

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Creekview Ranch	31-66803-0116574	May 27, 2025	June 12, 2025

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

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

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

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

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

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) outlines Creekview Ranch School’s schoolwide approach to improving student learning outcomes and overall educational success through the strategic use of available resources.

Creekview Ranch School operates as a Title I schoolwide program, based on the percentage of families who qualify through the Annual Household Eligibility Form/Free and Reduced Lunch. As a schoolwide Title I site, the SPSA describes how supplemental funds are used to strengthen the core instructional program and provide targeted supports that address identified student needs.

Based on analysis of the 2025 California School Dashboard, student group performance data indicates areas of need related to student engagement, attendance, and discipline. Chronic Absenteeism data reflects a Red performance level for White students, with additional student groups demonstrating elevated levels of absenteeism. In addition, African American/Black students demonstrate a Red performance level in Suspension Rate. In response, this plan includes targeted strategies designed to improve student attendance, reduce disciplinary incidents, and strengthen schoolwide systems of support while continuing to promote overall school improvement

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

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Plan Description

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

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At Creekview Ranch School, we collectively (all engagement partners) analyzed the 2024 CA State Dashboard specifically looking at our benchmark academic performance, attendance reports, and survey results. We determined our strengths and areas for improvement, including those identified as eligible for Additional Targeted Support and Improvement. We used the driver diagram to help guide and translate our data analysis, stakeholder input, and goal into an improvement aim and primary and secondary drivers and created changes of practice tied to measurable outcomes.

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

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

School Vision and Mission

Creekview Ranch School staff, students, and families work collaboratively to create:

An engaged and inclusive school community.

Academic, social-emotional, and enrichment supports that promote success for every student.

A safe, supportive, and encouraging learning environment that fosters positive behavior, regular attendance, and student well-being.

School Profile

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

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

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

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

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

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

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

increase supports and services for at-risk students/all students in need through increased instructional and social-emotional supports.

Creekview Ranch School serves a diverse population of 838 students in Transitional Kindergarten through 8th grade.

Creekview Ranch School student population demographics:

Ethnicity: 43% White, 24% Hispanic, 13% Asian, 4% African American

English Language Learners: 12% of student population

Socio-economically Disadvantaged: 46% of student population

Percentages of students languages at Creekview Ranch School:

Arabic 1%

English 76%

Farsi (Persian) 1%

Hindi 1%

Punjabi 4%

Russian 4%

Spanish 5%

Ukrainian 3%

Vietnamese 1%

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

Educational Partner Involvement

How, when, and with whom did Creekview Ranch consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At Creekview Ranch School, we believe that all educational partners play an important role in the development, implementation, and review of school goals and programs. On an ongoing basis, school staff, the English Learner Advisory Committee (ELAC), the School Site Council (SSC), and our Leadership Team analyze school data and provide input on school goals and academic programs, which are monitored through the Single Plan for Student Achievement (SPSA).

Educational partners reviewed survey data, local indicator parent engagement feedback, assessment data (including CAASPP), and English Learner program information (including ELPAC results) to identify areas of strength and need. Feedback from these groups helped identify key areas of focus, including supporting English Learners and Students with Disabilities, improving student attendance, and strengthening consistent behavior supports across the school.

The School Site Council (SSC) met on August 26, 2025; September 16, 2025; October 21, 2025; November 18, 2025; January 20, 2026; February 24, 2026; March 10, 2026; April 28, 2026; and May 26, 2026. The Leadership Team met on August 25, 2025; September 29, 2025; October 20, 2025; November 10, 2025; December 8, 2025; January 5, 2026; February 2, 2026; March 16, 2026; and June 5, 2026. ELAC and staff reviewed English Learner program data, including ELPAC results, on September 22, 2025; January 26, 2026; and March 16, 2026.

The school continuously adjusts goals and programs based on both data and feedback from these stakeholder groups to ensure decisions reflect the needs of all students.

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.

Creekview Ranch School reviewed data across academic performance, attendance, and discipline to identify potential resource inequities. Analysis of the data indicates that certain student groups, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, are not performing at the same levels as their peers, particularly in Mathematics and English Language Arts, and are also disproportionately impacted in areas such as attendance and suspension.

These patterns suggest potential inequities in access to targeted academic supports, consistent attendance interventions, and behavior supports. The school continues to address these needs through allocation of resources including intervention support, instructional materials, and staffing to support Tier II and Tier III interventions, as well as implementation of PBIS, social-emotional learning, and attendance systems.

Creekview Ranch will continue to monitor data and adjust resources as needed to ensure that all students have equitable access to the instruction, supports, and interventions necessary for success.

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.

ELA: English Learners (Orange); Students with Disabilities (Red)

Math: English Learners (Orange); Socioeconomically Disadvantaged (Orange); Hispanic (Orange)

English Learner Progress: N/A

The site will continue to analyze performance through weekly PLCs and trimester Collaborative Conferences, using both state and local assessment data. Areas of need will be addressed through a multi-tiered system of supports (MTSS), with a focus on strengthening Tier 1 instruction and targeted interventions.

Suspension: English Learners (Orange); Socioeconomically Disadvantaged (Orange); Students with Disabilities (Orange); African American (Orange); Asian (Orange); White (Orange)

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

The site will continue to implement Social Emotional Learning (SEL) supports, PBIS systems, and restorative practices. Data will be reviewed regularly through SEL teams and Collaborative Conferences to identify trends and implement targeted supports.

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

The following student groups are two or more performance levels below the “all student” performance category:

ELA: English Learners (Orange); Students with Disabilities (Red)

Math: None

English Learner Progress: N/A

The site will continue to utilize PLCs and data cycles to monitor subgroup performance and implement targeted instructional strategies to address identified gaps.

Suspension: None

Chronic Absenteeism: None

The site will continue to monitor attendance and behavior data through MTSS structures and SEL systems to ensure early identification and support for students.

Other Needs

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

In addition to Dashboard data, other needs have been identified through local data sources, including CAASPP, ELPAC, and site-based assessments.

Creekview Ranch School met ATSI eligibility criteria in the areas of Chronic Absenteeism and Suspension for African American/Black students. This indicates a need for continued focus on equitable practices, culturally responsive supports, and targeted interventions to improve student outcomes.

Additional needs identified through data analysis include:

- Inconsistent math performance across grade levels, particularly in upper elementary
- Declines in early literacy (Grade 1) and foundational reading skills
- Need for increased support in nonfiction comprehension and writing across content areas
- Continued focus on English Learner progress, particularly for students in Levels 1 and 2
- Strengthening Tier 1 instructional consistency across grade levels

The site will address these needs through:

- Strengthening Tier 1 instruction and alignment across grade levels
- Expanding targeted interventions (Tier 2 and Tier 3)
- Continued implementation of PBIS, SEL, and restorative practices
- Ongoing data analysis through PLCs and Collaborative Conferences
- Increased focus on writing, structured response strategies, and academic discourse across content areas

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Creekview Ranch. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.36%	0.12%	0.25%	3	1	2
African American	3.91%	3.46%	2.99%	33	29	24
Asian	12.91%	12.65%	11.35%	109	106	91
Filipino	2.25%	2.15%	2.99%	19	18	24
Hispanic/Latino	25.12%	23.75%	24.44%	212	199	196
Pacific Islander	0.95%	0.84%	1.25%	8	7	10
White	43.01%	44.63%	45.51%	363	374	365
Multiple/No Response	11.37%	11.46%	10.22%	96	96	82
Total Enrollment				844	838	802

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		42	39
Kindergarten	78	74	59
Grade 1	78	85	78
Grade 2	80	83	86
Grade 3	80	83	81
Grade 4	89	77	84
Grade 5	80	92	78
Grade 6	106	100	102
Grade 7	107	98	98
Grade 8	105	104	97
Total Enrollment	844	838	802

Conclusions based on this data:

1. Overall student enrollment has remained relatively stable over the three-year period, increasing from 758 students in 2022–2023 to 844 students in 2023–2024, with a slight decrease to 838 students in 2024–2025. This reflects steady enrollment with minor fluctuations year to year.

Student subgroup percentages have remained largely consistent. The largest student groups continue to be White (44.63%) and Hispanic/Latino (23.75%), followed by Asian (12.65%) and students identifying as Two or More Races (11.46%). These proportions have remained stable over time, indicating consistency in the school's demographic composition.
2. Grade level enrollment trends show variability across grade spans. In 2024–2025, enrollment increased in grades 1, 2, 3, and 5, while grades 4, 6, 7, and 8 experienced slight decreases compared to the previous year.

The addition of Transitional Kindergarten (42 students) represents a notable expansion in early learning enrollment. Kindergarten enrollment has declined over the three-year period (109 to 74 students), while upper grades (5–8) continue to maintain higher overall enrollment numbers.
3. Overall, enrollment patterns indicate relatively stable student population trends with minor shifts across grade levels. These fluctuations may impact class size distribution, staffing allocations, and program planning, particularly in early primary grades and upper elementary/middle school transitions.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	107	99	84	14.1%	12.7%	10.5%
Fluent English Proficient (FEP)	99	86	94	11.3%	11.7%	11.7%
Reclassified Fluent English Proficient (RFEP)	70	63		7.7%	8.3%	

Conclusions based on this data:

1. The number of English Learners has shown a slight decline over the three-year period, decreasing from 107 students (14.1%) in 2022–2023 to 99 students (11.8%) in 2024–2025. This reflects a gradual reduction in the overall percentage of English Learners within the school population.
2. The percentage of Fluent English Proficient (FEP) students has remained relatively stable over the three-year period, with a slight decrease from 11.7% in 2023–2024 to 10.3% in 2024–2025. This indicates consistent, though slightly fluctuating, levels of students maintaining English proficiency.
3. The number of Reclassified Fluent English Proficient (RFEP) students increased from 58 in 2022–2023 to 63 in 2024–2025, demonstrating continued progress in reclassification over time. Although there was a slight decrease from the previous year (70 in 2023–2024), the overall trend reflects sustained efforts to support English Learners in reaching proficiency and reclassification.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	84	80	86	83	79	85	83	79	85	98.8	98.8	98.8
Grade 4	71	92	78	71	91	78	71	91	78	100.0	98.9	100
Grade 5	77	87	94	76	84	93	76	84	93	98.7	96.6	98.9
Grade 6	92	106	98	91	105	96	91	105	96	98.9	99.1	98
Grade 7	89	110	95	82	107	94	82	107	94	92.1	97.3	98.9
Grade 8	86	111	102	80	104	101	80	104	100	93.0	93.7	99
All Grades	499	586	553	483	570	547	483	570	546	96.8	97.3	98.9

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2433.	2458.	2466.	28.92	31.65	40.00	21.69	24.05	23.53	27.71	25.32	20.00	21.69	18.99	16.47
Grade 4	2493.	2491.	2526.	33.80	37.36	50.00	28.17	17.58	21.79	11.27	21.98	19.23	26.76	23.08	8.97
Grade 5	2545.	2538.	2514.	43.42	33.33	23.66	25.00	33.33	30.11	17.11	17.86	26.88	14.47	15.48	19.35
Grade 6	2564.	2560.	2561.	27.47	29.52	32.29	46.15	32.38	31.25	13.19	24.76	23.96	13.19	13.33	12.50
Grade 7	2593.	2585.	2606.	37.80	29.91	38.30	25.61	34.58	32.98	21.95	20.56	12.77	14.63	14.95	15.96
Grade 8	2565.	2581.	2600.	11.25	23.08	26.00	38.75	35.58	41.00	26.25	19.23	18.00	23.75	22.12	15.00
All Grades	N/A	N/A	N/A	30.23	30.53	34.43	31.26	30.00	30.59	19.67	21.58	20.15	18.84	17.89	14.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.87	29.11	27.06	66.27	55.70	62.35	16.87	15.19	10.59
Grade 4	28.17	26.37	32.05	53.52	65.93	60.26	18.31	7.69	7.69
Grade 5	31.58	20.24	19.35	55.26	69.05	65.59	13.16	10.71	15.05
Grade 6	24.18	26.67	34.38	63.74	58.10	48.96	12.09	15.24	16.67
Grade 7	30.86	27.10	37.23	55.56	59.81	50.00	13.58	13.08	12.77
Grade 8	17.50	24.04	29.00	56.25	57.69	57.00	26.25	18.27	14.00
All Grades	24.69	25.61	29.85	58.71	60.88	57.14	16.60	13.51	13.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.87	24.05	25.88	62.65	60.76	55.29	20.48	15.19	18.82
Grade 4	28.17	26.37	25.64	59.15	59.34	65.38	12.68	14.29	8.97
Grade 5	27.63	27.38	16.13	63.16	61.90	65.59	9.21	10.71	18.28
Grade 6	20.88	21.90	22.92	61.54	59.05	62.50	17.58	19.05	14.58
Grade 7	48.15	34.58	46.81	40.74	49.53	43.62	11.11	15.89	9.57
Grade 8	17.50	25.96	34.00	57.50	47.12	44.00	25.00	26.92	22.00
All Grades	26.35	26.84	28.75	57.47	55.79	55.68	16.18	17.37	15.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.28	20.25	18.82	65.06	68.35	71.76	15.66	11.39	9.41
Grade 4	19.72	12.09	23.08	69.01	73.63	65.38	11.27	14.29	11.54
Grade 5	11.84	16.67	12.90	82.89	79.76	75.27	5.26	3.57	11.83
Grade 6	25.27	16.19	15.63	67.03	78.10	73.96	7.69	5.71	10.42
Grade 7	18.52	19.63	23.40	74.07	72.90	72.34	7.41	7.48	4.26
Grade 8	11.25	19.23	18.00	71.25	70.19	79.00	17.50	10.58	3.00
All Grades	17.84	17.37	18.50	71.37	73.86	73.26	10.79	8.77	8.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.69	27.85	23.53	66.27	56.96	65.88	12.05	15.19	10.59
Grade 4	22.54	21.98	26.92	59.15	63.74	70.51	18.31	14.29	2.56
Grade 5	25.00	30.95	21.51	63.16	58.33	64.52	11.84	10.71	13.98
Grade 6	26.37	29.52	28.13	63.74	60.00	62.50	9.89	10.48	9.38
Grade 7	27.16	22.43	25.53	61.73	66.36	58.51	11.11	11.21	15.96
Grade 8	35.00	33.65	37.00	51.25	53.85	50.00	13.75	12.50	13.00
All Grades	26.35	27.72	27.29	61.00	60.00	61.54	12.66	12.28	11.17

Conclusions based on this data:

- Overall English Language Arts (ELA) achievement data continues to reflect strong student performance and serves as an indicator for areas of continued growth. The 2024–2025 data shows the overall percentage of students Exceeding or Meeting Standard in ELA to be approximately 65%, demonstrating an increase from the previous year.

