian	0.89%	0.84%	0.57%	4	4	3
Filipino	0.22%	0.21%	%	1	1	
Hispanic/Latino	52.78%	56.9%	56.46%	237	272	297
Pacific Islander	%	0%	%	0	0	
White	36.97%	33.47%	32.70%	166	160	172
Multiple/No Response	6.68%	6.28%	7.41%	30	30	39
<b>Total Enrollment</b>				<b>449</b>	<b>478</b>	<b>526</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	93	99	86
Grade 1	97	97	82
Grade 2	70	99	96
Grade3	61	63	96
Grade 4	60	59	62
Grade 5	68	61	59
<b>Total Enrollment</b>	<b>449</b>	<b>478</b>	<b>526</b>

#### Conclusions based on this data:

1. We have a diverse school, with this we have different groups with different needs.
2. Our enrollment numbers have increased, and will continue to increase next year as well due to our DLI program. This district DLI program is bringing in students from other parts of the district.
3. Our Hispanic/Latino population has increased significantly over the last three years.

# 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	98	106	117	16.8%	21.8%	22.2%
Fluent English Proficient (FEP)	18	14	19	3.8%	4.0%	3.6%
Reclassified Fluent English Proficient (RFEP)				0.0%		

### Conclusions based on this data:

1. Last year our English Learner numbers increased slightly.
2. The percent of students classified as English Learners demonstrates a need for consistent supports.
3. The number of students that are being reclassified has slightly decreased from the previous 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	61	60	93	60	60	91	60	60	91	98.4	100.0	97.8
Grade 4	57	56	63	57	56	62	57	56	62	100.0	100.0	98.4
Grade 5	61	58	60	60	57	57	60	57	57	98.4	98.3	95
All Grades	179	174	216	177	173	210	177	173	210	98.9	99.4	97.2

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2410.	2430.	2389.	18.33	30.00	16.48	28.33	15.00	13.19	18.33	35.00	29.67	35.00	20.00	40.66
Grade 4	2474.	2447.	2453.	29.82	17.86	17.74	19.30	19.64	19.35	28.07	33.93	27.42	22.81	28.57	35.48
Grade 5	2511.	2541.	2486.	26.67	38.60	21.05	30.00	28.07	21.05	16.67	19.30	22.81	26.67	14.04	35.09
All Grades	N/A	N/A	N/A	24.86	28.90	18.10	25.99	20.81	17.14	20.90	29.48	27.14	28.25	20.81	37.62

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	13.33	16.67	6.59	66.67	73.33	68.13	20.00	10.00	25.27	
Grade 4	19.30	12.50	12.90	68.42	69.64	62.90	12.28	17.86	24.19	
Grade 5	13.33	22.81	12.28	73.33	59.65	63.16	13.33	17.54	24.56	
All Grades	15.25	17.34	10.00	69.49	67.63	65.24	15.25	15.03	24.76	

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	15.00	10.00	7.69	53.33	70.00	48.35	31.67	20.00	43.96
<b>Grade 4</b>	19.64	7.14	11.29	66.07	69.64	61.29	14.29	23.21	27.42
<b>Grade 5</b>	18.33	31.58	14.04	61.67	59.65	57.89	20.00	8.77	28.07
<b>All Grades</b>	17.61	16.18	10.48	60.23	66.47	54.76	22.16	17.34	34.76

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	6.67	15.00	8.79	81.67	73.33	72.53	11.67	11.67	18.68
<b>Grade 4</b>	10.53	12.50	12.90	70.18	67.86	67.74	19.30	19.64	19.35
<b>Grade 5</b>	15.00	26.32	10.53	75.00	68.42	73.68	10.00	5.26	15.79
<b>All Grades</b>	10.73	17.92	10.48	75.71	69.94	71.43	13.56	12.14	18.10

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	23.33	23.33	13.19	55.00	66.67	59.34	21.67	10.00	27.47
<b>Grade 4</b>	17.54	14.29	14.52	70.18	67.86	77.42	12.28	17.86	8.06
<b>Grade 5</b>	25.00	35.09	17.54	55.00	57.89	64.91	20.00	7.02	17.54
<b>All Grades</b>	22.03	24.28	14.76	59.89	64.16	66.19	18.08	11.56	19.05

**Conclusions based on this data:**

1. Our overall percent of students that met or exceeded standards has decreased.
2. Almost all of our students have tested (97.2%).
3. Our writing standards have our lowest scores. Through AVID strategies we need to increase our writing instruction across grade levels.



# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	61	60	93	60	60	91	60	60	91	98.4	100.0	97.8
Grade 4	57	56	63	57	56	62	57	56	62	100.0	100.0	98.4
Grade 5	61	58	59	60	57	56	59	57	56	98.4	98.3	94.9
All Grades	179	174	215	177	173	209	176	173	209	98.9	99.4	97.2

\* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2405.	2471.	2425.	13.33	33.33	13.19	23.33	35.00	38.46	23.33	20.00	23.08	40.00	11.67	25.27
Grade 4	2476.	2455.	2463.	19.30	14.29	14.52	31.58	21.43	25.81	24.56	35.71	35.48	24.56	28.57	24.19
Grade 5	2500.	2496.	2468.	15.25	22.81	8.93	18.64	12.28	12.50	40.68	38.60	33.93	25.42	26.32	44.64
Grade 11															
All Grades	N/A	N/A	N/A	15.91	23.70	12.44	24.43	23.12	27.75	29.55	31.21	29.67	30.11	21.97	30.14

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	16.67	41.67	19.78	51.67	50.00	58.24	31.67	8.33	21.98
<b>Grade 4</b>	29.82	23.21	20.97	40.35	41.07	40.32	29.82	35.71	38.71
<b>Grade 5</b>	16.95	21.05	8.93	50.85	47.37	57.14	32.20	31.58	33.93
<b>Grade 11</b>									
<b>All Grades</b>	21.02	28.90	17.22	47.73	46.24	52.63	31.25	24.86	30.14

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	10.00	38.33	20.88	50.00	48.33	48.35	40.00	13.33	30.77
<b>Grade 4</b>	19.30	12.50	8.06	54.39	53.57	66.13	26.32	33.93	25.81
<b>Grade 5</b>	11.86	10.53	7.14	69.49	61.40	53.57	18.64	28.07	39.29
<b>All Grades</b>	13.64	20.81	13.40	57.95	54.34	55.02	28.41	24.86	31.58

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	23.33	36.67	14.29	55.00	58.33	64.84	21.67	5.00	20.88
<b>Grade 4</b>	22.81	16.07	17.74	56.14	53.57	58.06	21.05	30.36	24.19
<b>Grade 5</b>	10.17	14.04	8.93	64.41	57.89	60.71	25.42	28.07	30.36
<b>All Grades</b>	18.75	22.54	13.88	58.52	56.65	61.72	22.73	20.81	24.40

**Conclusions based on this data:**

1. Almost all of our students have tested (97.2%).
2. The percent of our students proficient or advance in math needs to improve.
3. Our lowest scores are in Problem Solving and Data Analysis, with our highest scores Communicating Reasoning.

# 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://www.cde.ca.gov/ta/tg/te/elpac/) 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1403.4	1400.6	1389.1	1421.3	1415.7	1406.1	1361.4	1365.0	1349.2	24	29	39
<b>1</b>	1437.7	1405.1	1435.0	1460.9	1425.1	1455.5	1413.9	1384.5	1413.8	19	23	24
<b>2</b>	1480.1	1453.4	1468.9	1480.0	1462.2	1488.6	1479.6	1444.1	1448.6	11	19	21
<b>3</b>	1493.1	*	1477.9	1497.4	*	1476.1	1488.0	*	1479.1	12	10	20
<b>4</b>	1525.3	*	*	1519.9	*	*	1530.4	*	*	14	10	10
<b>5</b>	*	*	*	*	*	*	*	*	*	8	8	8
<b>All Grades</b>										88	99	122

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	4.17	3.45	5.13	29.17	27.59	10.26	37.50	44.83	69.23	29.17	24.14	15.38	24	29	39
<b>1</b>	5.26	4.35	0.00	21.05	17.39	25.00	47.37	47.83	54.17	26.32	30.43	20.83	19	23	24
<b>2</b>	9.09	10.53	9.52	54.55	31.58	33.33	27.27	47.37	47.62	9.09	10.53	9.52	11	19	21
<b>3</b>	16.67	*	10.00	41.67	*	30.00	41.67	*	45.00	0.00	*	15.00	12	*	20
<b>4</b>	35.71	*	*	21.43	*	*	42.86	*	*	0.00	*	*	14	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	15.91	9.09	5.74	29.55	28.28	23.77	39.77	43.43	55.74	14.77	19.19	14.75	88	99	122

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	12.50	6.90	7.69	29.17	31.03	30.77	33.33	41.38	43.59	25.00	20.69	17.95	24	29	39
<b>1</b>	26.32	17.39	8.33	36.84	34.78	58.33	21.05	30.43	20.83	15.79	17.39	12.50	19	23	24
<b>2</b>	27.27	15.79	33.33	45.45	57.89	28.57	18.18	15.79	28.57	9.09	10.53	9.52	11	19	21
<b>3</b>	33.33	*	25.00	41.67	*	35.00	25.00	*	30.00	0.00	*	10.00	12	*	20
<b>4</b>	35.71	*	*	42.86	*	*	21.43	*	*	0.00	*	*	14	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	28.41	16.16	15.57	36.36	44.44	41.80	23.86	25.25	29.51	11.36	14.14	13.11	88	99	122

