



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Creekside Middle School	50712176060297	May 11, 2026	June 1, 2026

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

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

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

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

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

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	5
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	18
Overall Performance	20
Academic Performance	22
Academic Engagement	30
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	40
Goal 3.....	45
Goal 4.....	48
Goal 5.....	52
Budget Summary	55
Budget Summary	55
Other Federal, State, and Local Funds	55
Budgeted Funds and Expenditures in this Plan	56
Funds Budgeted to the School by Funding Source.....	56
Expenditures by Funding Source	56
Expenditures by Budget Reference	56
Expenditures by Budget Reference and Funding Source	56
Expenditures by Goal.....	57
School Site Council Membership	58
Recommendations and Assurances	59

Plan Description

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

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

Schoolwide Program

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

Schoolwide Program:

A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards is required. Creekside addresses the needs of the students in the fall and spring with CAASPP Interim assessments in Math classes and Studysync assessments in English Language Arts.

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:

1. Strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards.
2. The use of methods and instructional strategies to help improve the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.
3. Programs, activities, and courses necessary to provide a well-rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

1. A school and family engagement policy.
2. A school and parent compact that addresses shared responsibility for high student academic achievement and building capacity for involvement.

Creekside Middle School's is aligned to the requirements of ESSA and the PJUSD Local Control Accountability Program (LCAP). The school's goal and metrics are identical to the goals and metrics outlined in the LCAP. The development of the plan includes a comprehensive needs assessment, taking into account the information on the academic achievement of students, particularly the needs of students who are failing or at-risk of failing to meet the challenging state academic standards. The plan includes a description of the strategies that will be used to bring about school improvement, including how the strategies will provide opportunities for all students and each student subgroup to meet the state standards. Additionally, the plan will include how Creekside Middle School will strengthen the academic program, improve learning time, and support enriched and accelerated curriculum as well address the needs of all students in the school, particularly those at risk of not meeting the state standards.

In review of the Creekside Middle School program, Creekside Middle School has determined a greater emphasis shall be placed on developing the collective efficacy of teachers with a focus on supporting all students through a structure of a Multi-Tiered System of Support (MTSS). This will be supported through coaching, professional development, structured collaboration, with an emphasis on literacy and effective Tier I instruction.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Creekside Middle School's Site Council meets at least 5 times per year and reviews the school's data and the progress made on goals within the School Plan for Student Achievement, as well as participates in the needs assessment process, and develops and approves the annual site plan.

Formal needs assessments were conducted with multiple interest groups at Creekside Middle School, including English Learner Advisory Committee, School Site Council, Site Leadership Team/Guiding Coalition, Youth Advisory Council, and Student Focus Groups. Each meeting included an in-depth review of the most recent California School Dashboard data and site data for Creekside Middle School students' academic performance, attendance, reclassification, attendance, and suspension rates. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students.

STUDENT INPUT:

The Creekside Middle School Youth Advisory meets several times during the school year to provide feedback and work with the principal to review the School Plan for Student Achievement and to provide student input on matters that impact them across campus. The Youth Advisory Council reviewed site-wide discipline data, continued to review discipline data and 1st-period tardies, reviewing the 1st-period tardy policy and whether it penalizes students dependent on adults to get them to school on time. A change in the 1st-period tardy was implemented partly due to their feedback and solutions. The Tier I and policies team also gave input in drafting a revised tardy intervention policy. The Youth Advisory Council reviewed Goal 2 and helped to develop a Spring Student Survey. The survey focused on students' feelings of connectedness and happiness at school, how much effort students put into earning grades, and feelings about school safety, of which 591 responded.

The Youth Advisory Council met to review school safety and student connectedness, participated in the Focus Group survey, and reviewed Student Survey results. As a result of examining the survey, the Youth Advisory Council identified students liking their teachers and the effort that staff make to ensure students are engaged, Physical Education classes being a favorite, and that most students enjoy the food served. Students identified the need to address bullying and students not being nice to each other, which contribute to feelings of being unsafe, which are areas of concern. Two more meetings were scheduled focusing on culture and climate. The SPSA Focus Groups also provided additional feedback where students met with the principal and answered a separate survey. Students identified that their teachers take time to discuss progress with students by asking them questions. When asked what could improve our school, a frequent answer was "nothing" or "I do not know." Many responses were out of our control. Still, several responses were indications of students indicating fights and bullying as sources of frustration. We are seeing similar data points from the California Healthy Kids Survey and the Bullying Prevention report- most students are not involved in the conflicts between students. For the 24-25 school year, we will be implementing the Safe School Ambassadors program as a response to student conflict and bullying and changing our monitoring of students who are accruing suspensions to offer targeted support to the Wellness Team.

SITE LEADERSHIP/GUIDING COALITION:

The site Leadership/Guiding Coalition team identified site needs to support student learning and continued to review staff recommendations for School Plan for Student Achievement Goals. As a result, the team identified writing and math as continued areas of our most substantial need and proposed actions and strategies to support these needs. The Leadership/Guiding Coalition team developed a site-wide writing initiative, and reviewed Goals 1 and 2. This team conducted an in-depth review of Creekside Middle School students' performance, attendance, and dashboard data. As a result, the team identified a new metric for Goal 1 that is more aligned with supporting college- and career-ready students. We will now be tracking the numbers of students who participate in programs that cultivate a college and career-ready environment: Honors in ELA, History, Science, and Math, Peer Leaders Uniting Students, and the Advancement Via Individual Determination elective programs rather than the number of students who attend afterschool homework help. For Goal 2, the team identified the need for closer monitoring of students suspended by the Wellness Team. This is because the Wellness Team comprises those who directly support students, including counseling. For Goal 1, the team identified how to use Professional Learning Community data collection documents to monitor the achievement of all students with an emphasis on both English Learners and Students with Disabilities. We added additional components to the monitoring tool for subgroups so that Professional Learning Communities can more easily identify instructional strategies and supports for identified students.

English Learner Advisory Committee (ELAC):

English Learner Advisory Committee reviewed English learner progress, and our English Learner Advisory Committee conducted a self-assessment for principles 1 and 2 for the English Learner Roadmap and part of the needs assessment. As a result, the team identified building stronger Family and School Partnerships as an area of need and proposed actions and strategies to support these needs. Based on English Learner Advisory Committee feedback and working closely with our English Learner Specialist, students must have multiple opportunities to engage in academic discourse throughout the day. As a site, we intentionally focused on improving the quality of student writing in all courses, which we seek to pair with student academic discourse strategies. Our goal is to have a balanced approach for the upcoming school year, which the English Learner Advisory Committee team agreed with.

SCHOOL SITE COUNCIL:

Our School Site Council (SSC) reviewed the needs assessment and conducted an in-depth review of Creekside Middle School School Plan for Student Achievement and how we are addressing Goal 2: Meeting Social-Emotional and Academic Needs of our students, including academic performance, attendance, and dashboard data for all Goals. School Site Council conducted an in-depth review of Goal 1. School Site Council made note of the Seal of Biliteracy award since the percentage of recipients seems low if we are continue with a Dual Immersion program The suggestion is to ensure that Dual Language Immersion teachers are explicit about what is needed to earn the Seal as an 8th grader and to acknowledge checkpoints throughout the year. Students need reminders of the hard work that they have done since Transitional Kindergarten/Kindergarten in the Dual Language Immersion program. The school site council reviewed feedback and recommendations, and approved the School School Plan for Student Achievement.

Creekside Middle School Staff:

Creekside Middle School staff reviewed data for Goal 1 & 2, specifically on ELA and Math progress, and the D/F for all students, but specific attention was given to English Learners and Students with Disabilities. Staff identified that we have a different group of parents and new teachers who may need support in responding to parents more promptly, enhanced testing methods, and consistent practice with higher expectations since there were low expectations during and returning from COVID (the focus and overwhelming need was on Social Emotional health), Collaboration time, activities, and our work are strengthening first, best instruction, increasing rigor, and writing in all classes. Staff identified inconsistent consequences for big and small behaviors and a lack of consistency in the classroom, resulting in a reset of staff recommitting to upholding school rules and expectations site-wide.