This total is represented by:

 - 64% of 3rd grade students
 - 72% of 4th grade students
 - 54% of 5th grade students
 - 64% of 6th grade students
 - 71% of 7th grade students
 - 67% of 8th grade students meeting or exceeding standards

Overall, Creekview Ranch continues to outperform district averages in ELA across all grade levels, indicating strong literacy systems and instructional practices schoolwide.
- Analysis of grade-level performance contributes to the development of schoolwide and grade-level goals and helps identify trends in student achievement.

The 2024–2025 data indicates:

 - Continued strength in ELA performance across most grade levels, particularly in grades 3, 4, 7, and 8
 - Growth in upper grades, with 7th and 8th grade showing notable gains compared to prior years
 - A decline in 5th grade ELA performance, indicating a need for targeted instructional support and alignment

Overall trends suggest that while literacy systems are effective, there is a need to ensure consistency across grade levels and strengthen support in identified areas of need.
- Creekview Ranch School has met the threshold requirement of a minimum of 95% student participation in CAASPP testing. These results provide a reliable data set that will continue to inform instructional practices, goal setting, and monitoring of student progress in English Language Arts over time.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	84	80	87	84	79	87	84	79	87	100.0	98.8	100
Grade 4	71	92	78	71	92	78	71	92	78	100.0	100	100
Grade 5	77	87	94	77	85	94	77	85	94	100.0	97.7	100
Grade 6	92	106	98	91	105	97	91	105	97	98.9	99.1	99
Grade 7	89	110	95	84	107	95	83	107	95	94.4	97.3	100
Grade 8	86	111	102	81	104	101	81	104	101	94.2	93.7	99
All Grades	499	586	554	488	572	552	487	572	552	97.8	97.6	99.6

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2456.	2471.	2463.	27.38	39.24	36.78	38.10	26.58	28.74	19.05	25.32	19.54	15.48	8.86	14.94
Grade 4	2490.	2498.	2519.	21.13	30.43	38.46	32.39	29.35	29.49	30.99	26.09	26.92	15.49	14.13	5.13
Grade 5	2528.	2525.	2496.	29.87	30.59	19.15	19.48	25.88	15.96	32.47	24.71	32.98	18.18	18.82	31.91
Grade 6	2533.	2528.	2541.	23.08	23.81	19.59	19.78	19.05	25.77	32.97	27.62	37.11	24.18	29.52	17.53
Grade 7	2530.	2541.	2546.	14.46	18.69	24.21	24.10	20.56	23.16	32.53	30.84	21.05	28.92	29.91	31.58
Grade 8	2567.	2554.	2588.	17.28	28.85	32.67	14.81	10.58	18.81	43.21	27.88	21.78	24.69	32.69	26.73
Grade 11															
All Grades	N/A	N/A	N/A	22.18	27.97	28.08	24.64	21.50	23.37	31.83	27.27	26.63	21.36	23.25	21.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.05	45.57	49.43	41.67	43.04	35.63	14.29	11.39	14.94
Grade 4	28.17	35.87	46.15	50.70	46.74	44.87	21.13	17.39	8.97
Grade 5	27.27	27.06	21.28	50.65	50.59	48.94	22.08	22.35	29.79
Grade 6	21.98	18.10	18.56	50.55	51.43	53.61	27.47	30.48	27.84
Grade 7	16.87	22.43	21.05	51.81	50.47	45.26	31.33	27.10	33.68
Grade 8	22.22	24.04	34.65	55.56	45.19	41.58	22.22	30.77	23.76
Grade 11									
All Grades	26.69	27.97	31.16	50.10	48.08	45.11	23.20	23.95	23.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.57	37.97	28.74	53.57	46.84	59.77	17.86	15.19	11.49
Grade 4	28.17	32.61	28.21	45.07	44.57	60.26	26.76	22.83	11.54
Grade 5	24.68	15.29	13.83	59.74	65.88	58.51	15.58	18.82	27.66
Grade 6	18.68	21.90	17.53	58.24	55.24	62.89	23.08	22.86	19.59
Grade 7	16.87	16.82	26.32	55.42	55.14	48.42	27.71	28.04	25.26
Grade 8	16.05	21.15	27.72	66.67	50.96	53.47	17.28	27.88	18.81
All Grades	21.97	23.78	23.55	56.67	53.15	57.07	21.36	23.08	19.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.43	36.71	29.89	66.67	53.16	59.77	11.90	10.13	10.34
Grade 4	23.94	29.35	35.90	66.20	60.87	53.85	9.86	9.78	10.26
Grade 5	15.58	16.47	10.64	63.64	70.59	61.70	20.78	12.94	27.66
Grade 6	21.98	19.05	23.71	59.34	62.86	59.79	18.68	18.10	16.49
Grade 7	14.46	15.89	18.95	68.67	62.62	58.95	16.87	21.50	22.11
Grade 8	16.05	14.42	27.72	65.43	73.08	54.46	18.52	12.50	17.82
All Grades	18.89	21.33	24.09	64.89	64.16	58.15	16.22	14.51	17.75

Conclusions based on this data:

- Overall Math achievement data provides information on student achievement levels and serves as an indicator to determine focus for growth in subsequent years. The 2024–2025 data shows the overall percentage of all students Exceeding or Meeting Standard in Math to be approximately 52%, demonstrating an increase from the previous year.

When further broken down, this is represented by:

66% of 3rd grade students

68% of 4th grade students
35% of 5th grade students
45% of 6th grade students
47% of 7th grade students
51% of 8th grade students exceeding or meeting standard

Overall, Creekview Ranch shows growth in Math performance across several grade levels, with most grades performing at or above district averages, though variability remains.

2. Analysis of grade-level data contributes to the development of schoolwide and grade-level SMART goals and helps identify trends in student achievement.

The 2024–2025 data indicates:

Strong performance and growth in grades 3 and 4, with both grade levels significantly exceeding district averages
Continued improvement in middle school grades (6–8), with performance at or above district averages
A notable decline in 5th grade performance, indicating a need for targeted instructional support and alignment

Overall trends indicate that while math performance is improving across many grade levels, inconsistencies remain, particularly between upper elementary grades. Continued focus on instructional coherence, problem solving, and conceptual understanding will be important to support sustained growth.

3. Creekview Ranch School has met the threshold requirement of a minimum of 95% student participation in CAASPP testing. These results provide a reliable data set that will continue to inform instructional practices, goal setting, and monitoring of student progress in Mathematics over time.

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/eng/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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1464.6	1423.5	1443.4	1457.4	1432.7	1451.5	1481.8	1402.0	1424.6	17	22	11
1	1497.2	*	*	1492.7	*	*	1501.1	*	*	13	8	8
2	1498.2	1502.9	*	1486.5	1492.1	*	1509.4	1513.5	*	11	15	10
3	1492.8	*	1464.8	1492.5	*	1465.6	1492.5	*	1463.3	12	9	13
4	1529.2	1494.6	*	1533.5	1492.0	*	1524.5	1496.7	*	13	11	7
5	*	1532.6	*	*	1528.6	*	*	1536.0	*	7	14	8
6	*	*	1518.7	*	*	1501.4	*	*	1535.4	5	8	14
7	*	*	*	*	*	*	*	*	*	9	6	9
8	*	*	*	*	*	*	*	*	*	10	6	5
All Grades										97	99	85

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	37.50	36.36	27.27	31.25	22.73	45.45	31.25	13.64	18.18	0.00	27.27	9.09	16	22	11
1	30.77	*	*	61.54	*	*	7.69	*	*	0.00	*	*	13	*	*
2	18.18	33.33	*	63.64	46.67	*	9.09	13.33	*	9.09	6.67	*	11	15	*
3	16.67	*	7.69	16.67	*	38.46	58.33	*	38.46	8.33	*	15.38	12	*	13
4	23.08	18.18	*	53.85	27.27	*	15.38	45.45	*	7.69	9.09	*	13	11	*
5	*	42.86	*	*	21.43	*	*	28.57	*	*	7.14	*	*	14	*
6	*	*	35.71	*	*	28.57	*	*	14.29	*	*	21.43	*	*	14
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	32.32	27.06	40.63	36.36	38.82	20.83	21.21	23.53	7.29	10.10	10.59	96	99	85

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.25	31.82	27.27	43.75	27.27	45.45	18.75	18.18	18.18	6.25	22.73	9.09	16	22	11
1	38.46	*	*	61.54	*	*	0.00	*	*	0.00	*	*	13	*	*
2	27.27	40.00	*	54.55	46.67	*	9.09	6.67	*	9.09	6.67	*	11	15	*
3	33.33	*	7.69	25.00	*	53.85	33.33	*	23.08	8.33	*	15.38	12	*	13
4	69.23	36.36	*	15.38	27.27	*	7.69	27.27	*	7.69	9.09	*	13	11	*
5	*	57.14	*	*	21.43	*	*	14.29	*	*	7.14	*	*	14	*
6	*	*	35.71	*	*	35.71	*	*	0.00	*	*	28.57	*	*	14
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.83	46.46	37.65	36.46	29.29	38.82	10.42	14.14	11.76	7.29	10.10	11.76	96	99	85

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		27.27	27.27		36.36	9.09		9.09	54.55		27.27	9.09		22	11
1		*	*		*	*		*	*		*	*		*	*
2		26.67	*		46.67	*		26.67	*		0.00	*		15	*
3		*	0.00		*	30.77		*	46.15		*	23.08		*	13
4		9.09	*		27.27	*		45.45	*		18.18	*		11	*
5		7.14	*		42.86	*		42.86	*		7.14	*		14	*
6	*	*	14.29	*	*	28.57	*	*	28.57	*	*	28.57	*	*	14
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	17.17	12.94	37.50	37.37	31.76	38.54	34.34	41.18	11.46	11.11	14.12	96	99	85

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.00	22.73	27.27	75.00	59.09	63.64	0.00	18.18	9.09	16	22	11
1	53.85	*	*	46.15	*	*	0.00	*	*	13	*	*
2	27.27	46.67	*	72.73	53.33	*	0.00	0.00	*	11	15	*
3	16.67	*	7.69	66.67	*	76.92	16.67	*	15.38	12	*	13
4	46.15	45.45	*	38.46	45.45	*	15.38	9.09	*	13	11	*
5	*	35.71	*	*	57.14	*	*	7.14	*	*	14	*
6	*	*	21.43	*	*	64.29	*	*	14.29	*	*	14
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	36.36	27.06	58.33	54.55	62.35	8.33	9.09	10.59	96	99	85

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	37.50	31.82	27.27	50.00	45.45	45.45	12.50	22.73	27.27	16	22	11
1	38.46	*	*	61.54	*	*	0.00	*	*	13	*	*
2	54.55	13.33	*	36.36	80.00	*	9.09	6.67	*	11	15	*
3	41.67	*	61.54	41.67	*	23.08	16.67	*	15.38	12	*	13
4	76.92	27.27	*	15.38	63.64	*	7.69	9.09	*	13	11	*
5	*	64.29	*	*	28.57	*	*	7.14	*	*	14	*
6	*	*	57.14	*	*	14.29	*	*	28.57	*	*	14
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	60.42	44.44	52.38	31.25	44.44	33.33	8.33	11.11	14.29	96	99	84

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.25	22.73	18.18	62.50	50.00	72.73	6.25	27.27	9.09	16	22	11
1	30.77	*	*	69.23	*	*	0.00	*	*	13	*	*
2	27.27	6.67	*	63.64	93.33	*	9.09	0.00	*	11	15	*
3	0.00	*	0.00	41.67	*	46.15	58.33	*	53.85	12	*	13
4	15.38	0.00	*	61.54	54.55	*	23.08	45.45	*	13	11	*
5	*	7.14	*	*	42.86	*	*	50.00	*	*	14	*
6	*	*	14.29	*	*	28.57	*	*	57.14	*	*	14
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.71	13.13	16.47	59.38	58.59	52.94	22.92	28.28	30.59	96	99	85

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	43.75	45.45	63.64	43.75	31.82	36.36	12.50	22.73	0.00	16	22	11
1	15.38	*	*	76.92	*	*	7.69	*	*	13	*	*
2	45.45	53.33	*	54.55	46.67	*	0.00	0.00	*	11	15	*
3	25.00	*	7.69	66.67	*	76.92	8.33	*	15.38	12	*	13
4	38.46	36.36	*	61.54	54.55	*	0.00	9.09	*	13	11	*
5	*	42.86	*	*	50.00	*	*	7.14	*	*	14	*
6	*	*	35.71	*	*	50.00	*	*	14.29	*	*	14
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.13	34.34	24.71	65.63	58.59	65.88	6.25	7.07	9.41	96	99	85

Conclusions based on this data:

- This data provides information on Creekview Ranch's English Learners' (EL) English Proficiency levels and serves as an indicator to determine focus for growth in subsequent years. Of the 85 students tested, the data shows that 27.06% of EL students are at the highest English Proficiency, Level 4. Students at this level have well-developed English language skills.