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	0.00	2.56	18.18	10.34	0.00	59.09	58.62	66.67	22.73	31.03	30.77	22	29	39
<b>1</b>	*	0.00	0.00	*	4.35	8.33	*	34.78	29.17	*	60.87	62.50	*	23	24
<b>2</b>	7.69	5.26	4.76	38.46	15.79	19.05	23.08	47.37	42.86	30.77	31.58	33.33	13	19	21
<b>3</b>	0.00	*	10.00	26.67	*	0.00	40.00	*	70.00	33.33	*	20.00	15	*	20
<b>4</b>	7.69	*	*	46.15	*	*	23.08	*	*	23.08	*	*	13	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	6.82	2.02	3.28	22.73	12.12	6.56	35.23	48.48	52.46	35.23	37.37	37.70	88	99	122

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	12.50	6.90	7.69	66.67	75.86	74.36	20.83	17.24	17.95	24	29	39
<b>1</b>	31.58	21.74	25.00	57.89	56.52	58.33	10.53	21.74	16.67	19	23	24
<b>2</b>	9.09	15.79	19.05	81.82	78.95	66.67	9.09	5.26	14.29	11	19	21
<b>3</b>	41.67	*	20.00	50.00	*	60.00	8.33	*	20.00	12	*	20
<b>4</b>	42.86	*	*	50.00	*	*	7.14	*	*	14	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	26.14	13.13	14.75	62.50	71.72	68.03	11.36	15.15	17.21	88	99	122

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	16.67	13.79	12.82	45.83	51.72	53.85	37.50	34.48	33.33	24	29	39
<b>1</b>	21.05	17.39	8.33	57.89	56.52	79.17	21.05	26.09	12.50	19	23	24
<b>2</b>	36.36	36.84	57.14	54.55	52.63	33.33	9.09	10.53	9.52	11	19	21
<b>3</b>	33.33	*	30.00	66.67	*	60.00	0.00	*	10.00	12	*	20
<b>4</b>	35.71	*	*	57.14	*	*	7.14	*	*	14	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	31.82	32.32	27.87	50.00	47.47	54.10	18.18	20.20	18.03	88	99	122

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	0.00	2.56	75.00	65.52	61.54	25.00	34.48	35.90	24	29	39
<b>1</b>	15.79	0.00	4.17	21.05	39.13	45.83	63.16	60.87	50.00	19	23	24
<b>2</b>	9.09	10.53	0.00	45.45	63.16	66.67	45.45	26.32	33.33	11	19	21
<b>3</b>	0.00	*	5.00	50.00	*	45.00	50.00	*	50.00	12	*	20
<b>4</b>	14.29	*	*	42.86	*	*	42.86	*	*	14	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	10.23	3.03	2.46	48.86	52.53	52.46	40.91	44.44	45.08	88	99	122

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	12.50	24.14	2.56	41.67	51.72	64.10	45.83	24.14	33.33	24	29	39
<b>1</b>	5.26	4.55	0.00	42.11	36.36	45.83	52.63	59.09	54.17	19	22	24
<b>2</b>	9.09	5.26	4.76	81.82	57.89	47.62	9.09	36.84	47.62	11	19	21
<b>3</b>	25.00	*	10.00	75.00	*	80.00	0.00	*	10.00	12	*	20
<b>4</b>	35.71	*	*	64.29	*	*	0.00	*	*	14	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	19.32	12.24	4.10	54.55	54.08	63.11	26.14	33.67	32.79	88	98	122

**Conclusions based on this data:**

1. Overall we see most of our students scoring at a level 3.
2. Our written language and reading our the lowest scores that we see. Writing also came up as a low score in our CAASPP scores. We need to increase out writing instruction across our campus.
3. Increasing the use of GLAD and AVID strategies can increase our overall language development.



# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>478</b>	<b>48.3</b>	<b>22.2</b>	<b>0.8</b>
Total Number of Students enrolled in Creekside Oaks Elementary 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	106	22.2
Foster Youth	4	0.8
Homeless	11	2.3
Socioeconomically Disadvantaged	231	48.3
Students with Disabilities	88	18.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1
American Indian	2	0.4
Asian	4	0.8
Filipino	1	0.2
Hispanic	272	56.9
Two or More Races	30	6.3
White	160	33.5

### Conclusions based on this data:

1. Our Hispanic population is our largest enrollment by race/ethnicity.

2. We have a higher than average % of students with disabilities enrolled at COES.

3. We have a large population of socioeconomically disadvantaged students.



# 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
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. Our dashboard data puts us in the medium range for academic growth.
2. English learner progress is high, which is a positive outcome for learners.
3. Chronic absenteeism is very high. With a reduction in this number we should see an overall increase in academics.