School Plan for Student Achievement Engagement Meetings Included:

School Site Council: 9/29/25, 10/27/25, 12/1/25, 1/26/26, 2/23/26, 3/30/26, 4/20/26

English Learner Advisory Committee: 9/25/25, 11/20/25, 1/22/26, 3/19/26, 5/14/26

Creekside Middle School Leadership Meetings: 8/11/25, 8/26/25, 9/8/25, 10/13/25, 10/27/25, 11/10/25, 12/9/25, 2/2/26, 2/17/26, 3/2/26

Staff Meetings: 8/4/25, 8/12/25, 9/9/25, 10/14/25, 11/18/25, 12/9/25, 1/20/26, 2/10/26, 3/10/26, 4/14/26

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.

A review of the 2025 California School Dashboard shows that several state indicators remain in the Red or Orange performance levels, signaling areas that continue to need significant improvement. Science Performance – Orange. Creekside Middle School is performing in the Orange rating for Science with students scoring 41.9 points below standard, maintained from the previous year. Significant groups in Red for Science include: Long Term English Learners: 32.8 points below standard (maintained 0.6). Students with Disabilities: 29.4 points below standard (declined 6.2). The majority of subgroups also showed declines, indicating the need for strengthened Tier I instructional clarity, explicit reading instruction, academic vocabulary routines, and expanded support for multilingual learners. Students performing in the Orange range include English Learners, Hispanic, and Socioeconomically Disadvantaged. Math Performance – Red. Mathematics remains in the Red performance level with students scoring 114.8 points below standard, maintaining (1.9 points) but not improving from the previous year. Student groups with the highest needs include: Long Term English Learners: 156.6 points below standard (maintained -1). African-American students: 120.5 points below standard (declined 21.2 points). Students with Disabilities: 191.5 points below standard (declined 14.8). Socioeconomically Disadvantaged: 128.2 points below standard (maintained -0.3). White students: 117.5 points below standard (declined

52.1). Math continues to be the lowest-performing content area for the school, indicating a strong need for explicit modeling, structured problem-solving, and consistent CFU across all classrooms. Chronic Absenteeism – Orange. Creekside’s overall chronic absenteeism rate is 18.8%, which increased by 2.2%, placing the school in the Orange performance level. Several student groups are impacted and coded as Red :African American: 21.4% (increased 3.7%). English Learners: 21.5% (increased 4.1%). Socioeconomically Disadvantaged: 21.9% (increased 3.1%). Long Term English Learners 21.8% increased (1.9%). in the Orange for chronic absenteeism are the following groups: Hispanic 18.5% (increased 2.3%), Students with Disabilities 27.2% (declined 2.7%), White 20.3% (declined 2.1%)

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.

Performance Gaps (Two or More Levels Below “All Students”) Based on the 2024 Dashboard, several student groups are performing two or more levels below the All Students performance, identifying them as high-priority for targeted intervention: English Learners & LTELs: Red in ELA, Red in Math, Orange in Chronic Absenteeism. Students with Disabilities: Red in ELA, Red in Math, Orange in Chronic Absenteeism, Red in Suspension. Socioeconomically Disadvantaged: Orange in ELA, Red in Math, Yellow in Chronic Absenteeism, Red in Suspension. African American students: Yellow in ELA but Red in Math, Red in Suspension, Yellow in Chronic Absenteeism. White students: Orange in ELA, Orange in Math, Red in Chronic Absenteeism. These groups appear consistently across multiple Red/Orange indicators, showing systemic performance gaps that require coordinated, multi-tiered supports.. Identified Areas Needing Significant Improvement. Based on Dashboard and local data, the following areas were identified:. ELA achievement, especially for English Learners, LTELs, and Students with Disabilities. Math achievement, which remains the lowest-performing area schoolwide. Suspension rate, with persistent disproportionality among key student groups. Chronic absenteeism, particularly for SWD, White, Homeless, and LTEL students. English Learner progress, as fewer than half of ELs are meeting growth targets.

Steps Being Taken to Address Identified Needs: To address these needs, Creekside Middle School will implement the following aligned strategies:. Strengthen Tier I instruction through clear learning intentions, success criteria, and explicit modeling.. Expand and refine Integrated and Designated ELD, including structured academic language routines and writing scaffolds.. Strengthen PLC data cycles to focus on student evidence, CFU consistency, and targeted re-teaching.. Increase Tier II supports in reading, writing, and math through small-group instruction, acceleration blocks, and targeted intervention programs.. Implement PBIS with fidelity, including active supervision, reteaching expectations, and consistent use of restorative practices.. Strengthen attendance monitoring systems and provide targeted outreach to families, especially within high-need groups.. Increase student wellness supports, including counseling, mentoring, family engagement, and check-in/check-out systems.

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, CMS examined locally collected data from Patterson Assessment of Writing (PAW) to determine school site needs. In addition to Dashboard results, local data from PAW, continue to show: A high percentage of students below grade level in both literacy. The need for increased support for ELs and SWD in reading, writing, and comprehension. The importance of consistent Tier I lesson design aligned with district instructional frameworks. The ongoing need for strong, targeted Tier II intervention structures across grade levels. Creekside will continue to use local diagnostic, benchmark, and formative assessments to monitor progress and refine action steps aligned to the SPSA goals.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.33%	0.44%	0.53%	3	4	5
African American	4.91%	4.52%	4.48%	44	41	42
Asian	2.56%	2.65%	2.03%	23	24	19
Filipino	1.78%	1.32%	1.81%	16	12	17
Hispanic/Latino	78.48%	77.84%	75.35%	704	706	706
Pacific Islander	1.67%	1.43%	1.49%	15	13	14
White	7.02%	6.95%	7.15%	63	63	67
Multiple/No Response	1.78%	1.87%	2.24%	16	17	21
Total Enrollment				897	907	937

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	448		473
Grade 8	449		464
Total Enrollment	897		937

Conclusions based on this data:

1. Creekside's student population continues to be predominantly Hispanic/Latino. Hispanic/Latino students make up over 77% of the school's population for the third consecutive year (706 students in 24–25). This consistency underscores the importance of culturally responsive instruction, strong family engagement practices, and targeted academic supports that reflect the linguistic and cultural strengths of the majority student group.
2. Enrollment is stabilizing but showing minor year-to-year shifts. Total enrollment decreased from 920 (22–23) to 897 (23–24) but rose again to 907 (24–25). Although the shifts are small, the data reflect a stable middle school population. This stability supports multi-year planning for staffing, intervention services, and elective offerings without the volatility that complicates scheduling and resource allocation.
3. Several smaller student groups continue to decline, highlighting visibility and equity needs. Filipino, Pacific Islander, and White student groups show gradual decreases in both percentage and total numbers over the three years. For example, Filipino enrollment declined from 22 to 12 students, and White enrollment decreased from 75 to 63 students. These shrinking populations may reduce visibility and representation on campus, reinforcing the need for inclusive programming, student voice structures, and culturally affirming practices that ensure all groups feel seen, supported, and connected.

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	276	283	232	33.6%	30.8%	24.8%
Fluent English Proficient (FEP)	227	238	272	23.3%	25.3%	29.0%

Conclusions based on this data:

1. EL enrollment has stabilized after a decline. English Learner enrollment decreased from 33.6% (309 students) in 22–23 to 30.8% (276 students) in 23–24, but rose slightly again to 31.2% (283 students) in 24–25. This indicates a stabilizing multilingual learner population, which helps with long-term planning for ELD staffing, designated ELD sections, and intervention supports.
2. Growth in Fluent English Proficient (FEP) students suggests positive language development. The number of Fluent English Proficient (FEP) students has steadily increased each year, rising from 214 to 238 students, now representing 26.2% of the school population. This upward movement reflects strong reclassification patterns and steady language development, which supports overall academic access and achievement for multilingual students.
3. Combined EL and FEP populations show a strong bilingual profile. When ELs and FEPs are combined, more than half the school (57.4%) is bilingual or multilingual. This speaks to a linguistically rich school community and highlights the importance of structured academic language routines, integrated ELD across all classrooms, and culturally responsive teaching practices that leverage students' linguistic assets.