The data reflects that 38.82% of EL students are at Level 3 Proficiency, indicating moderately developed English language skills. Both Level 3 and Level 4 are considered within the Bridging Proficiency Level.

Additionally, 23.53% of students are at Level 2, and 10.59% are at Level 1, indicating a continued need for targeted language development support, particularly for students not yet meeting Bridging levels.
- The 2024–2025 ELPAC data will serve as a basis for ongoing multi-year performance analysis and identification of instructional priorities.

Overall trends indicate:

The majority of students (approximately 65.88%) are performing within the Bridging levels (Levels 3 and 4), demonstrating progress toward English proficiency
A slight decrease in Level 4 students compared to the previous year, with a corresponding distribution across Levels 2 and 3
Continued need to support students in Levels 1 and 2, particularly in foundational language development
Domain data indicates variability across areas, with stronger performance in speaking and writing, and continued need for growth in reading and listening comprehension

These results highlight the importance of continued focus on designated and integrated ELD instruction to support language development across all content areas.

3. Creekview Ranch School has met the threshold requirement of a minimum of 95% of students completing the ELPAC assessment. These results provide a reliable data set that will be used to monitor growth in English Language Proficiency and inform instructional practices over time.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
838	46.2%	11.8%	0.5%
Total Number of Students enrolled in Creekview Ranch.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	99	11.8%
Foster Youth	4	0.5%
Homeless	16	1.9%
Socioeconomically Disadvantaged	387	46.2%
Students with Disabilities	79	9.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	3.5%
American Indian	1	0.1%
Asian	106	12.6%
Filipino	18	2.1%
Hispanic	199	23.7%
Two or More Races	96	11.5%
Pacific Islander	7	0.8%
White	374	44.6%

Conclusions based on this data:

1. Creekview Ranch serves a total of 838 students with a diverse range of student groups represented. A significant portion of the student population (46.2%) is identified as Socioeconomically Disadvantaged, representing nearly half

of all students. English Learners make up 11.8% of the population, while Students with Disabilities represent 9.4%. Smaller student groups include Homeless students (1.9%) and Foster Youth (0.5%).

2. Enrollment by race and ethnicity reflects a diverse student population. The largest student groups are White (44.6%) and Hispanic/Latino (23.7%), followed by Asian (12.6%) and students identifying as Two or More Races (11.5%). Other student groups, including African American (3.5%), Filipino (2.1%), Pacific Islander (0.8%), and American Indian (0.1%), represent smaller portions of the population.
3. Overall student population trends indicate a stable enrollment with a consistent distribution of student groups. The high percentage of Socioeconomically Disadvantaged students highlights the importance of continued focus on equitable access to academic, social-emotional, and intervention supports to meet the diverse needs of the student population.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  Green		

Conclusions based on this data:

1.
1. Academic Performance

The 2025 Academic Performance indicators in English Language Arts and Mathematics were both in the Green performance level, maintaining from the prior year. While overall performance remains strong, achievement gaps persist for English Learners and Students with Disabilities. As a staff, we will continue to focus on strong Tier I instruction, targeted Tier II supports, and Tier III intervention to address gaps and support all learners.

2. **2. Academic Engagement**
The Academic Engagement indicator for Chronic Absenteeism was in the Orange performance level. Attendance remains an area of concern impacting student learning. Ongoing efforts include attendance monitoring, family communication, incentives for improved attendance, and use of Attendance Success Plans and SARB referrals.
3. **3. Conditions & Climate**
The Conditions and Climate indicator for Suspension Rate was in the Orange performance level. While systems are in place, continued focus is needed to support student behavior and reduce suspension rates. The school will continue to implement PBIS, social-emotional learning, and restorative practices to improve school climate and student outcomes.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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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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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 37.3 points above standard Increased 8.2 points 540 Students	English Learners Orange 8.4 points below standard Maintained 1 points 98 Students	Long-Term English Learners No Performance Color 108.9 points below standard 11 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged Green 14.9 points above standard Increased 14.6 points 258 Students

Students with Disabilities  Yellow 48.2 points below standard Increased 33.7 points 63 Students	African American  No Performance Color 2.6 points above standard Declined 4.6 points 22 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 57 points above standard Maintained 2.2 points 63 Students	Filipino  No Performance Color 97.5 points above standard Maintained 2 points 11 Students	Hispanic  Blue 31.9 points above standard Increased 30.6 points 127 Students
Two or More Races  Green 30.3 points above standard Maintained -1 points 63 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Green 37.4 points above standard Maintained 0.3 points 246 Students

Conclusions based on this data:

- Overall, the English Language Arts performance indicator for all students (540 students) fell within the Green status level, with 37.3 points above standard, reflecting an increase of 8.2 points from the prior year.

English Learners (98 students) performed in the Orange status level, scoring 8.4 points below standard and maintaining from the prior year.
Socioeconomically Disadvantaged students (258 students) performed in the Green status level, with 14.9 points above standard, reflecting significant growth.
Students with Disabilities (63 students) continue to perform at low levels.

Overall, performance remains strong for most students, with gaps persisting among specific student groups.
- Performance across student groups shows that many groups are maintaining or increasing, including Socioeconomically Disadvantaged students and other student groups performing in the Green or High performance levels. However, English Learners and Students with Disabilities continue to perform below standard, indicating a need for continued focus on these groups.

Overall, while most student groups are demonstrating strong performance, gaps remain between higher- and lower-performing groups.
- Overall, the data indicates that core instruction is producing strong outcomes for most students; however, persistent gaps for English Learners and Students with Disabilities highlight a need to refine and intensify targeted supports. Staff will continue to implement strategies that support both academic and language development, including scaffolding instruction, multiple learning modalities, and opportunities for academic discourse, to ensure more equitable outcomes across all student groups.

School and Student Performance Data

Academic Performance Mathematics

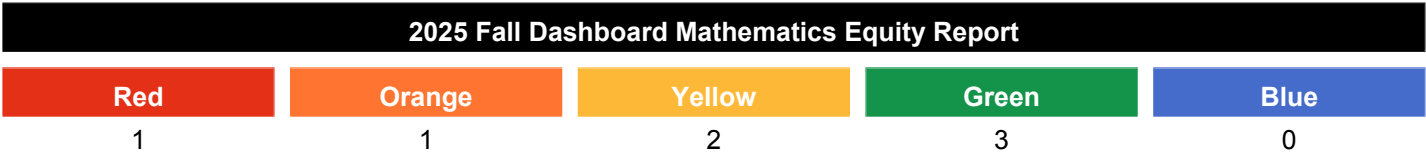
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 0.2 points below standard Increased 4.5 points 542 Students	English Learners  Yellow 37.8 points below standard Increased 3.1 points 100 Students	Long-Term English Learners  No Performance Color 134.9 points below standard 11 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Orange 28.3 points below standard Maintained 0.7 points 260 Students

Students with Disabilities  Red 101.5 points below standard Declined 14.9 points 63 Students	African American  No Performance Color 45 points below standard Maintained 2.3 points 22 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 27 points above standard Increased 5.9 points 63 Students	Filipino  No Performance Color 70.2 points above standard Increased 16.5 points 11 Students	Hispanic  Green 19.6 points below standard Increased 9.5 points 127 Students
Two or More Races  Yellow 6.8 points below standard Declined 14.4 points 63 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Green 7.2 points above standard Increased 4.3 points 248 Students

Conclusions based on this data:

- Overall, the Mathematics performance indicator for all students (542 students) fell within the Green status level, with 0.2 points below standard, reflecting a slight increase of 4.5 points from the prior year.

English Learners (100 students) performed in the Low performance range, scoring 37.8 points below standard. Socioeconomically Disadvantaged students (260 students) maintained in the Low performance range, scoring 28.3 points below standard.
Students with Disabilities (63 students) declined to the Very Low performance level, scoring 101.5 points below standard.

Overall, while there has been slight improvement, significant gaps remain across key student groups.
- When examining Mathematics performance by race/ethnicity:

Asian students (63 students) performed in the High performance range.
White students (248 students) and Hispanic students (127 students) performed in the Medium performance range, showing growth from the prior year.
African American students (22 students) maintained at lower performance levels.

Overall, performance varies across student groups, with some groups demonstrating growth while others continue to underperform.
- Overall, the data indicates that mathematics remains an area of need, with persistent gaps for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. To address this, teachers will continue to implement strategies that support both conceptual understanding and language development, including scaffolding

instruction, multiple learning modalities, academic discourse, and a focused emphasis on problem-solving and word problems.

School and Student Performance Data

Academic Performance Science

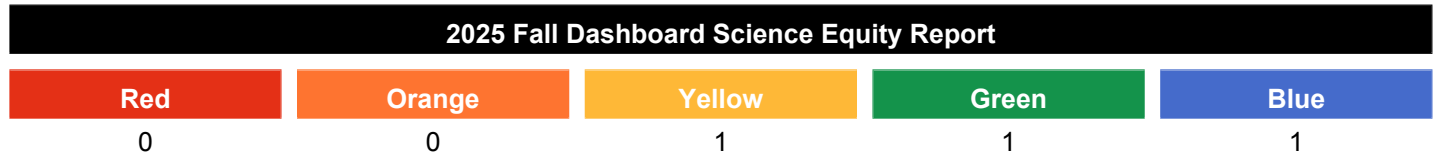
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 59 science points Maintained -0.5 points 195 Students	English Learners  No Performance Color 51.1 science points Increased 2.5 points 29 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 52.2 science points Declined 2.4 points 84 Students

Students with Disabilities  No Performance Color 42.8 science points Increased 6.4 points 29 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 65.4 science points Increased 4.7 points 27 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Blue 58.3 science points Increased 6.8 points 42 Students
Two or More Races  No Performance Color 57.9 science points Maintained -0.9 points 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 58.9 science points Declined 4 points 85 Students

Conclusions based on this data:

- Overall, the Science performance indicator for all students (195 students) fell within the High performance level, maintaining from the prior year with 59 points above standard.
- Several student groups demonstrated strong performance in Science, including Hispanic students (42 students) and White students (85 students), who performed in the High performance range. Students with Disabilities (29 students) showed growth, increasing 6.4 points, while English Learners (29 students) also demonstrated improvement. However, variability across smaller student groups indicates the need for continued monitoring.
- Overall, the data indicates that science is an area of strength for CVR, with most student groups maintaining high performance levels. Moving forward, the focus will be on maintaining strong instructional practices, hands-on learning opportunities, and ensuring all student groups continue to have access to engaging, standards-aligned science instruction.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
57.4 making progress.	58.3 making progress.
Number Students: 68 Students	Number Students: 12 Students

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.

2025 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
17.6%	25%	7.4%	50%

Conclusions based on this data:

- Overall, the English Learner Progress indicator (68 students) is in the High performance level, reflecting an increase of 2.3% from the prior year. This indicates that a majority of English Learners are making progress toward English language proficiency.
- A closer look at ELPI data shows that 50% of students progressed at least one ELPI level, while 25% maintained at lower levels and 17.6% decreased at least one level, with 7.4% maintaining at ELPI level 4. This indicates that while many students are making progress, a significant portion are either maintaining at lower levels or regressing, highlighting inconsistency in language development across the group.
- Overall, the data indicates that English Learners are making progress in language acquisition; however, continued focus is needed to ensure that this progress translates into academic success across content areas. Staff will continue to implement strategies that support both language development and access to grade-level content, including designated and integrated ELD, scaffolding, and opportunities for academic discourse.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

12.8% Chronically Absent

Increased 1.5

859 Students

English Learners



Yellow

12.8% Chronically Absent

Declined 4.2

109 Students

Long-Term English Learners



No Performance Color

0% Chronically Absent

Declined 9.1

11 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Homeless



No Performance Color

44.4% Chronically Absent

Increased 14.4

18 Students

Socioeconomically Disadvantaged



Orange

16.9% Chronically Absent

Increased 0.9

425 Students

Students with Disabilities  Yellow 17.2% Chronically Absent Declined 2.8 99 Students	African American  Orange 19.4% Chronically Absent Increased 2.7 31 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 12.5% Chronically Absent Maintained 0 104 Students	Filipino  No Performance Color 0% Chronically Absent Declined 14.3 20 Students	Hispanic  Orange 14.6% Chronically Absent Increased 0.5 205 Students
Two or More Races  Orange 13.1% Chronically Absent Increased 0.5 107 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Red 11.8% Chronically Absent Increased 3.4 382 Students

Conclusions based on this data:

- In the 2024–2025 school year, Creekview Ranch School received the Orange status level for all students, with 12.8% of students being chronically absent, reflecting an increase of 1.5% from the prior year.

English Learners (109 students) scored within the High performance level, with 12.8% of students being chronically absent.

Socioeconomically Disadvantaged students (425 students) scored within the High performance level, with 16.9% of students being chronically absent.

Students with Disabilities (99 students) scored within the High performance level, with 17.2% of students being chronically absent.

No performance level is available for Foster Youth and Homeless due to the low number of students in this category.

Overall, chronic absenteeism continues to impact multiple student groups, indicating a need for consistent and targeted attendance supports across the school.
- Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard.

Hispanic students (205 students) scored within the High performance level, with 14.6% of students being chronically absent.

Students who identify as Two or More Races (107 students) scored within the High performance level, with 13.1% of students being chronically absent.

White students (382 students) scored within the High performance level, with 11.8% of students being chronically absent.

Asian students (104 students) scored within the High performance level, with 12.5% of students being chronically absent.