# School and Student Performance Data

## Academic Performance English Language Arts

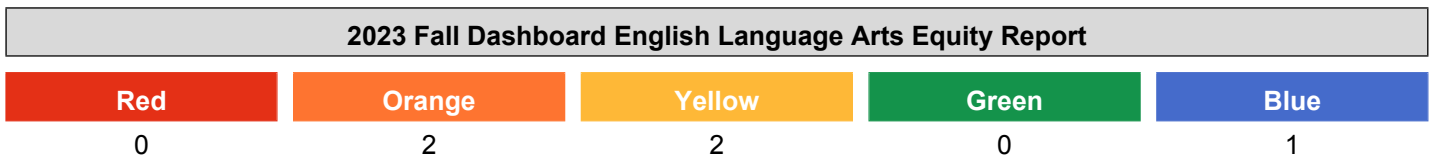
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



This section provides 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		
<b>All Students</b>  Green 7.4 points above standard Increased +8.8 points 172 Students	<b>English Learners</b>  Orange 44.7 points below standard Decreased Significantly -25.3 points 36 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 5.3 points below standard Increased Significantly +16.7 points 79 Students	<b>Students with Disabilities</b>  Yellow 41.2 points below standard Increased Significantly +18.8 points 42 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.6 points below standard Maintained -0.8 points  86 Students	Less than 11 Students  9 Students	 No Performance Color 0 Students	 Blue 30.3 points above standard Increased Significantly +21.9 points  73 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
71.8 points below standard Decreased Significantly -38.1 points  28 Students	Less than 11 Students  8 Students	22.6 points above standard Increased Significantly +19.1 points  130 Students

**Conclusions based on this data:**

- Overall we are 1.4 points below standard. Effects from Covid still linger and we need to continue to address learners to increase these numbers.
- Students with disabilities is our lowest performing group. Looking for more support and access to the standards should increase these numbers.
- Our English learners scored 19.4 points below standards. Increasing our vocabulary development, with the use of integrated and designated is needed to support these learners.

# School and Student Performance Data

## Academic Performance Mathematics

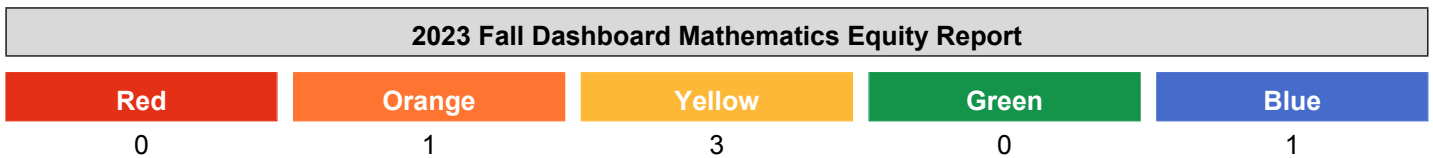
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



This section provides 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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green	 Orange	 No Performance Color
7 points below standard Increased +14.8 points	53.9 points below standard Decreased -11.4 points	0 Students
172 Students	36 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students	 Yellow	 Yellow
9 Students	29.4 points below standard Increased +8.9 points	44.8 points below standard Increased Significantly +34.8 points
	79 Students	42 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e0e0e0; padding: 2px;">29.2 points below standard</span> Increased +3.3 points  86 Students	Less than 11 Students  9 Students	 No Performance Color 0 Students	 Blue <span style="background-color: #e0e0e0; padding: 2px;">19.4 points above standard</span> Increased Significantly +29.8 points  73 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
<span style="background-color: #e0e0e0; padding: 2px;">74.3 points below standard</span> Decreased Significantly -26.1 points  28 Students	Less than 11 Students  8 Students	<span style="background-color: #e0e0e0; padding: 2px;">5.8 points above standard</span> Increased Significantly +21.2 points  130 Students

#### Conclusions based on this data:

1. As a whole we scored 21.7 points below standard. This put us in the medium range, but growth is needed to support all learners.
2. Students with disabilities scored as our lowest subgroup. We need to continue to support these learners to increase student learning.
3. Our English learners scored lower in math the language arts. Increasing academic language is needed to allow students better access to standards.

# School and Student Performance Data

## Academic Performance English Learner Progress

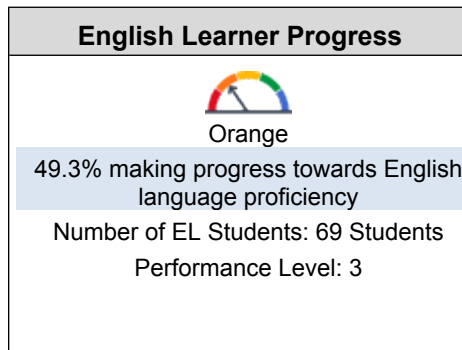
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 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
14	21	1	32

#### Conclusions based on this data:

1. 58.7% students increased at least one level. This is great news for our students progressing in language development.
2. 80.9% of students maintained or increased their language development.
3. 19% of students decreased, we need to know these student by name and need to better support their growth.