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 7	433	431	448	419	423	443	419	423	443	96.8	98.1	98.9
Grade 8	454	443	448	440	438	443	440	438	443	96.9	98.9	98.9
All Grades	887	874	896	859	861	886	859	861	886	96.8	98.5	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 7	2503.	2492.	2494.	6.21	5.91	6.55	22.43	24.59	24.38	32.22	25.77	25.73	39.14	43.74	43.34
Grade 8	2509.	2504.	2522.	6.59	5.25	6.09	23.41	23.06	26.86	29.09	28.31	31.15	40.91	43.38	35.89
All Grades	N/A	N/A	N/A	6.40	5.57	6.32	22.93	23.81	25.62	30.62	27.06	28.44	40.05	43.55	39.62

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 7	9.31	7.80	9.03	58.95	56.03	55.30	31.74	36.17	35.67
Grade 8	7.95	7.76	9.93	50.45	52.97	55.76	41.59	39.27	34.31
All Grades	8.61	7.78	9.48	54.60	54.47	55.53	36.79	37.75	34.99

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 7	9.79	8.51	7.92	52.27	50.35	53.39	37.95	41.13	38.69
Grade 8	8.18	6.39	9.03	52.27	49.54	52.37	39.55	44.06	38.60
All Grades	8.96	7.43	8.47	52.27	49.94	52.88	38.77	42.62	38.64

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 7	7.40	7.09	7.22	74.70	69.74	72.46	17.90	23.17	20.32
Grade 8	8.18	7.53	8.35	69.77	70.78	72.91	22.05	21.69	18.74
All Grades	7.80	7.32	7.79	72.18	70.27	72.69	20.02	22.42	19.53

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 7	8.83	9.93	9.48	64.68	59.81	59.37	26.49	30.26	31.15
Grade 8	11.59	9.13	10.61	64.77	66.67	68.17	23.64	24.20	21.22
All Grades	10.24	9.52	10.05	64.73	63.30	63.77	25.03	27.18	26.19

Conclusions based on this data:

1. **Glow:** Grade 8 demonstrated notable growth in overall achievement, with increases in both students meeting the standard (+3.8%) and exceeding the standard (+0.84%). This progress is further reflected in the rise of the mean scale score from 2504.5 to 2522.9, indicating strengthened mastery of grade-level standards. Across all tested grade levels, the percentage of students performing Below Standard decreased in both Reading (from 37.75% to 34.99%) and Listening (from 22.42% to 19.53%), highlighting improved student performance in key comprehension and communication domains. Additionally, Writing outcomes showed positive recovery and growth, with the percentage of students performing At or Near Standard increasing from 49.94% to 52.88%, and those performing Above Standard rising from 7.43% to 8.47%. These gains suggest increased effectiveness in explicit writing instruction, including the use of structured responses, sentence frames, and targeted support strategies.
2. **Grow:** Grade 7 achievement remained largely flat, with little movement in students meeting standards and a slight increase in those not meeting, indicating a need to strengthen Tier 1 instruction through clear learning intentions, success criteria, and consistent CFU. The percentage of students Above Standard in Reading (9.48%) remains low, highlighting a need for targeted extension, academic vocabulary, and structured discourse. Additionally, Writing continues to be the lowest-performing domain, with 38.64% of students Below Standard, emphasizing the need for more explicit instruction, modeling, and scaffolded support aligned to writing criteria.
3. **Equity:** The 7th grade cohort continues to have a higher percentage of students in the Standard Not Met category (43.34%) compared to 8th grade (35.89%), indicating a disproportionate number of students not yet accessing grade-level ELA proficiency. This highlights an equity priority requiring targeted support, closer progress monitoring, and consistent implementation of evidence-based strategies. Strengthening Tier 1 instruction, along with a focus on academic vocabulary and structured discourse, will be critical to ensuring equitable access and accelerating movement into the "Nearly Met" and "Met" performance levels.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 7	432	431	448	421	422	441	421	422	441	97.5	97.9	98.4
Grade 8	454	444	448	443	437	442	443	437	442	97.6	98.4	98.7
All Grades	886	875	896	864	859	883	864	859	883	97.5	98.2	98.5

* 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 7	2453.	2448.	2460.	3.09	3.79	4.54	10.69	10.90	10.88	22.33	23.70	25.85	63.90	61.61	58.73
Grade 8	2458.	2464.	2456.	4.74	3.20	4.30	6.32	7.78	8.60	19.19	24.49	20.14	69.75	64.53	66.97
Grade 11															
All Grades	N/A	N/A	N/A	3.94	3.49	4.42	8.45	9.31	9.74	20.72	24.10	22.99	66.90	63.10	62.85

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 7	4.28	4.27	7.03	32.54	30.57	33.33	63.18	65.17	59.64
Grade 8	3.84	3.43	4.75	32.96	37.53	34.16	63.21	59.04	61.09
Grade 11									
All Grades	4.05	3.84	5.89	32.75	34.11	33.75	63.19	62.05	60.36

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 7	3.33	6.40	4.76	48.93	43.60	45.80	47.74	50.00	49.43
Grade 8	4.29	2.75	3.17	47.18	52.86	49.77	48.53	44.39	47.06
All Grades	3.82	4.54	3.96	48.03	48.31	47.79	48.15	47.15	48.24

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 7	4.51	3.32	3.40	58.91	55.69	60.32	36.58	41.00	36.28
Grade 8	2.93	2.52	2.94	56.88	61.33	50.45	40.18	36.16	46.61
All Grades	3.70	2.91	3.17	57.87	58.56	55.38	38.43	38.53	41.45

Conclusions based on this data:

1. **Glow:** Participation rates remained consistently high across all grades, increasing to 98.5% overall, demonstrating strong systems and commitment to ensuring students are assessed. Grade 7 showed growth in mean scale score (2460.7) along with an increase in students Exceeded Standard and a decrease in students Not Met, indicating improved overall performance. Across all grades, there was also an increase in students Exceeding Standard (from 3.49% to 4.42%) and growth in students At or Near Standard in multiple claim areas. Notably, Concepts & Procedures saw an increase in students performing Above Standard (5.89%) and a decrease in Below Standard, while Communicating Reasoning improved in the percentage of students At or Near Standard. These trends reflect progress in foundational math skills, student reasoning, and the implementation of instructional strategies that support conceptual understanding.
2. **Grow:** While participation rates remain strong across all grades (above 98%), overall achievement data indicates a continued need to accelerate student performance in mathematics. Although Grade 7 showed a modest increase in mean scale score and a decrease in students Not Met, a significant percentage of students across both Grade 7 (58.73%) and Grade 8 (66.97%) remain in the Not Met category. Across all grades, the percentage of students Not Met remains high (62.85%), indicating a need for strengthened Tier 1 instruction and targeted intervention. Performance in key claim areas further highlights areas for growth. In Concepts & Procedures, the majority of students continue to perform Below Standard (60.36%), and in Problem Solving & Modeling/Data Analysis, nearly half of students remain Below Standard (48.24%), reflecting the need for increased opportunities for application and real-world problem solving. Additionally, Communicating Reasoning shows a high percentage of students Below Standard (41.45%), emphasizing the need for intentional focus on mathematical discourse, justification of thinking, and use of academic language. Moving forward, prioritizing structured problem-solving, consistent CFU, and opportunities for students to explain and defend their reasoning will be critical to improving overall outcomes.
3. **Equity:** Grade 8 continues to have a higher percentage of students performing at the Standard Not Met level (66.97%) compared to Grade 7 (58.73%), indicating a disproportionate number of students not yet meeting grade-level math expectations as they transition to high school. This gap underscores an equity priority, as these students may be at increased risk of entering high school underprepared for rigorous coursework. Addressing this will require targeted supports, stronger alignment of interventions, and a continued focus on strengthening Tier 1 instruction to ensure all students have equitable access to high-quality math learning and opportunities to reach proficiency.