African American students (31 students) scored within the High performance level, with 19.4% of students being chronically absent.

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

Overall, chronic absenteeism is present across all racial and ethnic groups, with rates ranging from 11.8% to 19.4% among reported student groups.

3. Overall, the data indicates that chronic absenteeism remains a significant schoolwide area of need, impacting multiple student groups and contributing to gaps in student outcomes. Stakeholder input identified attendance as a primary concern. Moving forward, the school will continue to strengthen systems including consistent attendance monitoring, family communication, incentives for improved attendance, and early intervention strategies such as Attendance Success Plans and SARB referrals to improve student attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

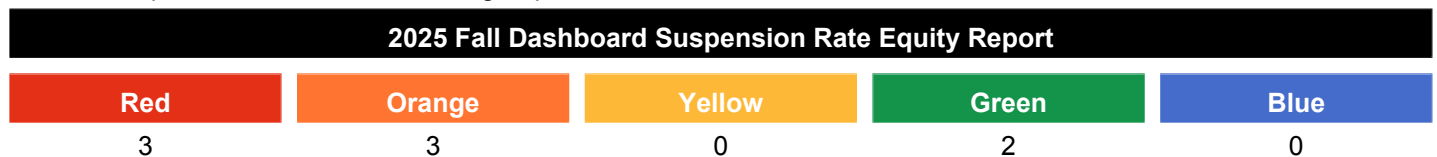
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 3.9% suspended at least one day Increased 1.7% 883 Students	English Learners Green 1.8% suspended at least one day Declined 1.6% 113 Students	Long-Term English Learners No Performance Color 7.7% suspended at least one day Increased 7.7% 13 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless No Performance Color 5.3% suspended at least one day Increased 0.7% 19 Students	Socioeconomically Disadvantaged Orange 4.3% suspended at least one day Increased 1.6% 437 Students

Students with Disabilities  Red 10.1% suspended at least one day Increased 4.1% 99 Students	African American  Red 9.4% suspended at least one day Increased 1.7% 32 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 0.9% suspended at least one day Declined 1.7% 112 Students	Filipino  No Performance Color 5% suspended at least one day Increased 5% 20 Students	Hispanic  Orange 3.3% suspended at least one day Increased 0.7% 209 Students
Two or More Races  Orange 5.6% suspended at least one day Increased 5.6% 108 Students	Pacific Islander  No Performance Color 0% suspended at least one day 11 Students	White  Red 4.1% suspended at least one day Increased 2.1% 390 Students

Conclusions based on this data:

- In the 2024–2025 school year, Creekview Ranch School received the Orange status level for all students, with 3.9% of students suspended at least once, reflecting an increase of 1.7% from the prior year.

English Learners (113 students) scored within the Medium performance level, with 1.8% of students suspended at least once.

Socioeconomically Disadvantaged students (437 students) scored within the High performance level, with 4.3% of students suspended at least once.

Students with Disabilities (99 students) scored within the Very High performance level, with 10.1% of students suspended at least once.

No performance level is available for Foster Youth and Homeless due to the low number of students in this category.

Overall, suspension rates continue to impact multiple student groups, with higher rates among Students with Disabilities.
- Suspension rates are disaggregated by race/ethnicity on the Dashboard.

African American students (32 students) scored within the Very High performance level, with 9.4% of students suspended at least once.

Hispanic students (209 students) scored within the High performance level, with 3.3% of students suspended at least once.

White students (390 students) scored within the High performance level, with 4.1% of students suspended at least once.

Students who identify as Two or More Races (108 students) scored within the High performance level, with 5.6% of students suspended at least once.

Asian students (112 students) scored within the Low performance level, with 0.9% of students suspended at least once.

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

Overall, suspension rates vary across racial and ethnic groups, with higher rates among African American students, indicating disproportionality in discipline outcomes.

3. Overall, the data indicates that suspension remains an area of need, with disproportionate impact on specific student groups. The school will continue to strengthen implementation of Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL), and restorative practices, with a focus on proactive, consistent, and equitable behavior supports to reduce suspension rates and improve student outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

Board Goal #1: Education - Provide targeted professional development for staff in effective instructional practices to increase student achievement. Support the development of critical thinking skills through analysis, reflection, and purposeful problem-solving. Promote and support student attendance to strengthen engagement and maximize learning opportunities.

Site Goals:

ELA: Grades TK-8: At Creekview Ranch, student achievement in ELA will improve by students demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments.

MATH: Grades TK-8: At Creekview Ranch, student achievement in Math will improve by students demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The following subgroups continue to demonstrate overall performance levels of Red, Orange, and/or lower performance indicators based on California Dashboard and local assessment data.

ELA: English Learners and Students with Disabilities

Math: English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Additional review of district and site assessment data indicates mathematics achievement remains lower overall than ELA achievement across multiple grade levels and student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Transitional Kindergarten English Language Arts and Math Assessments	Transitional Kindergarten: ELA 2026 End of year assessments: Upper Case ID: 90% proficient (20/26 letters) Lower Case ID: 70% proficient (20/26 letters) Letter Sounds: 58% proficient Math 2026 End of Year Assessments: Counting 1:1 correspondence: 93% proficient Counting to 30: 78% proficient Number ID: 73% proficient	Expected Outcomes ELA: By June 2027, all TK students will be proficient in foundational reading skills, as shown on the following common district summative assessments: • Upper Case ID • Lower Case ID • Letter Sounds • Confirm Understanding of a Text MATH: By June 2027, all TK students will count to tell the number of objects and understand the relationship between numbers and quantities as shown on the following common district summative assessments: • Number Recognition • Counting 1:1 Cardinality • Counting to 30 ELA: By June 2027, all kindergarten students will score proficient or demonstrate one year's growth on the following common district summative assessments: • Upper Case ID • Lower Case ID • Beginning Sounds • Comprehension Benchmark #2 MATH: By June 2027, all kindergarten students will score proficient or demonstrate one year's growth problem solving at grade level as measured by the following common district summative assessments: • Number ID • Counting to 100 • Trimester 3 Performance Task ELA: By June 2027, all 1st grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • SIPPS • IXL • Comprehension/Benchmark 2 • MCLASS Composite
Kindergarten English Language Arts and Math Assessments		
1st Grade English Language Arts Assessments and Math Assessments		
2nd Grade English Language Arts Assessments and Math Assessments		
3rd Grade English Language Arts Assessments and Math Assessments	Kindergarten: ELA 2026 End of Year Assessments: Upper Case ID: 100% proficient (24/26 letters) Lower Case ID: 100% proficient (24/26 letters) Sounds: 93% proficient (>28 sounds) Comprehension/Benchmark #2: 86% proficient (4/ 5)	
4th Grade English Language Arts Assessments and Math Assessments	Math 2026 End of Year Assessments: Number ID: 100% proficient (20/21) Counting to 100: 94% proficient (100/100) Performance Task 81% proficient (2/3)	
5th Grade English Language Arts Assessments and Math Assessments	First Grade: ELA 2026 End of Year Assessments: SIPPS Mastery Test: 64% proficient (Ext. 21+) IXL: 63% proficient (180+) Comprehension/Benchmark #2: 60% proficient (9/11) MCLASS Composite: 67% proficient	
ENGLISH LANGUAGE ARTS and Math Assessments 6th grade IXL diagnostic 6th grade CAASPP	Math 2026 End of Year Assessments: IXL: 84% proficient (180+) Performance task: 67% proficient (3/4)	
7th grade IXL Diagnostic 7th grade CAASPP	Second Grade: ELA 2026 End of Year Assessments: IXL: 68% proficient (280+) Comprehension/Benchmark #2: 27% proficient (12/16) MCLASS Composite: 72% proficient	
8th grade IXL Diagnostic 8th grade CAASPP	Math 2026 End of Year Assessments: IXL: 74% proficient (280+) DCJESD Gr2 Math EOY Summative 78% proficient (11/14) Third Grade: ELA 2026 End of Year Assessments:	

	IXL: 82% proficient (380+) Comprehension/Benchmark #2: 23% proficient (5+) MCLASS Composite: 71% proficient Math 2026 End of Year Assessments: IXL: 77% proficient (380+) DCJESD Gr3 Math EOY Summative: 77% proficient (12/16) Forth Grade: ELA 2026 End of Year Assessments: IXL: 68% proficient (480+) Comprehension/Benchmark #2: 26% proficient (5+) MCLASS MAZE: 80% proficient (17+) Math 2026 End of Year Assessments: IXL: 50% proficient (480+) DCJESD Gr4 Math EOY Summative: 60.7% proficient 18/25) Fifth Grade: ELA 2026 End of Year Assessments: IXL: 76% proficient (580+) Comprehension/Benchmark #2: 25% proficient (6+) MCLASS MAZE: 88% proficient Math 2026 End of Year Assessments: IXL: 42% proficient (580+) DCJESD Gr5 Math EOY Summative: 67% proficient (12/17) 6th Grade English Language Arts IXL Diagnostic Above Benchmark: 41% On: 9% Below: 17% Far below: 25% Incomplete: 9% CAASPP English Language Arts: 63.5% Met/Exceeded 7th Grade English Language Arts IXL Diagnostic Above Benchmark: 44% On: 11% Below: 6% Far below: 32% CAASPP English Language Arts: 71% Met/Exceeded 8th Grade English Language Arts IXL Diagnostic	MATH: By June 2027 all 1st grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Performance task ELA: By June 2027, all 2nd grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 2nd grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative ELA: By June 2027, all 3rd grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 3rd grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative
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	Above Benchmark: 54% On: 7% Below: 7% Far Below: 23% Incomplete 8% CAASPP English Language Arts: 67% Met/Exceeded 6th Grade Mathematics IXL Diagnostic Above: 18% On: 18% Below: 16% Far Below: 37% Did not complete: 11% CAASPP Mathematics: 45% Met/Exceeded 7th Grade Mathematics IXL Diagnostic Above: 11% On: 2% Below: 5% Far Below: 64% Did not complete: 18% CAASPP Mathematics: 47%% Met/Exceeded 8th Grade Mathematics IXL Diagnostic Above: 16% On: 3% Below: 6% Far Below: 67% Did not complete: 8% CAASPP Mathematics: 51% Met/Exceeded	ELA: By June 2027, all 4th grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS MAZE MATH: By June 2027, all 4th grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative ELA: By June 2027, all 5th grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS MAZE MATH: By June 2027, all 5th grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative
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		ENGLISH LANGUAGE ARTS All 6th grade students will improve by demonstrating at least one year's growth on the IXL Diagnostic and an increase of 5% on the ELA CAASPP. All 7th grade students will improve by demonstrating at least one year's growth on the IXL Diagnostic and an increase of 5% on the ELA CAASPP. All 8th grade students will improve by demonstrating at least one year's growth on the IXL Diagnostic and an increase of 5% on the ELA CAASPP. 6th Grade Mathematics All 6th grade students will improve by demonstrating at least one year's growth on the IXL Math assessment and an increase of 5% on the Math CAASPP. 7th Grade Mathematics All 7th grade students will improve by demonstrating at least one year's growth on the IXL Math assessment and an increase of 5% on the Math CAASPP. 8th Grade Mathematics All 8th grade students will improve by demonstrating at least one year's growth on the IXL Math assessment and an increase of 5% on the Math CAASPP.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Transitional Kindergarten - Fifth Grades Teachers will provide explicit, Common Core State Standards (CCSS) based Tier 1 instruction with a continued focus on reading comprehension, writing across the curriculum, mathematics instruction, and critical thinking skills.	SED Students/All Students	4,000 Title 1 1000-1999: Certificated Personnel Salaries Substitutes for release days for strategic planning Tk-3

	Teachers will use common formative assessment scores, district benchmark data, and interim assessments to group students needing additional instructional support and intervention. Collaborative conferences have been set in place, three times per year, to analyze student results and determine individual student needs. Students will then be placed in Tier II groups as needed. The groups created by specific needs across the grade level will meet four times per week for thirty minutes per day, and these small groups will be flexible based on student progress. The K-5 Raptor's Nest (Learning Center) will communicate weekly with teachers to monitor student progress and instructional needs. Teachers will work with students one-on-one or in small groups if interventions do not show adequate academic growth. Teachers will continue utilizing GLAD strategies and district-supported instructional practices to support academic language, reading comprehension, writing instruction, mathematics instruction, and engagement for all learners. Purchase and use evidence-based support materials to increase student comprehension, writing skills, critical thinking, and understanding of essential standards across core curricular areas.		
1.2	Sixth - Eighth Grades Teachers will identify essential standards as focus areas for the year. Teachers will create and administer common formative and interim assessments aligned to identified essential standards. Teachers will use modeling, peer feedback, writing strategies, rubrics, and collaborative instructional practices to improve student achievement. Teachers will use PLC time to analyze results, plan lessons, and discuss instructional strategies to support student achievement using Common Assessment Protocols. Teachers will use common formative assessment scores to group students needing additional instructional support and intervention during Raptor Time. Collaborative conferences have been set in place, two times per year, to analyze student results and determine individuals needing Tier II and Tier III support.	SED Students/All students	600 Title 1 4000-4999: Books And Supplies Classroom funds for materials and supplies 1,000 Supplemental Grant 1000-1999: Certificated Personnel Salaries Substitutes for release days for strategic planning.