# 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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 19.9% Chronically Absent Declined Significantly -10.6 488 Students	 Yellow 20% Chronically Absent Declined -15.6 110 Students	Less than 11 Students 5 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
38.9% Chronically Absent 0 18 Students	 Yellow 25.6% Chronically Absent Declined Significantly -13.3 242 Students	 Orange 21.4% Chronically Absent Declined -12.6 103 Students



**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  5 Students	Less than 11 Students  2 Students	Less than 11 Students  5 Students	Less than 11 Students  1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 21.6% Chronically Absent Declined Significantly -11.8 278 Students	 Orange 25.7% Chronically Absent Declined -6.6 35 Students	 No Performance Color 0 Students	 Yellow 16% Chronically Absent Declined Significantly -10 162 Students

**Conclusions based on this data:**

1. All subgroups have a high level of absenteeism, we need to continue to look for ways to increase attendance for all student groups.
2. In looking at advance numbers we should have a much better rate of students in classes moving forward.
3. As a positive all subgroups have decreased the amount of absenteeism.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

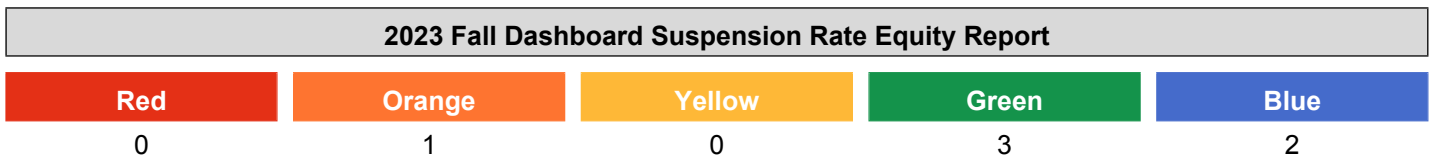
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green 0.6% suspended at least one day Declined -0.7 498 Students	 Green 0.9% suspended at least one day Declined -2.1 112 Students	Less than 11 Students 5 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
0% suspended at least one day 18 Students	 Blue 0.8% suspended at least one day Declined Significantly -1 247 Students	 Orange 1.9% suspended at least one day Increased 1 104 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 5 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>0.7% suspended at least one day</p> <p>Declined -0.9 281 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -2.9 36 Students</p>	<p align="center"> No Performance Color</p> <p>0 Students</p>	<p align="center"> Green</p> <p>0.6% suspended at least one day</p> <p>Maintained 0 166 Students</p>

**Conclusions based on this data:**

1. Overall we have a medium suspension rate of 1.3%.
2. English learners had our highest rate of suspension at 3%.
3. Suspension though necessary at times, has an overall negative impact on learning. We need to continue to be proactive in supporting students so we can avoid the need to suspend students.

# 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.

#### College & Career Readiness

All students will graduate from high school college and career ready.

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

LCAP goal to which this school goal is aligned.

All students will graduate from high school college and career ready.

### 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.

All students with a focus on low achieving 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
Students will increase academic achievement as measured by iReady diagnostic tests in reading and math.	iReady diagnostic test 1 will serve as baseline data.	Student iReady scores will increase 20 or more points in reading and math.
Summative ELPAC test scores	For all grade levels in 2022 - 2023 school year, 58.7% of students increased by at least one level, 22.2% stayed the same, with 19% decreasing by a level.	Use targeted support to increase or maintain all students ELPAC levels.
English Learner reclassification rates	For the 22 - 23 school year, 22.2% of students are designated EL. 2.9% of EL students were reclassified fluent English proficient.	Increase the amount of fluent EL's by 15%.
Maintain attendance rate of 90% or better for all students.	Current attendance rate is 93%	Maintain an attendance rate higher than 95%.
Youth Truth Survey	1. Does the work you do for class make you really think? 42% 2. Does your teacher as you to keep trying when the works get hard? 52% 3. Does your teacher ask if you understand what you are learning? 58%	A 10% increase is student positive response to learning outcomes 1. 46% 2. 57% 3. 64%