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
7	1533.1	1523.7	1514.2	1521.0	1519.7	1510.1	1544.8	1527.2	1517.7	136	136	124
8	1545.0	1559.5	1551.3	1533.3	1563.4	1548.9	1556.4	1555.0	1553.3	111	128	116
All Grades										247	264	240

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
7	22.79	15.44	17.89	34.56	37.50	26.83	25.74	25.74	26.02	16.91	21.32	29.27	136	136	123
8	19.82	28.91	24.14	37.84	39.06	40.52	29.73	20.31	19.83	12.61	11.72	15.52	111	128	116
All Grades	21.46	21.97	20.92	36.03	38.26	33.47	27.53	23.11	23.01	14.98	16.67	22.59	247	264	239

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
7	28.68	30.88	32.52	39.71	36.76	26.02	16.18	14.71	13.82	15.44	17.65	27.64	136	136	123
8	27.03	42.97	42.24	39.64	36.72	31.90	19.82	12.50	12.07	13.51	7.81	13.79	111	128	116
All Grades	27.94	36.74	37.24	39.68	36.74	28.87	17.81	13.64	12.97	14.57	12.88	20.92	247	264	239

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
7	11.76	7.35	6.50	35.29	20.59	19.51	29.41	39.71	28.46	23.53	32.35	45.53	136	136	123
8	11.71	9.38	16.38	36.94	31.25	29.31	32.43	39.84	31.90	18.92	19.53	22.41	111	128	116
All Grades	11.74	8.33	11.30	36.03	25.76	24.27	30.77	39.77	30.13	21.46	26.14	34.31	247	264	239

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
7	21.32	16.91	13.93	56.62	56.62	54.10	22.06	26.47	31.97	136	136	122
8	23.42	25.78	33.91	61.26	60.94	48.70	15.32	13.28	17.39	111	128	115
All Grades	22.27	21.21	23.63	58.70	58.71	51.48	19.03	20.08	24.89	247	264	237

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
7	46.32	50.74	46.28	36.76	33.09	28.10	16.91	16.18	25.62	136	136	121
8	47.75	65.63	64.66	38.74	24.22	21.55	13.51	10.16	13.79	111	128	116
All Grades	46.96	57.95	55.27	37.65	28.79	24.89	15.38	13.26	19.83	247	264	237

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
7	16.91	9.56	10.74	39.71	38.97	28.10	43.38	51.47	61.16	136	136	121
8	19.82	19.53	25.22	41.44	46.09	32.17	38.74	34.38	42.61	111	128	115
All Grades	18.22	14.39	17.80	40.49	42.42	30.08	41.30	43.18	52.12	247	264	236

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
7	19.85	13.24	8.20	70.59	72.79	68.85	9.56	13.97	22.95	136	136	122
8	11.71	8.59	3.48	78.38	86.72	93.04	9.91	4.69	3.48	111	128	115
All Grades	16.19	10.98	5.91	74.09	79.55	80.59	9.72	9.47	13.50	247	264	237

Conclusions based on this data:

1. Glow: Both Grade 7 and Grade 8 demonstrated continued growth in Oral Language, with increases in students performing at the Well Developed level and a reduction in students at the Beginning level. Grade 7 increased from 30.88% to 32.52%, while Grade 8 maintained strong performance above 42% and reduced lower-level performance. These trends reflect improved student engagement in academic discourse, increased opportunities for structured student talk, and the effectiveness of language supports embedded across content areas.
2. Grow: Written Language remains an area of significant need across both grade levels. Grade 7 saw a decline in students at the Well Developed level (6.50%) and a notable increase in Beginning (45.53%), while Grade 8, despite gains at the top level, continues to show a high percentage of students not yet demonstrating proficiency. This indicates a need for more explicit, systematic writing instruction, including modeling, use of exemplars, structured sentence frames, and consistent opportunities for students to produce extended written responses aligned to ELD standards.

3. Equity: An increasing percentage of students are performing at the Beginning level, particularly in Reading and Writing, with Grade 7 rising to 29.27% and Grade 8 to 15.52% overall. This trend highlights an equity concern, as a significant group of multilingual learners are not yet accessing grade-level literacy at the same rate as their peers. Addressing this gap will require intensified designated and integrated ELD instruction, consistent use of academic language routines across all classrooms, and targeted interventions to accelerate progress for students furthest from proficiency.

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
907	79.2%	31.2%	0.6%
Total Number of Students enrolled in Creekside Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	283	31.2%
Foster Youth	5	0.6%
Homeless	21	2.3%
Socioeconomically Disadvantaged	718	79.2%
Students with Disabilities	169	18.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	4.5%
American Indian	4	0.4%
Asian	24	2.6%
Filipino	12	1.3%
Hispanic	706	77.8%
Two or More Races	17	1.9%
Pacific Islander	13	1.4%
White	63	6.9%

Conclusions based on this data:

1. Glow:

Creekside Middle School continues to serve a diverse and dynamic student population, with 77.8% Hispanic students and 31.2% English Learners, creating a rich multilingual and multicultural learning environment. This diversity supports opportunities for culturally responsive teaching, peer collaboration, and language development across content areas. The strong representation of multilingual learners positions the school to build on assets such as student voice, academic discourse, and inclusive instructional practices.

2. **Grow:**
With 79.2% of students identified as socioeconomically disadvantaged and 18.6% receiving special education services, a significant portion of the student population requires consistent academic, behavioral, and social-emotional support. This underscores the need to strengthen Tier 1 core instruction, ensure clear learning expectations, and expand targeted interventions. Continued focus on attendance, structured routines, and progress monitoring will be critical to improving student outcomes and closing performance gaps.
3. **Equity:**
English Learners (31.2%) and Students with Disabilities (18.6%) make up a substantial portion of the Creekside population, highlighting the importance of equitable access to grade-level instruction. These student groups often face systemic barriers to achievement, making it essential to implement intentional scaffolding, integrated and designated ELD, and differentiated supports across all classrooms. Ensuring consistent access to rigorous instruction with appropriate supports will be key to reducing disparities in achievement, engagement, and overall student success.

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  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Red		
English Learner Progress  Green		

Conclusions based on this data:

1. Academic Performance:
English Language Arts performance (Yellow) reflects gradual progress toward grade-level standards, though outcomes remain below expectations. Continued focus on reading comprehension, academic vocabulary, and structured discourse will support growth. Mathematics (Red) remains a significant area of need, indicating many students are not yet meeting standards and require stronger Tier 1 instruction, conceptual understanding, and problem-solving opportunities. English Learner Progress (Green) shows gains; however, additional emphasis on

designated and integrated ELD, language development routines, and structured speaking and writing will be necessary to accelerate student progress and reclassification.

2. **Suspension Rate:**
The Suspension Rate (Yellow) indicates progress. This highlights the need to strengthen Tier 1 behavior systems, expand restorative practices, ensure consistent supervision, and reinforce PBIS expectations to promote a safe and supportive school environment.
3. **Chronic Absenteeism:**
Chronic Absenteeism (Orange) remains an area of focus. Ongoing monitoring, proactive communication with families, and targeted interventions will be essential to improve attendance and ensure consistent student engagement in learning.

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.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 46.4 points below standard Increased 9.4 points 834 Students	English Learners  Orange 73.4 points below standard Increased 16.2 points 382 Students	Long-Term English Learners  Orange 102.1 points below standard Increased 4.3 points 206 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 91.9 points below standard Increased 40 points 23 Students	Socioeconomically Disadvantaged  Yellow 57.4 points below standard Increased 8.6 points 655 Students

Students with Disabilities  Red 132.6 points below standard Declined 3.9 points 165 Students	African American  Orange 50.8 points below standard Declined 25.9 points 37 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 23.8 points below standard Increased 10.1 points 23 Students	Filipino  No Performance Color 12.8 points above standard Increased 11 points 12 Students	Hispanic  Yellow 48.4 points below standard Increased 13.8 points 642 Students
Two or More Races  No Performance Color 21.4 points below standard Increased 36.2 points 16 Students	Pacific Islander  No Performance Color 49 points below standard Declined 12.5 points 13 Students	White  Orange 69.1 points below standard Declined 33.9 points 61 Students

Conclusions based on this data:

- Glow:**
Overall ELA performance improved to Yellow, with students increasing 9.4 points, indicating positive momentum toward grade-level standards. Key student groups, including English Learners (+16.2 points), Hispanic students (+13.8 points), and Socioeconomically Disadvantaged students (+8.6 points), demonstrated meaningful growth. Additionally, several smaller student groups showed notable gains, reflecting strengthening instructional practices in reading comprehension, academic vocabulary, and structured discourse.
- Grow:**
Despite overall gains, performance remains below standard across most student groups, with All Students still 46.4 points below standard. Students with Disabilities (Red, -132.6 points) continue to perform significantly below expectations and declined slightly, indicating a need for more intensive support. Long-Term English Learners (-102.1 points) also remain far below standard despite growth. These trends highlight the need to strengthen Tier 1 instruction, increase targeted intervention, and ensure consistent use of scaffolds, CFU, and aligned success criteria to accelerate student achievement.
- Equity:**
Significant performance gaps persist among student groups, particularly for Students with Disabilities, English Learners, and Long-Term English Learners, who remain disproportionately below standard compared to their peers. Additionally, some groups, including African American and White students, experienced declines, indicating uneven access to effective instruction. These disparities emphasize the need for intentional, equity-driven practices, including differentiated supports, integrated ELD, and systematic progress monitoring, to ensure all students have access to grade-level content and opportunities to achieve proficiency.