	Tier II and Tier III intervention groups will meet four times per week for thirty-five minutes per day and will remain flexible based on student progress. Teachers will participate in professional development focused on GLAD, writing across the curriculum, reading comprehension, mathematics, and Tier 1 instructional practices. Organizational and academic support structures focused on student engagement, goal setting, and academic success will be incorporated into middle school intervention and support systems.. Purchase and use evidence-based support materials to increase student comprehension, writing skills, critical thinking, and understanding of essential standards across core curricular areas.		
1.3	Transitional Kindergarten - Eighth Grades: Supplemental instructional materials, including GLAD resources and instructional supports, will be utilized to support reading comprehension, academic language development, writing instruction, mathematics instruction, science instruction, and student engagement across content areas. Release time may be provided for teachers to collaborate, analyze data, plan instruction, and prepare designated language development and Tier 1 instructional supports.	EL Students	1000 Supplemental Grant 4000-4999: Books And Supplies Intervention and instructional support materials 900 Supplemental Grant 1000-1999: Certificated Personnel Salaries Substitutes for release day during EL testing
1.5	Kindergarten - Fifth Grade Raptor's Nest (Learning Center) and Sixth - Eighth Grade Raptor Time materials will be purchased to support core curriculum and provide targeted intervention supports for students. Evidence-based reading, writing, and mathematics intervention materials will be utilized to support students based on assessment data and individual student needs. Staff training and support in evidence-based literacy and intervention strategies will continue to be provided.	EL Students/All Students in need of Tier II and Tier III supports.	1,000 Title 1 5800: Professional/Consulting Services And Operating Expenditures Professional/Consulting Services and Operating Expenditures — Training and intervention support services
1.6	Kindergarten, Second Grade, and Learning Center: Raz Kids will provide additional reading support targeted to students' individual reading levels and comprehension needs. Supplemental reading and informational text resources will be utilized to support comprehension strategies, nonfiction reading skills, and differentiated literacy instruction.	SED Students/All Students	400 Lottery: Inst. Materials 4000-4999: Books And Supplies Purchase Raz Kids licenses 1st-2nd 1,500 Lottery: Inst. Materials 4000-4999: Books And Supplies Supplemental literacy and informational text resources

1.7	Second - Eighth Grades: Teachers will utilize IXL ELA and IXL Math to target students' individual reading and mathematics levels. Teachers will use diagnostic data and student goal setting to monitor growth and provide individualized instructional support throughout the school year. The program will be used to guide instruction, intervention, and progress monitoring.	All Students in grades 4-8 for ELA and grades 2-8 for Math.	3,000 Lottery: Inst. Materials 4000-4999: Books And Supplies IXL ELA site purchased for grades 3-5. (IXL ELA paid from Ed Services for grades 6-8.)
1.8	Transitional Kindergarten - Eighth Grade: Homework Habitat/Additional support time for students needing academic assistance, organization support, and intervention support.	All Students in grades TK-8	5,400 Supplemental Grant 2000-2999: Classified Personnel Salaries Hourly pay for before and after school tutoring and homework assistance
1.9	Kindergarten: Kindergarten Tier III support two days per week for thirty minutes per day; this is in addition to Tier I and Tier II (Raptor's Nest).	All Students in need	
1.10	Parent Engagement and Education		1500 Title 1 4000-4999: Books And Supplies Materials for parent engagement events
1.14	Two instructional assistants has been hired to provide small group instruction in the Raptor's Nest and during Raptor Time. One Reading Resource Teacher employed to work in our Raptors Nest.	EL/SED/Any Student in need	27,456 Title 1 2000-2999: Classified Personnel Salaries Two title I Instructional Aide support for targeted reading, writing, and mathematics intervention services. 3.25 for 125 days 57,072 Title 1 1000-1999: Certificated Personnel Salaries Site portion of Title 1 teacher

Annual Review

SPSA Year Reviewed: 2025-26

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

During the 2025-26 school year, strategies and activities included district wide implementation of PLC time, PBIS implementation and monitoring, intervention instructional assistants, structured literacy supports, designated intervention

time through Raptor's Nest and Raptor Time, and substitute coverage for Collaborative Conferences and instructional planning. Creekview Ranch School continued implementation of SIPPS, IXL, Raz Kids, BrainPop, and supplemental instructional supports to provide targeted interventions and differentiated instruction for students in grades TK-8.

Weekly PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas through the analysis of classroom, district, and state assessment data. Teachers collaborated regularly to identify students in need of additional academic and behavioral support and to implement targeted interventions through the school's multi-tiered systems of support.

Additional professional development and collaboration opportunities focused on instructional practices, structured literacy, essential standards, PBIS implementation, restorative practices, and social emotional learning supports. District and site assessment data indicated that Creekview Ranch School continued to perform at or above district averages in many grade levels and subject areas, while targeted student groups including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students continued to receive additional intervention and support services.

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

There were no major differences between intended implementation and budget expenditures. Adjustments were made throughout the year to support student intervention needs, professional development opportunities, and supplemental instructional materials based on site and district priorities.

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

No major changes will be made to the goals, outcomes, metrics or strategies in the 2026-27 School Plan. Expenditures will reflect increases in costs for employee salary and benefits, additional intervention support staff, and release time for collaboration between general education and special education staff.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Positive School Climate

Board Goal #2: Safety - Enhance campus safety through a layered approach that leverages behavioral health instruction and intervention, strategic security measures, and systematic staff training.

Site Goal: At Creekview Ranch School, we will maintain a safe and positive school climate that promotes student engagement, connectedness, attendance, and positive behavior, as measured by student, parent, and staff survey data, PBIS discipline referral data, suspension rates, attendance data, and California Dashboard indicators.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

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

Identified Need

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

Suspension: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and African American students continue to demonstrate higher suspension rates and behavioral concerns based on California Dashboard, PBIS, and SWIS data.

Chronic Absenteeism: Attendance and chronic absenteeism will continue to be monitored across all student groups to support student engagement and maximize instructional time.

School Climate Surveys: Parent, staff, and student survey data indicate overall positive perceptions regarding school climate, student engagement, character education, and high expectations for learning. Survey data also indicates a continued need to strengthen student connectedness, engagement, attendance, and behavioral supports for struggling student groups.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Student Survey 1a. I have a say in school decisions that affect me. 1b. I think about what will happen before making a decision.	1. Student Survey: 1a. I have a say in school decisions that affect me. — 64% 1b. I think about what will happen before making a decision. — 70% (See appendices for full survey analysis)	1a. Student Survey: The percentage of students who agree with the statement, “I have a say in school decisions that affect me,” will increase from 64% to 70% as measured by the Hanover Student Climate Survey. 1b. Student Survey: The percentage of students who agree with the statement, “I think about what will happen before making a decision,” will increase from 70% to 75% as measured by the Hanover Student Climate Survey.
2. Parent Survey 2a. My child’s school encourages parental involvement. 2b. Students feel safe at school.	2. Parent Survey (See appendices for full survey analysis) 2a. My child’s school encourages parental involvement. — 88% agree/strongly agree 2b. Students feel safe at school. — 85% agree/strongly agree	2a. Parent Survey: The percentage of parents who agree with the statement, “My child’s school encourages parental involvement,” will increase from 88% to 92% as measured by the Hanover Parent/LCAP Survey. 2b. Parent Survey: The percentage of parents who agree with the statement, “Students feel safe at school,” will increase from 85% to 90% as measured by the Hanover Parent/LCAP Survey.
3. Discipline Data	3. Discipline Data: As of 5/15/2026, the site recorded a total of 737 Minor Discipline Referrals, compared to 835 during the same timeframe in 2024–2025, reflecting a decrease of 98 minor referrals. The site recorded 515 Major Office Discipline Referrals, compared to 389 during the previous year, reflecting an increase of 126 major referrals. Overall, the reduction in minor behaviors may indicate growth in proactive classroom supports and Tier 1 behavior systems, while the increase in major referrals suggests a continued need for targeted Tier 2 and Tier 3 behavioral interventions, consistent implementation of behavior expectations, and support for students demonstrating more intensive behavioral needs	3. Discipline Data: By the end of the 2026–2027 school year, Creekview Ranch will reduce Major Office Discipline Referrals by 10% and maintain the reduction in Minor Discipline Referrals through consistent implementation of PBIS, restorative practices, and targeted behavioral supports.
4. Suspension	4. Suspension: 4 In-School Suspensions and 21 Out-of-School Suspensions for 2025-2026: 2% of students were suspended at least once in the 2025-2026 school year.	4. Suspension: The percentage of students suspended at least once during the 2026–2027 school year will decrease from 2% to 1.5% through implementation of PBIS systems, restorative practices, social-emotional learning supports, and targeted Tier 2 and Tier 3 behavioral interventions.

5. Student Attendance	5. Chronic absenteeism for the 25-26 school year (more than 10%-18 days) - Average 20% TK-16% K-20% 1st-19% 2nd-18% 3rd-17% 4th-21% 5th-18% 6th-20% 7th-18% 8th-26% Student attendance for 2024-2025 (TK-8 average of 95.19% daily attendance) TK: 94% Kindergarten: 94% 1st Grade: 95% 2nd Grade: 96% 3rd Grade: 96% 4th Grade: 95% 5th Grade: 95% 6th Grade: 94% 7th Grade: 95% 8th Grade: 94%	Through continued implementation of PBIS systems, family engagement, student recognition, and school connectedness activities, Creekview Ranch School will maintain average daily attendance rates above 95% and reduce chronic absenteeism during the 2026-2027 school year.
6. School Climate-PBIS Tiered Fidelity	Tiered Fidelity Inventory: Tier 1- 93% Tier 2- 85% Tier 3- 85	The 2026-27 Tiered Fidelity Inventory (TFI) results will demonstrate continued implementation and refinement of PBIS systems with the following targets: Tier 1: 95% or higher Tier 2: 90% or higher Tier 3: 90% or higher

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	Transitional Kindergarten - Eighth Grades: A continued focus on both sides of the MTSS pyramid (academic supports/behavior supports). Schoolwide PBIS systems will continue to be implemented and refined. Teachers will utilize social-emotional learning activities, classroom community circles, and digital citizenship lessons to support positive student behavior, empathy, safety, and belonging. The counselor will utilize a variety of resources to provide academic, social, emotional, and behavioral support to students.	All Students	6000 Title 1 1000-1999: Certificated Personnel Salaries Club stipends for club advisors, leadership, and student engagement activities 1,000 Title 1 4000-4999: Books And Supplies SEL, character development, gratitude, empathy, and PBIS materials and supplies

	Student leadership opportunities including, but not limited to Student Council, WEB, Reading Buddies, Teacher Assistants, leadership activities, club leaders, drama opportunities, and athletics. Implementation of gratitude and empathy-focused character development activities and schoolwide community-building opportunities. Use of restorative practices including, but not limited to Community Building Circles, behavior support learning modules, Alternative Learning Center, and Restorative Circles. Student assemblies will provide information, enrichment, character development, and school connectedness opportunities for students. Classroom social-emotional lessons and schoolwide character development activities for all students. SEL lessons and supports will correlate to student needs identified through SEL team meetings, behavior data, attendance data, and school climate data. Small group counseling provided by the school counselor. Teachers/advisors to the WEB program will utilize WEB activities and peer support opportunities to provide a positive and supportive environment. Administration and staff will support the implementation of positive incentives and rewards for student behavior, effort, attendance, and achievement. School staff will support activities that promote a positive, safe, and orderly climate. Athletics, clubs, assemblies, drama opportunities, family engagement activities, and leadership opportunities will provide positive outlets for students.		
2.4	Transitional Kindergarten - 8th Grades: Assemblies throughout the year focused on character development, belonging, empathy, gratitude, leadership, and school connectedness. All teachers will teach Life Skills and character development lessons using monthly themes and schoolwide focus areas as a springboard into classroom lessons and activities. Students will be acknowledged for showing "The Raptor Way" and will receive CLAWSOME Acts (tickets) to recognize positive behavior, effort, attendance, empathy, leadership, and achievement.	All Students	2,000 Title 1 4000-4999: Books And Supplies Incentives, rewards, acknowledgements, and PBIS materials 1,000 Title 1 5800: Professional/Consulting Services And Operating Expenditures Assemblies TK-8 2,000 Title 1 1000-1999: Certificated Personnel Salaries

	The administration and staff will support the implementation of positive incentives and rewards for student behavior, effort, attendance, and achievement. Students in grades K-8 will participate in assemblies and schoolwide activities focused on celebrating student success, PBIS expectations, school belonging, kindness, empathy, and leadership. PBIS monthly planning meetings with the site PBIS team will continue to support PBIS strategies, trainings, procedures, and school climate goals.		PBIS monthly meeting expenses/extra duty
2.5	Sixth - Eighth Grades: Teachers will disseminate information to students through Advisory and/or Life Skills classes. The school counselor will utilize resources and supports to provide academic, social, and emotional support to students. Organizational, study skill, goal-setting, leadership, and academic support structures will be incorporated into middle school support systems to increase student engagement and academic success. The school will continue implementation of the 5 Star Student program and other student recognition systems. Where Everybody Belongs (WEB) teachers will utilize WEB activities and peer support opportunities to provide a positive and supportive environment. The administration will support the implementation of positive incentives and rewards for student behavior, effort, attendance, leadership, and achievement.	All Students	1,000 Title 1 4000-4999: Books And Supplies Materials, supplies and incentives 3,000 Title 1 4000-4999: Books And Supplies WEB
2.6	Transitional Kindergarten - 8th Grades: Maintain and create a safe learning environment.	All Students	710 Title 1 4000-4999: Books And Supplies Safety signage and supplies
2.9	Transitional Kindergarten - 8th Grades: TK-8 Clawsome Acts (PBIS Tier I action) will continue to recognize positive student behavior, empathy, kindness, leadership, and school connectedness. Teachers will continue utilizing classroom incentives and recognition systems to celebrate positive student behavior and achievement. Students and staff will continue to be acknowledged for spreading kindness, gratitude,	All Students	2,000 Title 1 4000-4999: Books And Supplies Incentives, rewards and acknowledgements 2579 Supplemental Grant 4000-4999: Books And Supplies Equipment and supplies 1,500 Supplemental Grant

empathy, and promoting a positive school climate across campus. The Student Union and schoolwide activities will be utilized to celebrate student success and build school connectedness. Transitional Kindergarten - Fifth Grade classes and Sixth - Eighth Grade leadership/WEB activities will continue utilizing schoolwide spaces and activities to build belonging and positive school culture. Family engagement opportunities, assemblies, leadership activities, drama opportunities, and community-building events will continue to strengthen school connectedness and positive relationships. Provide resources for students identified as foster/homeless. Provide resources and training opportunities for families to support their child(ren) and school community.	4000-4999: Books And Supplies Supplies, transportation, clothing, etc. for Foster/Homeless students. 1,500 Supplemental Grant 4000-4999: Books And Supplies Training, books/parent library, materials, parent resources to use at home to support their children in the areas of English Language Arts and Mathematics, etc. 1,842 Supplemental Grant 2000-2999: Classified Personnel Salaries Extra time for classified staff to assist with parent training nights, special events, etc.
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025-26 school year, strategies and activities included PBIS strategies, restorative practices, attendance monitoring systems, and multi-tiered systems of support. During our PBIS and SEL monthly meetings, we discussed data such as Aeries, SWIS, PBIS behavior data, and Office Discipline Referrals. Due to continued implementation of PBIS systems with fidelity, Creekview Ranch School earned a Gold PBIS recognition award.