## 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>* School staff will collaborate in the implementation of MTSS for student support services. Staff and students will utilize resources and supports so all students will have access to strategic intervention and enrichment support. This will connect with SSTs, 504s and resource classes as needed. This will also connect PBIS.</p> <p>* Low income and English Learner students struggle with academic language and lack the vocabulary necessary to make gains in their assessments. Supplementary materials and supplies will help these students gain the skills needed to close the achievement gap.</p> <p>* Ongoing purchase of library and instructional materials to supplement instruction.</p> <p>* All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade-level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 &amp; 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; use of GLAD and AVID strategies; and creating a positive learning environment where students are safe and actively engaged.</p> <p>* Grade level teams will have the opportunity to meet on a regular basis to collaborate, plan and create common formative assessments and review student data to make informed instructional decisions.</p> <p>* AVID Strategies and organization.</p> <p>* Supplemental materials, supplies, and programs may be purchased to support and enrich the core curriculum and provide intervention and enrichment for student achievement</p> <p>* Flexible seating to achieve higher student engagement.</p> <p>* Students participate in intervention or enrichment programs as applicable. Instructional Support Providers (ISPs) are utilized to support instruction during this time.</p> <p>* Alignment of Instruction with CA Common Core Content Standards. All instructional supplies and material purchased will be related to approved content standards and curriculum. Lesson plans are developed to align with Common Core standards. Benchmarks for achievement are developed to align with Common Core standards and are designed to be used as a gauge for measuring progress.</p>	All students.	<p>LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries Grade level PLCs will continue their work with the district educational services department to develop curriculum unit maps and instructional guides for English language arts that are aligned with CCSS and SBAC assessment targets. Additionally, they will identify and purchase the instructional materials/resources needed to ensure students meet or exceed grade level standards.</p> <p>Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes and other relevant artifacts.</p> <p>5,000 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Access to educational fieldtrips for students with financial needs. 2060 Title I 4000-4999: Books And Supplies ELA and Math supplemental materials 4000 Title I 4000-4999: Books And Supplies We will be updating our library by purchasing additional non-fiction and</p>

<p>* Teachers, support staff, and administrators will participate in a 4-day youth development institute offered by the district as available. School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill-building for youth.</p> <p>* Positive behavior recognition and incentives. Academic awards are given each trimester, and behavior awards are given each month. School-wide positive behavior recognition program elements implemented which include reward incentives, and special activities.</p> <p>* Weekly clearing of unverified absences</p> <p>* SARB/Attendance letters generated and sent on a regular basis</p> <p>* Review of students receiving letters</p> <p>* Meet with families to assist in improving attendance and providing support services</p> <p>* Conduct Home visits</p> <p>* Goals will be reviewed in School Site Council meetings, ELAC/parent and staff meetings.</p>		<p>fiction books in both English and Spanish. Additional instructional materials, computer site licenses and programs will be purchased as needed to provide additional support for students in progressing to the grade level standard.</p> <p>3000 Title I 4000-4999: Books And Supplies AVID supplies for students and classrooms 11,000 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Flexible seating will provide opportunities for higher student engagement. 1000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies AVID supplies for students and classrooms 5000 Title I 5000-5999: Services And Other Operating Expenditures Creekside will continue to work at becoming an AVID demonstration school, including registration (and all related conference costs) for summer institute.</p> <p>LCFF-Supplemental (District Fund) 5800: Professional/Consulting Services And Operating Expenditures Use of iReady or iStation (for the bilingual immersion program) or other computer based programs track student progress and provide targeted practice at each student's individual level. 128,922 Title I 2000-2999: Classified Personnel Salaries The equivalent of four six-hour Intervention Service Providers (ISPs) work with the teachers to create additional intervention groups.</p>
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<p><b>1.2</b></p>	<ul style="list-style-type: none"> <li>* All teachers will work toward becoming GLAD certified</li> <li>* All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 &amp; 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged</li> <li>* All teachers will provide integrated and designated ELD to English learners.</li> <li>* Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts</li> <li>* Extended Learning Time: Students participate in intervention or enrichment or after school support services as applicable</li> <li>* Curriculum embedded resources will be utilized to support student's access to core curriculum through the use of research-based strategies such as those identified in GLAD and the WPUSD ELD Institute</li> <li>* School site will have teachers that participate in English language arts and math action teams working with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency.</li> <li>* Because of language barriers at home, English Learners also need support in completing their homework.</li> </ul>	<p>English learners</p>	<p>District English language arts action teams will work with the educational services department to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and the ELD standards. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.</p> <p>10,000 LCFF-Base (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Teachers will collaborate during PLC meetings to determine the best way to provide effective instruction to English Learner students and support them in their learning. Teachers will have release time to observe other classes to increase their effectiveness. Teachers will have release time during work and after school to have time to fully collaborate and implement AVID, ELD, intervention, and enrichment. Support will be provided by our AVID trainer/coach, ATDLE, and PD.</p> <p>ELPAC data will be given to teachers to monitor student progress and identify areas of need for improvement.</p> <p>3000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Teachers in grades K-5 will have access to Scholastic and Time for Kids to increase reading skills and language acquisition.</p>
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			<p>The site English Language Learner committee will establish systematic and organized processes for how teachers will provide both designated and integrated instruction daily to English Learner Students through information gathered from training and state documents from the Department of Education.</p> <p>Site end-of-semester reading assessments will be given to continue monitoring English Learner progress and identifying areas for improvement.</p> <p>Teachers will consistently implement these processes to support English Learner students across all subject areas.</p> <p>60,000  Prop 28  2000-2999: Classified  Personnel Salaries  Art Teacher  4000  Expanded Learning Opportunities Program (ELOP)  2000-2999: Classified  Personnel Salaries  An after school homework club / tutoring program will be expanded to support students struggling in school to complete their homework.  8,000  LCFF-Base (Site Fund)  5000-5999: Services And Other Operating Expenditures  Assemblies to provide enrichment opportunities.  10,000  Title I  5800: Professional/Consulting Services And Operating Expenditures  Dual Language Immersion teacher training, substitute teachers, and planning days for program.</p>
1.4			