School and Student Performance Data

Academic Performance Mathematics

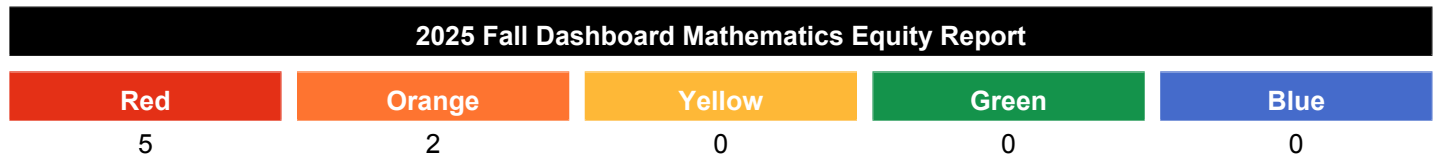
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



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  Red 114.8 points below standard Maintained 1.9 points 840 Students	English Learners  Orange 138.8 points below standard Increased 10.4 points 390 Students	Long-Term English Learners  Red 165.6 points below standard Maintained -1 points 206 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 140.1 points below standard Increased 26 points 24 Students	Socioeconomically Disadvantaged  Red 128.2 points below standard Maintained -0.3 points 661 Students

Students with Disabilities  Red 191.5 points below standard Declined 14.8 points 164 Students	African American  Red 120.5 points below standard Declined 21.2 points 37 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 99.8 points below standard Declined 18.8 points 23 Students	Filipino  No Performance Color 42.5 points below standard Increased 15.3 points 12 Students	Hispanic  Orange 118.8 points below standard Increased 5.6 points 648 Students
Two or More Races  No Performance Color 107.4 points below standard Increased 17.9 points 16 Students	Pacific Islander  No Performance Color 103 points below standard Increased 33.1 points 13 Students	White  Red 117.5 points below standard Declined 52.1 points 61 Students

Conclusions based on this data:

- Glow:**
Several student groups demonstrated positive growth in mathematics, including English Learners (+10.4 points) and Hispanic students (+5.6 points), reflecting incremental progress toward grade-level standards. Additionally, smaller student groups, such as Filipino and Pacific Islander students, showed notable gains, indicating that targeted supports and increased access to grade-level tasks are beginning to positively impact student learning. These improvements suggest emerging effectiveness in instructional strategies focused on engagement, scaffolding, and problem-solving.
- Grow:**
Overall mathematics performance remains in the Red performance level, with students performing 114.8 points below standard and demonstrating minimal overall growth. Key student groups, including Students with Disabilities (-191.5 points) and Long-Term English Learners (-165.6 points), continue to perform significantly below standard, with some groups experiencing declines. This indicates a need to strengthen Tier 1 instruction through clear learning intentions, explicit modeling, structured problem-solving opportunities, and consistent checks for understanding to improve student outcomes.
- Equity:**
Significant achievement gaps persist among student groups, particularly for Students with Disabilities, Long-Term English Learners, English Learners, and Homeless students, who remain furthest from meeting grade-level standards. These groups continue to face systemic barriers to accessing rigorous math instruction. Addressing this inequity will require intentional scaffolding, differentiated supports, aligned interventions, and ongoing progress monitoring to ensure all students have equitable access to high-quality math learning and opportunities to achieve proficiency.

School and Student Performance Data

Academic Performance Science

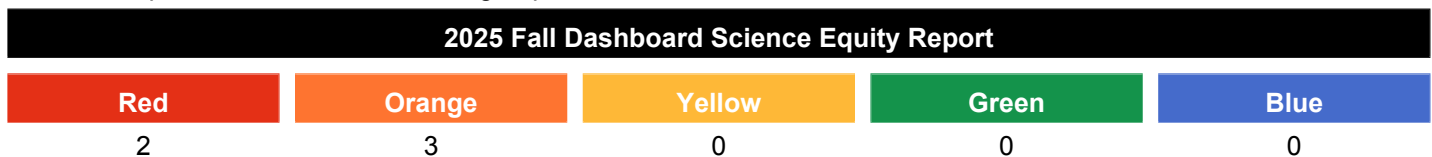
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



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  Orange 41.9 science points Maintained 0 points 426 Students	English Learners  Orange 36.4 science points Maintained 1.7 points 198 Students	Long-Term English Learners  Red 32.8 science points Maintained -0.6 points 110 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Orange 39.8 science points Maintained -0.5 points 340 Students

Students with Disabilities  Red 29.4 science points Declined 6.2 points 80 Students	African American  No Performance Color 52.4 science points Increased 9.3 points 17 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 42.6 science points 17 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 41 science points Maintained 0.7 points 335 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  No Performance Color 45.6 science points Declined 6.2 points 31 Students

Conclusions based on this data:

- Glow:**
Science performance for All Students remains at Orange, indicating steady progress toward grade-level standards. Key student groups, including English Learners and Hispanic students, maintained performance with slight gains, demonstrating stability in science achievement. Additionally, some smaller student groups, such as African American students (+9.3 points), showed notable improvement, suggesting that instructional practices supporting inquiry, vocabulary development, and hands-on learning are beginning to positively impact student outcomes.
- Grow:**
Overall science performance showed no significant growth (0 points), indicating a need to accelerate progress across all student groups. Long-Term English Learners (Red) and Students with Disabilities (declined -6.2 points) continue to struggle, highlighting the need for stronger Tier 1 science instruction. Increased emphasis on academic language, structured inquiry, reading and writing in science, and consistent checks for understanding will be critical to improving student performance and advancing students toward proficiency.
- Equity:**
Performance gaps persist among student groups, particularly for Students with Disabilities and Long-Term English Learners, who remain in the Red performance level and furthest from meeting grade-level expectations. While some groups maintained or improved, these disparities indicate that not all students are accessing science content equitably. Addressing this will require intentional scaffolding, integrated language supports, and targeted intervention to ensure all students can engage in rigorous, standards-aligned science learning and demonstrate mastery.

School and Student Performance Data

Academic Performance English Learner Progress

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.”

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	 Blue
54.9 making progress.	59.6 making progress.
Number Students: 226 Students	Number Students: 188 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
9.8%	35.1%	1.3%	53.8%

Conclusions based on this data:

- Glow:**
English Learner Progress is a clear strength, with the school achieving Green (54.9%) and Long-Term English Learners reaching Blue (59.6%), indicating strong rates of language growth. Over half of English Learners (53.8%) progressed at least one ELPI level, reflecting the positive impact of designated and integrated ELD, structured student discourse, and intentional language supports across content areas.
- Grow:**
Despite strong overall progress, 45% of students either maintained lower ELPI levels or decreased, with 35.1% remaining at Levels 1–3 and 9.8% declining. This indicates a need to strengthen daily language development practices, including explicit vocabulary instruction, structured speaking and writing opportunities, and tighter alignment between designated and integrated ELD to ensure more students consistently progress toward proficiency.
- Equity:**
While overall progress is strong, students at lower ELPI levels (1, 2, and 3) continue to face the greatest barriers to language acquisition, as they are less likely to demonstrate upward movement without targeted support. Ensuring equitable outcomes will require intensified scaffolding, consistent academic language routines, and focused monitoring to accelerate progress for students furthest from proficiency, particularly those at risk of becoming Long-Term English Learners.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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."