Because we have continued implementation of PBIS systems and positive behavior supports with fidelity, Creekview Ranch School continued to maintain positive parent, staff, and student perceptions regarding school climate, student engagement, and character education as reflected in school climate survey data.

Along with our continued focus on attendance, attendance incentives, student engagement, and restorative practices, we continued to monitor attendance trends schoolwide, by grade level, and by individual student need. We will continue to analyze school wide attendance data monthly both schoolwide and by grade level. In addition, we will analyze individual student attendance data bi-monthly and follow up with attendance letters, SART, and SARB as needed.

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

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

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

No major changes will be made to the goals or metrics in the 2026-27 School Plan. Creekview Ranch will continue to strengthen PBIS, SEL, attendance monitoring, and school climate supports. Expenditures will reflect increases in costs for employee salary and benefits, as well as continued support for PBIS implementation, student recognition systems, and social-emotional learning activities.

As a result of this analysis, Creekview Ranch will refine and expand school climate strategies in 2026-27 by providing Tier I PBIS training aligned to TFI 3.0, updating student stores and student recognition systems, increasing family engagement nights and connectedness activities, expanding student leadership opportunities, piloting Second Step lessons in middle school, and adding enrichment opportunities such as art activities and a drama club. Areas of need will continue to be identified and addressed using our multi-tiered systems of support and data monitoring systems with fidelity.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$139,843.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$130,959.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title 1	\$110,338.00

Subtotal of additional federal funds included for this school: \$110,338.00

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 (\$)
Lottery: Inst. Materials	\$4,900.00
Supplemental Grant	\$15,721.00

Subtotal of state or local funds included for this school: \$20,621.00

Total of federal, state, and/or local funds for this school: \$130,959.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title 1	110,338.00	0.00
Supplemental Grant	15,721	0.00

Expenditures by Funding Source

Funding Source	Amount
Lottery: Inst. Materials	4,900.00
Supplemental Grant	15,721.00
Title 1	110,338.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	70,972.00
2000-2999: Classified Personnel Salaries	34,698.00
4000-4999: Books And Supplies	23,289.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Lottery: Inst. Materials	4,900.00
1000-1999: Certificated Personnel Salaries	Supplemental Grant	1,900.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	7,242.00
4000-4999: Books And Supplies	Supplemental Grant	6,579.00
1000-1999: Certificated Personnel Salaries	Title 1	69,072.00

2000-2999: Classified Personnel Salaries	Title 1	27,456.00
4000-4999: Books And Supplies	Title 1	11,810.00
5800: Professional/Consulting Services And Operating Expenditures	Title 1	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	104,828.00
Goal 2	26,131.00

School Site Council Membership

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

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

Name of Members	Role
Joey Zocchi	Secondary Student
Sophia Bekhit	Secondary Student
Helen Anderson-Clark	Parent or Community Member
Kristina Najarro	Parent or Community Member
Brittany Tiago	Parent or Community Member
Simran Biagri	Parent or Community Member
Katie Brockman	Classroom Teacher
Amy Poniatowski	Classroom Teacher
Aimee DeLaFiganiere-Ibarra	Classroom Teacher
Larissa Hankla	Classroom Teacher
Stephanie Henson	Other School Staff
Amberly Branson	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 26, 2026.

Attested:



Principal, Amberly Branson on 5/26/2026

SSC Chairperson, Simran Bagri on 5/26/2026

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.

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.

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.

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/>

Updated by the California Department of Education, October 2023

Creekview Ranch School Site Council
2026-2027 Planning Calendar*

**Agenda items subject to change*

August 25, 2026

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

September 15, 2026

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

October 20, 2026

Review School Safety Plan and Goals
Title one Money and how it is spent

November 17, 2026

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

January 19, 2027

Approve School Safety Plan
LCAP Mid Year Review

February 24, 2027

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

March 30, 2027

LCAP Update
Local Indicator 3 Parent Rubrics

April 27, 2027

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

May 25, 2027

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

Creekview Ranch School
SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of Committee

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

ARTICLE II: Objectives

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

ARTICLE III: Membership

Section 1. School Site Council

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

Section 2. Responsibilities and Rights

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

Section 3. Termination of Membership

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

Section 4. Term of Office

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

Section 5. Resignation

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

Section 6. Vacancy

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

ARTICLE IV: Officers

Section 1.

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

Section 2. Election and Term of Office

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

Section 3. Chairperson

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

Section 4. Vice-Chairperson

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

Section 5. Recording Secretary

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

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees

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

Section 2. Membership

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

Section 3. Term of Office

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

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings

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

Section 2. Special Meetings

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

Section 3. Place of Meetings

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

Section 4. Notice of Meetings

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

Section 5. Quorum

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

Section 6. Meetings Open to Interested Persons

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

Section 7. Parent Survey

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

Section 8. Teacher Feedback

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

ARTICLE VII: Election Procedures

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

Section 2.

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

ARTICLE VIII: Amendments

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

Approved: August 31, 2021

Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 26, 2026.

Attested:




Principal, Amberly Branson on 5/26/2026

SSC Chairperson, Simran Bagri on 5/26/2026

**Creekview Ranch School Partners in Learning
School Pledge/Compact 2026-2027**

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

As a student, I pledge to:

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

Print Student Name: _____

Student Signature: _____ **Date:** _____

As a parent/guardian, I pledge to:

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

Print Parent Name: _____

Parent Signature: _____ **Date:** _____

As a staff, we pledge to:

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

Print Teacher Name: _____

Teacher's Signature: _____ **Date:** _____

Please return to your classroom/first period teacher.

Creekview Ranch School District and State Assessments

Grade Level Assessments

	2022-23		2023-24		2024-25	
<i>Kindergarten</i>	Site	District	Site	District	Site	District
<i>EOY Number ID (K.CC.3)</i>	94%	94%	100%	92%	97%	96%
<i>EOY Addition (K.OA.1)</i>	95%	97%	100%	99%	100%	96%
<i>EOY Subtraction (K.OA.1)</i>	95%	96%	99%	97%	99%	95%
<i>EOY ELA Uppercase Letter ID (K.R.F1.D)</i>	98%	98%	100%	98%	100%	99%
<i>EOY ELA Lowercase Letter ID (K.R.F1.D)</i>	98%	97%	99%	97%	100%	99%
<i>EOY ELA Consonant Letter Sounds (K.R.F.3.B)</i>	94%	93%	100%	93%	99%	97%
<i>EOY ELA High Frequency Words (K.R.F.3.C)</i>	65%	73%	77%	73%	77%	92%
<i>Grade 1</i>	Site	District	Site	District	Site	District
<i>EOY Math Assessment</i>	89%	83%	72%	78%	72%	78%
<i>DC Early Literacy Screener (RF 1.3)</i>	60%	58%	96%	80%	60%	82%
<i>Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)</i>	74%	65%	70%	68%	47%	78%
<i>Comprehension - Fiction (RL 1.3, RF 1.3)</i>	79%	65%	46%	81%	73%	78%
<i>Grade 2</i>	Site	District	Site	District	Site	District

Creekview Ranch School District and State Assessments

EOY Math Assessment	80%	72%	91%	79%	89%	77%
Language Arts EOY Comprehension Summative (RI 2.1, RL 2.2, RL 2.9)	78%	82%	90%	81%	84%	85%
Language Arts EOY Comprehension Summative (RI 2.1)	36%	47%	42%	44%	54%	49%
Grade 3	Site	District	Site	District	Site	District
EOY Math Assessment	75%	73%	80%	69%	70%	75%
Language Arts EOY Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	35%	38%	65%	42%	52%	37%
Grade 4	Site	District	Site	District	Site	District
EOY Math Assessment	52%	72%	61%	48%	72%	59%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	56%	47%	54%	67%	62%	39%
Grade 5	Site	District	Site	District	Site	District
EOY Math Assessment	73%	48%	63%	43%	40%	50%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)	57%	51%	56%	51%	69%	61%
Grade 6	Site	District	Site	District	Site	District
EOY Math Assessment	45%	43%	47%	46%	48%	43%
Language Arts: Comprehension Summative (RI 6.1, RL 6.1, RI 6.2, RL 6.2, RI 6.4, RL 6.4, RI	78%	33%	69%	55%	58%	49%

Creekview Ranch School District and State Assessments

6.5, RL 6.5)						
Grade 7	Site	District	Site	District	Site	District
EOY Math Assessment	27%	24%	27%	27%	54%	52%
Language Arts: Comprehension Summative (RL 7.1, RI 7.1, RL 7.2, RI 7.2, RW 7.9)	37%	22%	41%	26%	35%	21%
Grade 8	Site	District	Site	District	Site	District
EOY Math Assessment	55%	44%	55%	42%	57%	43%
Language Arts: Comprehension Summative (RL 8.1, RI 8.2, RI 8.4, RL 8.6)	34%	70%	51%	76%	93%	87%

Summary:

All students in grades K-8 at Creekview Ranch School were administered the End of Year (EOY) Grade Level DCJESD Assessments at the conclusion of the 2024-2025 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

Kindergarten:

- Kindergarten students continue to demonstrate strong foundational skill mastery across all assessed areas. Letter identification and phonics skills remained at or near 100%, consistent with prior years and aligned with district performance.
- High Frequency Words increased from 65% in 2022–23 to 77% in 2024–25, but remains below the district average of 92% and continues to be identified as an area of growth.
- Math performance remains strong, with 97–100% of students meeting standards across number identification, addition, and subtraction, maintaining consistency over the past three years.
- Overall, foundational literacy and math systems remain strong and consistent, with targeted refinement needed in high-frequency word mastery.

1st Grade:

- First grade math performance has declined over the past two years, decreasing from 89% in 2022–23 to 72% in 2024–25, and is now below the district average of 78%.
- Early Literacy Screener results show a significant decline from 96% in 2023–24 to 60% in 2024–25, now falling below the district average of 82%.
- Comprehension performance shows variability, with fiction increasing to 73% but non-fiction declining to 47%, both now below district performance.
- These trends indicate a need to strengthen foundational literacy systems and ensure consistency in Tier 1 instruction and intervention practices.

2nd Grade:

- Second grade math performance remains strong at 89%, exceeding the district average of 77% despite a slight decline from the previous year (91%).
- Overall comprehension performance (84%) is aligned with district performance.

Creekview Ranch School District and State Assessments

- Targeted comprehension skills (RI 2.1) increased to 54%, now surpassing the district average of 49%.
- While gains are evident in specific comprehension strands, continued focus on consistency across all comprehension standards remains an area for refinement.

3rd Grade:

- Third grade math performance declined from 80% in 2023–24 to 70% in 2024–25 and is now below the district average of 75%.
- ELA comprehension showed a notable increase from 35% to 52%, now exceeding the district average of 37%.
- While literacy gains are significant, the decline in math performance indicates a need for targeted instructional support and increased consistency in math practices.

4th Grade:

- Fourth grade math performance increased from 52% to 72%, showing a 20-point gain and now exceeding the district average of 59%.
- ELA comprehension improved from 54% to 62%, now significantly above the district average of 39%.
- This marks a strong upward trend across both content areas following prior year declines, suggesting effective instructional adjustments and targeted support.

5th Grade:

- Fifth grade math performance declined significantly from 63% in 2023–24 to 40% in 2024–25, now falling below the district average of 50%.
- ELA comprehension increased from 56% to 69%, exceeding the district average of 61%.
- The divergence between math and ELA performance highlights inconsistent outcomes across content areas and indicates a need for targeted math support and alignment of instructional practices.

6th Grade:

- Sixth grade math performance increased slightly from 47% to 48%, maintaining performance above the district average of 43%.
- ELA comprehension declined from 69% to 58%, though still exceeding the district average of 49%.
- While performance remains above district levels, the downward trend in ELA warrants continued focus on comprehension and writing across content areas.

7th Grade:

- Seventh grade math performance showed a significant increase from 27% to 54%, now exceeding the district average of 52%.
- ELA comprehension declined from 41% to 35%, though still remains above the district average of 21%.
- The data reflects strong gains in math alongside a continued need for targeted literacy support, particularly in comprehension and written response.

Creekview Ranch School District and State Assessments

8th Grade:

- Eighth grade math performance increased slightly from 55% to 57%, maintaining performance above the district average of 43%.
- ELA comprehension showed a significant increase from 51% to 93%, now exceeding the district average of 87%.
- This represents the strongest ELA performance across grade levels, while math performance remains stable with opportunity for continued growth.