1.6			

# 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.

For the 23-24 school year, intended supports were not effective in looking at the CAASPP Data.

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

Due to not having a principal for the 23-24 school year, supplemental funds were not all spent which gives COES additional funds for the 24-25 school year.

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

A more focused alignment and MTSS model is being implemented for the 24-25 school year which should increase academic scores.

# 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.

#### School & Community Engagement

All students and families will be actively engaged in learning and in their school communities.

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

LCAP goal to which this school goal is aligned.

All students and families will be actively engaged in learning and in their school communities.

### 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.

Increasing positive parent involvement at school events, creating relationships to support student learning.

### 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
Enrollment from parent nights, Back to School Night and Open House	For back-to-school nights, we had 75% attendance. Coffee with the Principal is a monthly event followed by a PBIS assembly. We also hosted a lunch on the lawn for parents to join their students and had nearly 50% of parents show up for the event. The principal also sends a weekly Hawk Headline to all families every Sunday.	We will continue to offer parents virtual and in-person meetings so attendance is convenient to their schedules. We will also keep back-to-school night attendance above 80% and continue to host events that allow parents to be on campus and interact with their children.
Youth Truth Response	<p>Student Percent Positive Response            Do students feel safe at school - 67%            Do you feel like an important part of your school - 36%            Do you think your teacher cares about you? 76%</p> <p>Parent Percent Positives Response            I feel informed about important decisions regarding my school - 43%            I feel empowered to play a meaningful role in decision making at my school - 36%            I feel valued at my school - 54%</p> <p>Staff Percent Positives Response            I understand my school's goals - 61%            Staff and administrators care about each other - 56%</p>	All values will increase by 10%

	I feel empowered to play a meaningful role in decision-making at my school - 56%	
Chronic Absenteeism	2023 - 2024 17.8% Absenteeism rate	Decrease the absenteeism rate by 10%

## 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
2.1	<ul style="list-style-type: none"> <li>* Parent education will be provided through continuing education.</li> <li>* The school site will also regularly provide parents with opportunities to receive education through a variety of school events, such as parent information nights, ELAC meetings, SSC meetings, counselor-parent support and classes, and other online resources.</li> <li>* School site will utilize a variety of resources to facilitate two-way communication with families such as the use of Jupiter Ed, Parent Square, and Smore for weekly Hawk Headlines newsletters, parent-teacher conference scheduling as well as website maintenance, and the use of social media</li> <li>* A parent liaison will be utilized to provide translation/interpretation services for our Spanish-speaking families</li> <li>* Communication and information will also be shared through Parent Teacher Club, School Site Council, English Learner Advisory Council, Parent education nights, newsletters, flyers, phone calls</li> <li>* School site will implement the use of AVID binders and weekly electronic newsletters to send home information for families on a regular basis consistently</li> <li>* School site will continue to develop and maintain the school's website</li> <li>* Parents and community members will have access to computers at school for communication and educational purposes</li> <li>* School site will actively seek out parents to participate on collaborative decision-making committees, such as ELAC, SSC, PTC, etc</li> <li>* Regular ELAC meetings will be held throughout the year to support students and parents in their acquisition of English and to maintain and support parent involvement for our EL families.</li> <li>* School will collaborate with outside agencies, the district, and other school sites to coordinate programs to develop parent education and participation further.</li> <li>* Technologies will be updated, replaced, or added as needed to provide equitable and safe access</li> <li>* Work to update classroom technology to align with the district standard</li> </ul>	All students	1000 Title I - Parent Involvement 5000-5999: Services And Other Operating Expenditures During parent information nights we will offer daycare for parents 10,000 Title I 1000-1999: Certificated Personnel Salaries After school tutors to support the CARE program (ASES grant after school program). 1460.00 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Recess Rangers 2000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Supplies to support Project Cornerstone for the school site. 2000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies A learning management system (Jupiter Ed.) is in place to provide parents with ongoing information about their child's academic progress, classwork, and homework. 1000 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries

	<ul style="list-style-type: none"> <li>* School site will utilize an updated communication system provided by the district to ensure student safety and ongoing communication throughout the day</li> <li>* Work with the district to update and improve facilities</li> <li>* Increase student relationships and safety through morning meetings to positively engage students and increase attendance rates</li> <li>* School counselor will work with students and families to provide SEL support and family support.</li> <li>* Work with families to overcome absenteeism rates through support and the SART/SARB process</li> </ul>		<p>After hours interpreting (outside of parent teacher conferences) 1000 Title I - Parent Involvement 2000-2999: Classified Personnel Salaries A translator will be used to assist translating student work and notices home in Spanish 1000 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries A translator will be used to assist translating student work and notices home in Spanish 2229 Title I - Parent Involvement 5000-5999: Services And Other Operating Expenditures Pay for families to receive fingerprinting and background checks so more people have an opportunity to volunteer on campus</p>
2.2	Parent information nights	Dual Language Immersion	<p>1000 Title I 1000-1999: Certificated Personnel Salaries Pay teachers their hourly rate for Parent Information nights. In order to give more families access and to grow the DLI program. Teachers are asked to work beyond their contract for family nights. 1201 Title I - Parent Involvement 0000: Unrestricted Food and drinks for the parent meetings. 80,000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries School Councilor to provide SEL support for students and education support for families.</p>

## Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

A lot of our strategies included a variety of ways to communicate with our families. This is one area that families rated COES as doing really well. The strategies proved to be effective to increase communication and feedback.

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

A lot of our budget for the 23/24 school year was not spent. This year, we will address the areas of need and apply our funds to help meet those intended goals.

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.

COES had 714 responses to our Youth Truth Family Survey. The two highest scored areas are communication Feedback and school safety. Our lowest performing areas according to families is culture and relationships. At COES, we need to address the school culture and forming better relationships with families.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### 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.

### 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
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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
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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.

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

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

# 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	\$192,148.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$358,872.00
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 I	\$163,982.00
Title I - Parent Involvement	\$5,430.00

Subtotal of additional federal funds included for this school: \$169,412.00

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 (\$)
Expanded Learning Opportunities Program (ELOP)	\$4,000.00
LCFF-Base (Site Fund)	\$18,000.00
LCFF-Supplemental (Site Fund)	\$107,460.00
Prop 28	\$60,000.00

Subtotal of state or local funds included for this school: \$189,460.00

Total of federal, state, and/or local funds for this school: \$358,872.00

# 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 I	163,982	0.00
Title I - Parent Involvement	5,430	0.00
LCFF-Supplemental (Site Fund)	107,460	0.00
Prop 28	113,560	53,560.00

## Expenditures by Funding Source

Funding Source	Amount
Expanded Learning Opportunities Program (ELOP)	4,000.00
LCFF-Base (Site Fund)	18,000.00
LCFF-Supplemental (Site Fund)	107,460.00
Prop 28	60,000.00
Title I	163,982.00
Title I - Parent Involvement	5,430.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	1,201.00
1000-1999: Certificated Personnel Salaries	91,000.00
2000-2999: Classified Personnel Salaries	195,922.00
4000-4999: Books And Supplies	18,520.00
5000-5999: Services And Other Operating Expenditures	32,229.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**



2000-2999: Classified Personnel Salaries	Expanded Learning Opportunities Program (ELOP)	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF-Base (Site Fund)	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Base (Site Fund)	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	80,000.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	2,000.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	9,460.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	16,000.00
2000-2999: Classified Personnel Salaries	Prop 28	60,000.00
1000-1999: Certificated Personnel Salaries	Title I	11,000.00
2000-2999: Classified Personnel Salaries	Title I	128,922.00
4000-4999: Books And Supplies	Title I	9,060.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000.00
0000: Unrestricted	Title I - Parent Involvement	1,201.00
2000-2999: Classified Personnel Salaries	Title I - Parent Involvement	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I - Parent Involvement	3,229.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	254,982.00
Goal 2	103,890.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kim Morris	Principal
Dulce jaimes	Other School Staff
Mikaela Zimmerman	Parent or Community Member
Ann Larsen	Classroom Teacher
Christina Richardson	Parent or Community Member
Madi Yule	Classroom Teacher
Tami Gates	Classroom Teacher
Brena Bouyea	Parent or Community Member
Lidia Munoz	Parent or Community Member
Molly Seawright	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

Lidia M. N. O.

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 10/21/24.

Attested:

Kim

Principal, Kimberley Morris on 10/21/24

B. Bouyea

SSC Chairperson, Brenda Bouyea on 10/21/24

# Instructions

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) 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.

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.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.



- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>



## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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