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	English Learners	Long-Term English Learners
 Orange	 Red	 Red
18.8% Chronically Absent	21.5% Chronically Absent	21.8% Chronically Absent
Increased 2.2	Increased 4.1	Increased 1.9
955 Students	303 Students	234 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	46.7% Chronically Absent	21.9% Chronically Absent
8 Students	Increased 14.8	Increased 3.1
	45 Students	762 Students

Students with Disabilities  Orange 27.2% Chronically Absent Declined 2.7 184 Students	African American  Red 21.4% Chronically Absent Increased 3.7 42 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 8.3% Chronically Absent Maintained 0.3 24 Students	Filipino  No Performance Color 0% Chronically Absent Declined 6.3 13 Students	Hispanic  Orange 18.5% Chronically Absent Increased 2.3 745 Students
Two or More Races  No Performance Color 23.4% Chronically Absent Increased 2.7 47 Students	Pacific Islander  No Performance Color 31.3% Chronically Absent Increased 17.9 16 Students	White  Orange 20.3% Chronically Absent Declined 2.1 64 Students

Conclusions based on this data:

- Glow:**
Creekside has seen improvement in attendance among some student groups, including Students with Disabilities (-2.7) and White students (-2.1), indicating that targeted interventions and attendance supports are beginning to have a positive impact. Smaller student groups, such as Filipino students (0% chronically absent), also reflect strong attendance outcomes. These improvements suggest that increased monitoring, communication with families, and early intervention strategies are supporting better student engagement.
- Grow:**
Chronic absenteeism remains a concern overall, with All Students at 18.8% (Orange) and an increase of 2.2 points. Several key student groups, including English Learners (21.5%), Long-Term English Learners (21.8%), and Socioeconomically Disadvantaged students (21.9%), are in the Red performance level and showed increases. These trends indicate a need to strengthen Tier 1 attendance systems, increase proactive outreach, and implement earlier interventions to prevent students from becoming chronically absent.
- Equity:**
Significant disparities exist among student groups, with Homeless students (46.7%), Students with Disabilities (27.2%), and Pacific Islander students (31.3%) experiencing the highest rates of chronic absenteeism. These groups face additional barriers that impact consistent school attendance. Addressing this equity gap will require targeted, student-centered supports, including family engagement, counseling, and access to resources, to ensure all students have equitable opportunities to attend school regularly and engage in learning.

School and Student Performance Data

Conditions & Climate Suspension Rate

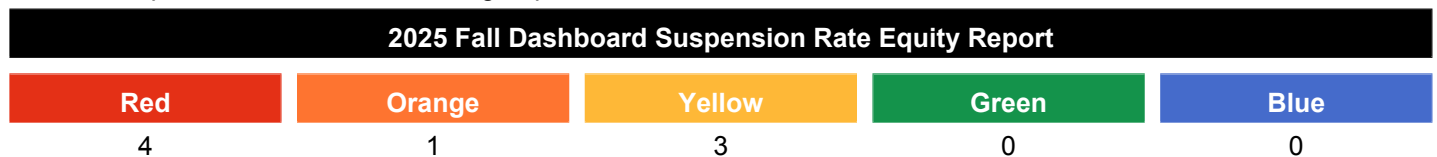
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."



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  Yellow 11.3% suspended at least one day Declined 2.1% 971 Students	English Learners  Red 16.2% suspended at least one day Increased 1.6% 308 Students	Long-Term English Learners  Red 16.9% suspended at least one day Increased 1.4% 237 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless  No Performance Color 15.2% suspended at least one day Declined 8.8% 46 Students	Socioeconomically Disadvantaged  Orange 12.7% suspended at least one day Declined 2.5% 774 Students

Students with Disabilities  Yellow 14.8% suspended at least one day Declined 3.8% 189 Students	African American  Red 23.8% suspended at least one day Maintained -0.1% 42 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 11.1% suspended at least one day Declined 0.9% 27 Students	Filipino  No Performance Color 0% suspended at least one day Declined 12.5% 13 Students	Hispanic  Yellow 10.8% suspended at least one day Declined 2.3% 753 Students
Two or More Races  Yellow 8.3% suspended at least one day Declined 8.3% 48 Students	Pacific Islander  No Performance Color 18.8% suspended at least one day Declined 1.3% 16 Students	White  Red 13.2% suspended at least one day Increased 5.8% 68 Students

Conclusions based on this data:

- Glow:**
Overall suspension rates for All Students declined to 11.3% (Yellow), decreasing by 2.1%, reflecting positive movement in schoolwide behavior systems. Several student groups, including Students with Disabilities (-3.8%), Socioeconomically Disadvantaged students (-2.5%), and Hispanic students (-2.3%), showed meaningful reductions. Additionally, Homeless students (-8.8%) and students identifying as Two or More Races (-8.3%) demonstrated significant improvement, indicating that strengthened PBIS implementation, restorative practices, and increased supervision are contributing to improved student behavior outcomes.
- Grow:**
Despite overall improvement, several student groups remain in the Red performance level, including English Learners (16.2%), Long-Term English Learners (16.9%), and African American students (23.8%), with some groups experiencing increases. Additionally, White students increased by 5.8%, indicating inconsistency in behavior outcomes across campus. These trends highlight the need for stronger Tier 1 behavior systems, consistent reteaching of expectations, and ongoing staff development in de-escalation and relationship-centered practices.
- Equity:**
Disproportionate suspension rates persist among several student groups, particularly African American students (23.8%), Pacific Islander students (18.8%), and Students with Disabilities (14.8%), who experience higher rates than the overall student population. These disparities indicate an equity concern in discipline practices and access to supportive interventions. Addressing this will require intentional implementation of restorative practices, culturally responsive strategies, and early Tier 2 supports to ensure all students are treated equitably and remain engaged in the learning environment.

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

Creekside Middle School will ensure all students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

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.

As a result of a thorough analysis of Creekside Middle School's Dashboard data during the needs assessment process and comprehensive needs assessment with interest groups, Creekside Middle School has identified significant areas needing improvement. The school's proficiency rates on standardized tests are notably below state averages, with only 31.94% of students proficient in English Language Arts (ELA), 14.16% in Math, and 14.57% in Science, compared to state averages of 47.04%, 35.54%, and 30.7%, respectively. Additionally, there are persistent achievement gaps among student subgroups; other subgroups such as Hispanic, White, and Multiracial students are performing in the bottom quartile. The SPSA includes metrics to monitor very low academic performance as well as includes strategies and activities to address school wide needs and the needs of Homeless, EL and SWD student subgroups.

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
Percentage of Pupils with Access to Standards-aligned Instructional Materials (Source: Williams Report, 2025)	100%	100%
CAASPP ELA: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	All Students-31.94% Decrease Behind the standard by 10% EL-73.4 LTEL-102.1 SWD-132.6 Af-Am- 50.8 White-69.1	Increase to All Students-40% Decrease Behind the standard by 10% EL-66.6 BS LTEL-91.89 BS SWD-119.34 BS Af-Am- 45.72 BS White-62 BS
CAASPP Math: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	All Students: 14.2% EL-138.8 BS LTEL-.165.6 BS SED-128.2 BS SWD-191.5 BS A/A-120.5 BS H/L- 118.8 BS White- 117.5 BS	Increase to 21% Decrease Behind the standard by 10% EL-124 BS LTEL-149 BS SED-115 BS SWD-172 BS A/A-108 BS H/L- 106 BS White- 105 BS