Smarter Balanced CAASPP Performance Assessments

	2022-23		2023-24		2024-25	
Grade 3	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	65%	58%	65%	54%	66%	51%
<i>ELA % Met Achievement Standard</i>	51%	52%	55%	50%	64%	48%
Grade 4	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	53%	54%	59%	51%	68%	53%
<i>ELA % Met Achievement Standard</i>	62%	52%	54%	52%	72%	55%
Grade 5	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	50%	47%	56%	45%	35%	43%
<i>ELA % Met Achievement Standard</i>	68%	56%	67%	59%	54%	57%
Grade 6	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	43%	41%	42%	41%	45%	41%
<i>ELA % Met Achievement Standard</i>	74%	56%	61%	51%	64%	53%
Grade 7	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	38%	42%	39%	42%	47%	41%
<i>ELA % Met</i>	64%	61%	64%	57%	71%	59%

Creekview Ranch School District and State Assessments

<i>Achievement Standard</i>						
<i>Grade 8</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	32%	41%	39%	42%	51%	44%
<i>ELA % Met Achievement Standard</i>	50%	53%	58%	51%	67%	54%

Summary:

All students in grades 3-8 at Creekview Ranch School were administered the Smarter Balanced CAASPP Performance Assessments at the conclusion of the 2024-2025 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

3rd Grade:

- Math performance increased slightly from 65% to 66%, maintaining a strong lead over the district average of 51%.
- ELA performance increased from 55% to 64%, continuing to exceed district performance by a significant margin..

4th Grade:

- Fourth grade students exceeded the district average in both math (68% vs. 53%) and ELA (72% vs. 55%), reflecting strong performance across content areas.

5th Grade:

- Fifth grade performance declined in both math (35%) and ELA (54%), now falling below district averages in both areas, indicating a need for targeted instructional support.

6th Grade:

- Sixth grade students performed slightly above the district average in math (45% vs. 41%) and significantly above in ELA (64% vs. 53%), demonstrating stronger outcomes in literacy.

7th Grade:

- Seventh grade math increased to 47%, now exceeding the district average of 41%, while ELA performance also improved to 71%, maintaining a strong lead over the district.

8th Grade:

Eighth grade performance increased in both math (51%) and ELA (67%), exceeding district averages and reflecting continued growth across content areas.

Overall Summary:

Creekview Ranch outperformed district averages in ELA across all tested grade levels.

Math performance exceeded district averages in most grade levels, though variability remains across grades. These results indicate strong literacy systems across the site, with a need for increased consistency and alignment in mathematics instruction.

Creekview Ranch School
School Parental/Guardian Involvement Policy

PART I. GENERAL EXPECTATIONS

Creekview Ranch agrees to implement the following statutory requirements:

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

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

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

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

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

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

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

10. Creekview Ranch will build the school's and parents' capacity for strong parental involvement. To improve student academic achievement, we encourage a strong effective involvement of parents and we support a partnership among the school, parents, and the community. Involvement is encouraged through the following activities specifically described below:
 - *Family picnics will be held at the school. School staff will organize the family picnics.*
11. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
 - *The School Compact will be discussed by all stakeholders and become a part of the school Parental Involvement Policy.*
12. The school will, with the assistance of its district, provide assistance to parents of children served by the school.
13. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - *Family Nights, Provide games and or resources to support student learning at home, Ect.*

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

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

PART IV. ADOPTION

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

This policy was reauthorized/adopted by Creekview Ranch on May 7, 2024 and will be in effect until the spring of 2025. The school will make this policy available to all parents. The Dry Creek Joint Elementary School District's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



(Signature of Authorized Official)



(Date)

Creekview Ranch School Parent/Staff/Student Survey 2025-26

- **Parent Survey:** Please note that 27 parents completed the Creekview Ranch parent survey during the 2025–2026 school year, representing approximately 3% of the school community and a decrease in participation compared to the previous school year.
- **Staff Survey:** A total of 17 staff members participated in the staff survey, representing approximately 38% of certificated and classified staff.
- **Student Survey:** A total of 364 students in grades 4–8 participated in the student survey, representing approximately 86% of students in those grade levels.

Student Engagement

	2023-2024		2024-2025		2025-2026	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	94%	88%	94%	95%	93%	93%
wants to do well in school.	94%	90%	96%	95%	96%	93%
comes to class prepared.	94%	75%	95%	81%	100%	73%
likes going to school.	82%	90%	87%	90%	81%	93%

Summary:

Student engagement continues to be a strong indicator of overall school success, directly impacting achievement, attendance, and behavior outcomes. In the 2025–2026 data, parent perception of students coming to class prepared increased significantly to 100%, while staff perception decreased to 73%, indicating a growing gap in perception between home and school. Student motivation remains high, with 96% of parents reporting that students want to do well in school, though staff perception dipped slightly to 93%. While student enjoyment of school decreased to 81% from the parent perspective, staff perception increased to 93%, suggesting that while students are meeting expectations, there may be an opportunity to further enhance student experience and joy on campus. Overall, engagement remains strong, with consistent performance across indicators, but the discrepancy between staff and parent perception—particularly in preparedness—will be an area to monitor and calibrate moving forward.

Learning Environment

	2023-2024		2024-2025		2025-2026	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	98%	94%	96%	98%	96%	94%
maintains its resources well.	94%	89%	93%	88%	85%	81%
has facilities with up-to-date technology.	96%	75%	89%	78%	85%	69%
want(s) students to succeed.	98%	100%	96%	100%	96%	87%
provide(s) a well-rounded curriculum.	94%	98%	89%	90%	89%	87%
offer(s) challenging classes.	79%	90%	77%	90%	78%	80%
focus(es) on students' character.	92%	95%	86%	95%	93%	93%

Summary:

A safe, inclusive, and well-resourced learning environment remains essential to supporting the whole child. The 2025–2026 data reflects continued strengths in campus cleanliness (96% parent / 94% staff) and a strong focus on student character (93% for both groups). However, there are notable declines in perceptions of resources and technology. Parent ratings for well-maintained resources decreased to 85%, and staff perception dropped to 81%. Similarly, perceptions of up-to-date technology declined to 85% (parents) and 69% (staff), continuing a downward trend and highlighting a clear area for investment and improvement. While 96% of parents believe the school wants students to succeed, staff perception dropped to 87%, indicating a potential shift in internal perception that warrants further reflection. Despite this, both groups continue to report that the school provides a well-rounded and appropriately challenging curriculum. Overall, while the learning environment remains positive, maintaining resources and addressing technology needs will be critical next steps.

Expectations

	2023-2024		2024-2025		2025-2026	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams.	83%	86%	79%	83%	50%	100%
set(s) high expectations for student achievement.	90%	95%	85%	98%	89%	93%
success in college or a career.	77%	85%	74%	79%	82%	77%
encourage(s) a healthy lifestyle.	78%	81%	85%	81%	74%	60%

Summary:

High expectations continue to be a key driver of student achievement at Creekview Ranch. In 2025–2026, 89% of parents and 93% of staff report that the school sets high expectations for student achievement, reflecting a stable and consistent focus in this area. Notably, there was a significant shift in perceptions around extracurricular encouragement. Parent responses dropped sharply to 50%, while staff reported 100%, indicating a substantial disconnect that may reflect communication gaps or differing interpretations of opportunities available to students. Perceptions of preparing students for college or careers improved among parents to 82%, while staff perception decreased slightly to 77%. Additionally, encouragement of a healthy lifestyle declined across both groups, particularly among staff (60%), suggesting an area for renewed focus. Overall, expectations for academic success remain strong, but alignment between staff and parent perception—especially around enrichment opportunities—will be important moving forward.

Student Support

	2023-2024		2024-2025		2025-2026	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	80%	88%	77%	98%	71%	93%
Students receive the resources and support they need.	86%	79%	86%	66%	74%	50%
I understand what types of social-emotional support are available to students.	85%	93%	81%	98%	74%	100%

Summary:

Providing comprehensive academic and social-emotional support remains a priority within our MTSS framework. In 2025–2026, staff continue to report high understanding of available supports (93% academic, 100% social-emotional), while parent understanding declined to 71% (academic) and 74% (social-emotional). Additionally, perceptions that students receive the support they need decreased to 74% (parents) and 50% (staff), representing a notable drop from previous years and signaling a need to strengthen both delivery and communication of support systems. This growing gap between staff knowledge and parent understanding highlights the importance of clearly communicating available supports and ensuring accessibility for all families. Continued focus on transparency, outreach, and consistency in intervention practices will be key.

Student Support

	2023-2024		2024-2025		2025-2026	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	96%	98%	92%	100%	96%	93%
try to make class interesting.	98%	100%	94%	100%	85%	100%
encourage collaboration among students.	96%	100%	95%	100%	84%	100%
encourage critical thinking.	91%	98%	93%	95%	88%	100%
listen to students.	96%	98%	91%	100%	77%	100%
encourage students on a regular basis.	94%	100%	94%	100%	96%	100%
help my child when he/she doesn't understand something.	92%		94%		80%	
nurture creativity.	92%	95%	92%	95%	72%	79%

Summary:

Teachers and staff play a critical role in developing 21st-century skills such as collaboration, critical thinking, and communication. In the 2025–2026 data, staff responses remained consistently high across all areas, with 100% reporting strengths in making class interesting, encouraging collaboration, critical thinking, and student support. Parent perception, however, showed some declines in key areas. Notably, “listening to students” dropped to 77% and “nurturing creativity” decreased to 72%, indicating a shift in how families are experiencing instructional practices. Despite these decreases, areas such as encouragement (96%) and use of technology (96%) remain strong. Overall, staff confidence in instructional practices remains high, while parent feedback suggests an opportunity to strengthen student voice, creativity, and connection within classroom experiences.

Social Climate

	2023-2024		2024-2025		2025-2026	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	90%	95%	87%	98%	89%	94%
students from different cultural backgrounds become friends.	92%	98%	93%	100%	96%	94%
students have friends at school.	96%	95%	95%	98%	93%	94%
students respect the teachers and staff.	94%	72%	93%	71%	96%	63%
all staff are treated fairly.	80%	89%	83%	92%	85%	63%
all students are treated fairly.	79%	91%	81%	94%	81%	94%
students get along with each other and respect their differences.	82%	73%	79%	76%	81%	81%
students feel safe at school.	94%	88%	84%	96%	85%	94%
students are comfortable talking to school staff.	88%	81%	84%	94%	89%	94%
staff feel safe at school.	89%	86%	83%	94%	86%	100%
bullying is not a problem. *Q Changes for 20-21 to bullying is a problem.	17%	39%	32%	38%	33%	33%

Summary:

A positive social climate is foundational to effective teaching and learning. In 2025–2026, most indicators remained strong, with nine out of eleven areas rated at 80% or higher by parents. Students continue to demonstrate strong peer relationships, with 96% of parents reporting cross-cultural friendships and 93% indicating students have friends at school. Staff also report high levels of safety (100%) and student comfort in communicating with adults (94%). However, staff perception of student respect toward teachers decreased to 63%, signaling a potential area for targeted behavior support. Additionally, perceptions around fairness among staff dropped significantly to 63%, which may indicate internal culture concerns that should be explored further. Perceptions of bullying remain an area of focus, with only 33% of both parents and staff indicating it is not a problem, reinforcing the need for continued proactive PBIS and restorative practices. Overall, while the social climate remains positive, attention to respect, fairness, and bullying prevention will remain priorities.

Stakeholder Engagement - Communication with Parents

	2023-2024		2024-2025		2025-2026	
<i>Please indicate how much you disagree or agree with the following statements.</i>	Parent	Staff	Parent	Staff	Parent	Staff
The school keeps me well informed about events and activities	96%		93%		96%	
Teachers keep me well informed about my child's progress.	89%		89%		81%	

Summary:

Communication with families continues to be a strength, with 93% of parents reporting that the school keeps them informed about events and activities, reflecting a slight decrease from the previous year. Additionally, 81% of parents report being informed about their child's progress, which represents a decline from 89% in the previous year. Systems such as weekly communication, newsletters, and ParentSquare continue to support strong home-school connections. While overall communication remains effective, this decrease suggests an opportunity to strengthen consistency and clarity across platforms to ensure families feel fully informed about student progress.

Stakeholder Engagement - Communication with Parents

	2023-2024		2024-2025		2025-2026	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	98%		98%		96%	
No	2%		<1%		4%	
N/A/ I have not needed to communicate with teachers or staff	0%		2%		0%	

Summary:

The majority of families continue to report strong access to staff, with 96% indicating they are able to communicate with teachers when needed. Although slightly decreased from previous years, this remains a high level of accessibility. The small percentage of families reporting difficulty may reflect barriers such as language or technology access. Continued use of tools like ParentSquare and translation services will remain important to ensure equitable communication for all families.

Stakeholder Engagement - Communication with Parents

	2023-2024		2024-2025		2025-2026	
<i>How do you receive most of your information about your child's school?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Electronic communications sent to me from my child's school	87%		84%		88%	
School and/or District Newsletters	63%		57%		65%	
School and/or District website	24%		33%		38%	
Communications from my child's teacher	65%		68%		73%	
Social Media	13%		10%		15%	
Employees of the district	20%		7%		12%	
Other	0%		3%		12%	
None of the above	0%		<1%		0%	

Summary:

Survey results indicate that electronic communication remains the primary method for families (88%), followed by communication from teachers (73%) and newsletters (65%). There is also a continued increase in website usage (38%) and slight growth in social media. These trends reinforce the importance of timely, digital communication that is easy for families to access. Overall, communication systems are aligned with family preferences and will continue to be a strength for the site.