CAST: Percent of Students in Grades 5, 8, and 11 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	Percent of Students in Grade 8 Scoring a Level 3 or 4 All Students: 14.57%	Increase to 20.57%
English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 (Source: CA Dashboard, 2025)	Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 Increased at least 1 ELPI Level: 53.8% Remained at ELPAC Level 4: 1.3%	Increase Increase at least 1 ELPI Level: to 60% Remain at ELPAC Level 4: 10%
English Learner Reclassification Rate: Percent of English Learners Re-designated as Fluent English Proficient (RFEP) (Source: CALPADS RFEP List, 2026)	Percent of English Learners Predesignated as Fluent English Proficient (RFEP) 12.3%	Increase to 20%

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	Instructional delivery, literacy: Strengthen the content and consistency of delivery of English Language Arts and Math instruction between similar programs and classrooms using regular walkthroughs by administration. Provide professional development for academic reading and writing strategies. Creekside Middle School implements data-driven small group instruction in both ELA and Math. In Science classrooms, Creekside integrates hands-on, inquiry-based learning aligned with Next Generation Science Standards (NGSS); leading to higher CAST performance scores compared to previous years. (LCAP Goal #1- All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.) (1.5- College and Career Readiness; schoolwide AVID implementation)	All Students	5,000 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Substitutes (G105)
1.2	PLC: Creekside will provide time and structure for collaborative curriculum groups to share curricular materials and instructional approaches through peer/grade level observations and professional development. Provide additional collaboration time for teachers for curriculum alignment to standards, creation of common assessments, norming grading and grading practices, and vertical alignment between grade levels. Provide collaboration for lesson creation to target school-wide areas of academic need.	All Students	
1.3	Coaching Support for Instructional Delivery, PLCs, Lesson Design, and Gradual Release: To enhance instructional effectiveness and improve student outcomes, coaching support will be provided to teachers in key areas, including instructional delivery, Professional Learning Communities	All Students	

	(PLCs), lesson design, and the Gradual Release of Responsibility model.		
1.4	Language Acquisition: Teachers will receive ongoing training and support for the curriculum English 3D; Expand ELD supports and curriculum into SDC classes. When needed teachers will be provided substitutes to allow time to plan, analyze data, and modify pacing guides. Ongoing training in the area of teaching strategies to support our EL learners will be on-going. Evidence by increased student scores in i-Ready and ELPAC scores. Provide additional language support to English Learners at beginning and early intermediate proficiency levels in core content classes Creekside Middle School implements a structured English Language Development (ELD) block where EL students engage in interactive language-building activities. For example, students in an Advanced EL group participate in structured academic debates on current events, helping them develop argumentative writing and speaking skills. Meanwhile, newcomer students receive sentence frames and visual supports to build foundational English skills. With additional parent workshops and teacher coaching on EL best practices, the reclassification rate increases by 15% within two years.	English Language Learners (EL, LTEL, RFEP, SPED)	4,765 LCFF: Local Control Funding Formula 2000-2999: Classified Personnel Salaries ELPAC Substitutes (G108)
1.5	College and Career Readiness: Creekside will expand college exploration by offering field trips and resources for students; Including Advisory materials for college and career readiness, Advancement Via Individual Determination (AVID) and support materials and equipment. Including professional development conferencing and consultancy. IMAGO software CTE Examples: CMS Planners, AVID supplies, HERO subscription, Field trip materials-binders, and notebooks for college research etc. Character Strong subscription (LCAP Goal #1- All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.) (1.5- College and Career Readiness; schoolwide AVID implementation)	All Students	10,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Materials and supplies (G105) 15,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Fieldtrips, Materials and Supplies (G106)
1.6	Professional Development: Teachers engage in training sessions focused on best practices and strategies to mitigate learning loss in English and Math. This includes the implementation of Universal Design for Learning (UDL) to cater to diverse student needs Professional Development (PD) Opportunities: PD opportunities will be provided to teachers, counselors, administrators, and support staff. Activities include but are not limited to attending conferences (AVID, Peer Leaders Uniting Students [PLUS], PBIS, CADA, Cadet Corp, Foster Youth,	All Students	

	Equity Conference, Chronic Absenteeism, Restorative Practices, American School Counselor Association [ASCA], Character Strong, Cue Conference, Every Day Behavior Tools, PCM, California League of Middle School [CLMS], etc.), workshops and on-site professional learning opportunities. Also, 6 days of collaboration for each teacher.		
1.7	Provide support materials including digital subscriptions for all students. Support subscription software to track student achievement. Digital subscriptions to support progress of emerging bilinguals and their reclassification as proficient in English (i.e., EL Achieve, Lexia) Examples: SMART PASS, HERO subscriptions Materials and Supplies to support: Music (instrument update and upgrade, repair) , VAPA (art supplies including materials for varied projects and art display showcase events), Concerts, Plays, and Art Shows publicity and display items. (LCAP Goal #5: Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement of all students) 5.1- Comprehensive Professional Development Plan - Support Music and Arts Program)	All/EL Students	5,000 Title IV 5000-5999: Services And Other Operating Expenditures Subscriptions/Licenses 9,350 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies VAPA Materials (G107)
1.8	The school seeks implementation of a Guided Studies program where students at risk of failing receive weekly academic coaching. Support for students struggling in ELA and Math attends one-on-one tutoring sessions during lunch and after school. The program uses goal-setting techniques, where the student tracks assignments, sets weekly targets, and reflects on learning progress. In addition, Creekside establishes a peer mentorship system, pairing struggling students with high-achieving students for additional support. After a semester, 85% of students in the program improve their grades, with many moving from D/F grades to passing marks. Utilize Early Intervention aides to provide targeted intervention to students performing below standards. Rti: Creekside will provide site based interventions for ELA/Math, including tutoring (PAUSE-After School), Rti, Wellness Center. Supplemental supplies and materials to support learning and academic achievement. Provide school agendas to students to promote organization in academic areas. (G101-Academic) LCAP Goal #1- All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation. (1.1-MTSS)	All Students	10,000 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Tutoring (G101)
1.9	Provide Assistant Principal to support teachers with instructional strategies, professional development, classroom strategies, classroom materials, etc.	All Students	31,000 Title I 1000-1999: Certificated Personnel Salaries Assistant Principal

			45,000 Title I 2000-2999: Classified Personnel Salaries Student Support Specialist
--	--	--	--

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.

Creekside Middle School completed seven of the nine strategies and partially completed the remaining two strategies originally outlined in the 2025-2026 SPSA. Several strategies were implemented in the 2025-2026 School Plan for Student Achievement (SPSA) to enhance instructional delivery, foster professional learning communities (PLCs), and support language acquisition.

Strategy 1: Instructional Delivery and Literacy Enhancement focused on the school aim to strengthen the content and consistency of English Language Arts (ELA) instruction by conducting regular administrative walkthroughs and providing professional development (PD) for academic reading and writing strategies. This approach ensured that teaching practices were aligned across classrooms, promoting a cohesive learning experience for students. The emphasis on professional development equipped teachers with effective literacy strategies, potentially leading to improved student engagement and comprehension in ELA. Strategy 2 focused Professional Learning Communities (PLCs) in which Creekside facilitated time and structures for collaborative curriculum groups, enabling teachers to share materials and instructional approaches through peer and grade-level observations, as well as targeted PD. This collaboration fostered a culture of continuous improvement, allowing educators to learn from each other and refine their teaching practices. Such PLCs are instrumental in addressing student needs more effectively and ensuring consistency in curriculum delivery. Strategy 4 focused on Language Acquisition Support. To bolster language acquisition, teachers received ongoing training and support for English 3D curriculum. Provision of substitutes allowed teachers dedicated time to plan, analyze data, and adjust pacing guides, ensuring instruction was responsive to student progress. Continuous training in strategies to support English Learners (EL) was prioritized, aiming to improve outcomes as evidenced by increased scores in assessments like i-Ready and ELPAC.

The strategies partially completed were 3 and 8. Strategy 3 was designed to provide coaching support for teachers and Strategy 8 was designed to implement Response to Intervention (RtI) programs. Intended Implementation: Creekside Middle School did provide coaching support in the Gradual Release model but did not provide caching support specifically targeted to PLC development and implementation. Additionally, professional development (PD) through conferences and consultancy was intended to support these initiatives but was not completed. While Creekside Middle School maintained its PAUSE after school student academic support along with Saturday School, Creekside Middle School did not implement an Multi -Tiered Systems of Supports (MTSS) based tutoring system based on performative and assessment data. Creekside Middle School provided a .5 full time employee (FTE) paraprofessional educator to support academic support of students. Creekside Middle School also updated, maintained, and enhanced materials, supplies, and technological tools to enhance and increase access to high quality instruction, including the purchase of materials and supplies for an academic language and literacy support process. Their remains a significant need for the expansion of language acquisition and Corrective Reading supports into Special Day Classes (SDC) ensured that all students, regardless of their learning needs, had access to language development resources.