Stakeholder Engagement - Communication with Parents

	2023-2024		2024-2025		2025-2026	
<i>How would you prefer your child's school to provide information to you? (Select all that apply)</i>	Parent	Staff	Parent	Staff	Parent	Staff
Emails	96%		87%		88%	
Text messages	53%		59%		58%	
School and/or District Newsletters	33%		35%		58%	
School and/or District website	20%		21%		23%	
Social media	18%		6%		15%	
Mail/letters	18%		11%		0%	
Phone calls	9%		20%		8%	
School or district meetings	0%		4%		4%	
Other	2%		3%		12%	

Summary:

Families continue to prefer email (88%) and text messaging (58%) as primary communication methods. There was a notable increase in preference for newsletters (58%), as well as a small increase in interest in virtual communication options. Phone calls remain less preferred but still important for targeted communication. Maintaining multiple communication pathways will ensure accessibility and responsiveness to family needs.

Parental Involvement

	2023-2024		2024-2025		2025-2026	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	88%	98%	88%	100%	85%	86%
encourage(s) parental involvement.	92%	98%	93%	98%	88%	93%
encourage(s) involvement from community members and organizations.		90%		98%		64%
has/have parents who are highly involved.	92%	85%	91%	73%	79%	93%

Summary:

Parent perception of school-home partnerships remains generally positive. 85% of parents feel the school effectively communicates about student progress, and 88% report that the school encourages parental involvement. Staff perception of parent involvement increased to 93%, while parent perception of highly involved families decreased to 79%, continuing a discrepancy between staff and parent views. This suggests that while opportunities exist, continued efforts to make involvement visible, accessible, and inclusive will be important.

Parental Involvement

	2023-2024		2024-2025		2025-2026	
<i>Which parent or community activity(ies) have you participated in this year?</i>	Parent		Parent	Staff	Parent	Staff
Back to school night or open house	90%		79%		96%	
School or class event, such as a play, sports event, or award assemblies	69%		66%		92%	
Parent-teacher conference with child's teacher	92%		81%		81%	
Volunteering at my child's school	47%		34%		65%	
Family/Parent Events	31%		32%		50%	
Parent Teacher Association	14%		15%		35%	
School committee or council such as Site Council or ELAC	12%		5%		8%	
District committee or council such as LCAP, DELAC, Title I, GATE or Health	2%		2%		8%	
Other	10%		7%		0%	
None of the above	2%		4%		4%	

Summary:

Family participation remains strongest in Back to School Night/Open House (96%) and parent-teacher conferences (81%). Volunteerism increased significantly to 65%, up from 34% in the previous year, indicating growth in family engagement on campus. Participation in school events also remains high. Overall, families continue to engage in traditional structures, with increased involvement suggesting that expanded opportunities and access may be having a positive impact. Continuing to offer flexible and varied ways to participate will help sustain and build on this momentum.

Parental Involvement

	2023-2024		2024-2025		2025-2026	
<i>What would help parents become more involved in Dry Creek?</i>	Parent	Staff	Parent	Staff	Parent	Staff
More information on how to support students at home	35%		28%		38%	
More information on involvement opportunities	48%		34%		27%	
More communication between school and parents	33%		16%		19%	
More participation opportunities at the school level	27%		24%		31%	
More events offered in the evening	40%		35%		31%	
More participation opportunities at the district level	15%		8%		8%	
More convenient locations for participation	10%		9%		0%	
More communication in our family's primary language	10%		8%		0%	
More events offered in the morning	13%		10%		8%	
Other	6%		4%		0%	
None of the above	13%		22%		31%	
Virtual Event (Ex. Zoom)	15%		19%		23%	

Summary:

Parents continue to express interest in more information on how to support students at home (38%) and more participation opportunities at the school level (31%). At the same time, the need for more communication decreased, suggesting that communication systems have improved. Interest in virtual opportunities increased slightly, reflecting changing preferences. This data indicates a shift from needing more communication to needing more meaningful ways to engage.

Parental Involvement

	2023-2024		2024-2025		2025-2026	
<i>I feel that the school and/or district value(s) my participation or input in engagement opportunities.</i>	Parent	Staff	Parent	Staff	Parent	Staff
Agree/Strongly Agree	89%		82%		77%	

Summary:

77% of parents report feeling that their input is valued, representing a decrease from previous years. While still a majority, this decline suggests an opportunity to strengthen feedback loops and increase visibility of how parent input is used in decision-making.

Self-Awareness

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student *(% Agree)	Student *(% Agree)
I feel positive about my future.	74%	92%	93%
I know my strengths.	69%	91%	92%
I know what I am good at.		95%	97%
I can do most things if I try.	82%	93%	95%
I am happy with who I am.	67%	87%	89%
I can explain my feelings to others.	34%	52%	56%
I know when I am feeling overwhelmed.	81%	92%	91%

Summary:

Self-awareness continues to show strong growth across all indicators. In 2025–2026, 93% of students feel positive about their future and 92% report knowing their strengths. The ability to explain feelings increased to 56%, continuing an upward trend, though still an area for growth. Overall, students demonstrate increasing confidence and self-understanding, with continued opportunity to build emotional expression skills.

Growth Mindset

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student *(% Agree)	Student *(% Agree)
I can usually solve my problems.	77%	90%	88%
I keep trying, even when things are hard.	73%	86%	91%
I can make the best out of a bad situation.	56%	72%	77%
I am a hard worker.	81%	92%	94%
I can learn from my mistakes.	81%	94%	94%
I feel confident in my ability to learn new things.	75%	89%	92%

Summary:

Growth mindset remains a clear strength for students. In 2025–2026, 94% of students report learning from mistakes and 91% report continuing to try even when work is challenging. Additional gains are seen in problem-solving (88%) and confidence in learning new things (92%), reflecting strong perseverance and resilience. While most areas increased or remained high, continued focus on applying these skills consistently in challenging situations will support long-term academic success.

Self-Management

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student *(% Agree)	Student *(% Agree)
I keep my promises.	85%	94%	96%
I know right from wrong.	87%	94%	96%
I follow the rules.	75%	92%	95%
I finish whatever I begin.	56%	73%	80%
I know how to identify my feelings.		77%	85%

Summary:

Self-management skills continue to show strong growth across all indicators. In 2025–2026, 96% of students report keeping promises and knowing right from wrong, and 95% report following rules. Notably, “finishing what I begin” increased to 80%, reflecting meaningful growth from the previous year, though it remains an area to continue strengthening. Overall, students demonstrate strong self-regulation and responsibility, with continued focus on task persistence and follow-through supporting long-term success.

Responsible Decision-Making

	2023-2024	2024-2025	2025-2026
<i>Within the past two weeks, how often have you...</i>	Student	Student (% Agree)	Student (% Agree)
I wait patiently in line.	83%	88%	88%
I wait for my turn to talk in class.	81%	89%	90%
I think about what will happen before making a decision.	56%	70%	71%
I pay attention in class.	75%	91%	91%
I tell the truth even when it is hard.	65%	80%	85%
I can calm myself down when upset.	56%	75%	79%

Summary:

Responsible decision-making skills continue to improve across all areas. In 2025–2026, 91% of students report paying attention in class, and 90% report waiting their turn to speak, indicating strong classroom behavior and self-control. Additional growth is seen in telling the truth (85%) and calming down when upset (79%), both reflecting continued development in emotional regulation and accountability. While all areas showed improvement, thinking before making decisions (71%) remains an area for continued focus. Overall, the data reflects steady progress and the positive impact of schoolwide supports such as PBIS and SEL practices.

Social Awareness

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (% Agree)	Student (% Agree)
I accept others for who they are, even if they are different than me.	89%	95%	98%
I treat people with respect.	94%	98%	99%
If someone is sad, I try to help them.	81%	94%	93%
I can tell when someone is upset.	84%	94%	95%
I am happy for my friends when they do well in school.	94%	97%	99%

Summary:

Social awareness continues to be a strong area for students. In 2025–2026, 98% of students report accepting others for who they are, and 99% report treating others with respect. Students also demonstrate strong empathy, with 93% reporting they try to help others when they are sad and 95% indicating they can recognize when someone is upset. Overall, all indicators remain high or improved, reflecting a strong culture of respect, empathy, and inclusion across the school.

Relationship Skills

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (% Agree)	Student (% Agree)
I can talk easily with other kids in my grade.	71%	81%	82%
I feel comfortable working in a team with other students.	65%	82%	83%
I have friends at school.	95%	98%	99%
I feel like my classmates include me.		83%	80%

Summary:

Relationship skills continue to show positive results for students. In 2025–2026, 99% of students report having friends at school, and 83% report feeling comfortable working in a team with other students. Students also report growth in being able to talk easily with other students in their grade (82%). The area of classmates including one another decreased slightly to 80%, which remains an area to monitor. Overall, students continue to report strong peer connections, with continued focus needed on inclusion and belonging.

Civic Mindset

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (% Agree)	Student (% Agree)
I am knowledgeable about what is happening in the world.	75%	91%	91%
I care about my community.	83%	95%	97%
I believe that I can make a difference in my community.	57%	68%	68%

Summary:

Civic mindset remains steady overall. In 2025–2026, 97% of students report caring about their community, reflecting continued growth in this area. Students also report strong awareness of what is happening in the world (91%). However, only 68% of students believe they can make a difference in their community, which remained the same as the previous year. This indicates that while students care about their community, they may need more opportunities to see how their voice and actions can create change.

Social Support

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (% Agree)	Student (% Agree)
Adults at school listen when I have something to say.	61%	82%	88%
Adults at school care about me.	62%	89%	91%
I feel like I belong at school.	56%	78%	85%
I have at least one adult at school that I trust.	76%	89%	93%
My teachers believe that I will be successful.	74%	92%	94%
Adults at school support me when I need help	73%	92%	96%

Summary:

Social support continues to show strong growth across all areas. In 2025–2026, 96% of students report that adults support them when they need help, and 94% report that teachers believe they will be successful. Students also report strong adult connections, with 93% indicating they have at least one trusted adult at school. Belonging increased to 85%, which is a positive gain and an important indicator of school connection. Overall, students are reporting stronger relationships with adults on campus. Continued focus on belonging and connection will help ensure all students feel seen and supported.

Emotional Well-being

	2023-2024	2024-2025	2025-2026
<i>Within the past two weeks, how many times have you....</i>	Student **Number of students reporting 0 times	Student **Scale Shortened - Often, Sometimes, Never % is equal to sometimes and never added together	Student **Scale Shortened - Often, Sometimes, Never % is equal to sometimes and never added together
I feel sad.	17%	81%	87%
I feel lonely.	37%	83%	84%
I feel like not talking to anyone.	26%	78%	82%
I have trouble falling asleep.	23%	65%	71%
I worry about school work.	20%	56%	63%
I feel worried.	28%	78%	78%
I could not focus in school.	26%	81%	81%

Summary:

Emotional well-being continues to be an important area of support. In 2025–2026, students reported improvements in several areas, including feeling sad (87% reporting never/sometimes/often based on the shortened scale), feeling lonely (84%), and having trouble falling asleep (71%). Students also reported improvement in worrying about schoolwork, increasing to 63%, though this remains one of the lower areas. Feeling worried and difficulty focusing remained steady at 78% and 81%. Overall, the data reflects progress, while also showing the continued need for social-emotional supports such as restorative circles, counseling, calming spaces, and other schoolwide SEL practices.

Frequency of Bullying

	2023-2024	2024-2025	2025-2026
<i>Since the start of the school year, how often have you experienced the following:</i>	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying
I have been physically bullied by students at school.	71%	78%	80%
I have been verbally bullied by students at school.	48%	49%	54%
I have been electronically bullied by students (e.g., text messages, email, social media).	79%	78%	86%

Summary:

Bullying prevention remains an important focus area. In 2025–2026, 80% of students report never experiencing physical bullying, an increase from previous years. Similarly, 86% report never experiencing electronic bullying, showing improvement, while verbal bullying remains the most common, with 54% reporting they have not experienced it, indicating that nearly half of students have experienced verbal incidents. While progress is evident in physical and electronic bullying, verbal interactions continue to be an area for targeted support. Continued emphasis on prevention, timely intervention, and social-emotional learning will remain critical.

Location of Bullying

	2023-2024	2024-2025	2025-2026
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	65%	68%	66%
In a classroom.	43%	50%	38%
At the cafeteria.	28%	26%	17%
In hallways.	21%	17%	13%
In the locker room.	14%	11%	10%
In the bathroom.	10%	6%	8%
Online	28%	26%	20%
Other	19%	17%	21%

Summary:

Bullying continues to occur most frequently during recess or outside time (66%), consistent with previous years and aligned with less structured environments. Encouragingly, several locations showed decreases, including classrooms (38%), cafeteria (17%), and hallways (13%), suggesting that structured environments and supervision strategies are having a positive impact. Online bullying also decreased to 20%, though it remains an area to monitor. Overall, the data reinforces the importance of supervision and structure during unstructured times, along with continued student education on advocacy and reporting.

School Environment

	2023-2024	2024-2025	2025-2026
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I am proud to be part of my school.	66%	85%	89%
School activities are fun.	62%	81%	83%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	35%	64%	65%
My school is a safe place.	64%	83%	87%
My school has a positive environment.		74%	77%

Summary:

Students continue to report positive perceptions of the school environment. In 2025–2026, 89% of students report being proud to be part of the school, and 87% report that school is a safe place. Students also report that school activities are fun (83%), and 77% report that the school has a positive environment. Student voice remains the lowest area, with 65% reporting that they have a say in school decisions that affect them. Overall, students report increased pride, safety, and connection to school. Continued opportunities for student voice and input will help strengthen the overall school environment.