Creekside Middle School did not meet either of the expected outcomes in the 2025/26 SPSA. The metrics that were not met include: 6% increase in the meets/exceeds level of California Assessment of Student Performance and Progress (CAASPP) in both ELA and MATH.

Creekside Middle School's strategies in the 2025/26 SPSA reflect a comprehensive approach to improving instructional delivery, fostering professional collaboration, and enhancing language acquisition support. By focusing on these areas, the school aims to address existing performance gaps and promote equitable educational outcomes for all students.

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Creekside Middle School will continue to focus on improving Tier I instruction: including small group instruction, instructional cycles that incorporating MTSS designed Tier-I, II, III supports, use of common formative assessments, benchmarks, Interim California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessment for California (ELPAC) assessments, goal setting incorporating Lexile/Quantile and ongoing data tracking. Staff will continue to receive professional development in the areas of instructional delivery as focused on the Patterson Joint Unified District (PJUSD) walkthrough tool, foundational literacy (ALL), English Language Development (ELD) Instruction, and, Lesson Design. Creekside Middle School will begin to enhance College and Career Readiness and implement Response to Intervention (RtI) programs. This will lead to improvements in instructional practices and, as a result, improved academic achievement for all students, particularly the subgroups outlined as performing very low in English Language Arts (ELA) and Math on the dashboard indicators.

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.

Student and Staff Safety and Wellness

Creekside Middle School will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student and Staff Safety and Wellness: PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

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.

As a result of a thorough analysis of Creekside Middle Schools' Dashboard data during the needs assessment process and our comprehensive needs assessment with school partners, Creekside Middle School identified a need to improve our Multi-Tiered Systems of Support (MTSS), which includes our Tier 1 classroom interventions, Tier II team, and Social Emotional Learning curriculum delivery. Improve student support with a specific focus on subgroups including English Learners and Students with Disabilities, Homeless, African-American and Pacific Islander student groups. Chronic Absenteeism overall is at 18.8%. RED: EL (21.5%) LTEL (21.8%) SED (21.9%) Af-Am (21.4%) Orange: SWD (27.2%) HL (18.5%) (White 20.3%) are chronically absent. Suspension rate is 13.5% overall. Suspension Rate for (African-American, EL, LTEL, White,) students in the Red indicator. (SED) are in the Orange indicator. The SPSA includes metrics to monitor very low performance as well as includes strategies and activities to address schoolwide needs and the needs of the indicated subgroups in Orange and Red.

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
Attendance Rate: Percent of Students Attending School on a Daily Basis.(Source: AERIES ADA Report, 2026)	Current attendance rate 94.06%. ALL: 94.06%. Homeless: 90.85%	Increase attendance rate to 97% or above. ALL: Increase to 97% Homeless: Increase to 98.83%
Chronic Absenteeism Rate:Percent of Students Chronically Absent from School (Source: CA Dashboard, 2025)	Chronic Absenteeism All Students 18.8% (Medium - Yellow) RED: EL (21.5%) LTEL (21.8%) SED (21.9%) Af-Am (21.4%) Orange: SWD (27.2%) HL (18.5%) (White 20.3%)	Decrease chronic absenteeism rate by 5% to 13.8% to maintain Yellow. Decrease Red: EL 5% to 16.5%; LTEL 5% to 16.8%; SED 5% to 16.9%; Af-Am 5% to 16.4% Decrease Orange: SWD 5% to 22.2%; HL 5%to 13.5%; White 5% to 15.3%
Suspension Rate: Percent of Students at Least One Day (Source: CA Dashboard, 2025)	Suspension Rate All Students 11.3% (Yellow) Red- EL (16.2%); LTel (16.9%); Af-Am (23.8%), White (13.2%) Orange: SED (12.7%)	Reduce suspension rate to 7% to maintain yellow/ move to green. Percent of Students Suspended at Least One Day Suspension Rate- All Students reduce to 7% (yellow/green) Decrease the following by 5% each-

		Red- EL 5% to 11.2%; Ltel 5% to 11.9%; Af-Am 5% to 18.8%; White 5% to 8.2% Orange: SED 5% to 7.7%
Expulsion Rate: Percent of Students Expelled in Academic Year (Source: AERIES, 2025)	Percent of Students Expelled in Academic Year All Students: .03%	Reduce the expulsion rate to 0 expulsions. 0%
California Healthy Kids Survey (CHKS): Average Percent of Students that Reported "Yes, most of the time" or "Yes, all of the time", or "Agree" or "Strongly Agree" on School Connectedness, Social and Emotional Learning Supports, and Antibullying Climate (Source: CHKS, 2025/26)	School Connectedness: 51% Social and Emotional Learning Supports: 75% Anti-Bullying Climate: 52%	School Connectedness: 75% Social and Emotional Learning Supports: 85% Anti-Bullying Climate: 75%
California School Staff Survey (CSSS): Percent of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment (Source: CSSS, 2025/26)	Staff Working Environment: 1. Supportive and inviting place for staff to work: 60% 2. Promotes trust and collegiality among staff: 64% 3. Is a safe place for staff: 72% 4. Promotes personnel participation in decision making that affects school practices and policies: 49%	Staff Working Environment: 1. Supportive and inviting place for staff to work: Increase to 94% 2. Promotes trust and collegiality among staff: Increase to 95% 3. Is a safe place for staff: Increase to 100% 4. Promotes personnel participation in decision-making that affects school practices and policies: Increase to 86%
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports (Source: CSPS, 2025/26)	Student Learning Environment: 1. This school is a supportive and inviting place for students to learn: 73% 2. This school is a safe place for my child: 70% Social and Emotional Supports: 1. My child's teachers are responsive to my child's social and emotional needs: 65%	Student Learning Environment: 1. CMS is a supportive and inviting place for students to learn: Increase to 80% 2. The school is a safe place for my child: Increase to 80 % Social Emotional Supports: 1. My child's teachers are responsive to my child's social and emotional needs: Increase to 80%
Tiered Fidelity Inventory (TFI) (Source: TFI, 2025/26)	25-26 school year Tier 1-33% Tier 2-85% Tier 3-97%	2026/2027 Tier 1- Increase to 90% Tier 2- Maintain 100% Tier 3- Increase to 100%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Provide culturally relevant and inclusive classrooms to positively impact social emotional well-being, behavior and attendance for students and staff, for all students, (incentives) with an emphasis on student subgroups scoring very low on the 2024 CA Dashboard. 1. Sustain implementation of MTSS with integrated behavioral, social emotional, mental health and attendance supports. 2. Develop, implement, and clearly communicate attendance action plans and goals.	ALL Students	7,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies PBIS Items (G204)

	Examples: Attendance incentives, awards, incentive items ROARS store, incentives tracking from HERO system, testing incentives, gift cards (LCAP Goal # 2: Student and Staff Safety and Wellness - PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well being of all students and staff. 2.1 -PBIS with Social Emotional Support)		
2.2	Chronic Absenteeism for CMS is at 20.1%. The following subgroups have been identified on the CA Dashboard. A/A- 18.8% In order to address this, CMS has implemented ROAR attendance days, a Fall and Spring attendance initiative. CMS also uses monthly celebrations and recognitions for the high and improved student attendance, Perfect Attendance awards, and recognition for 95% attendance. Communicate regularly with families to stay informed of students' needs and barriers to attendance, work with families to address any language or cultural barriers to attendance, such as offering translated material, and prioritize building positive relationships with students and their families to foster a sense of belonging and support. -Attendance incentives to improve the Chronic Absentee Rate. -Conduct SART site meetings and SARB hearings. Provide School Attendance Review Team (SART) meetings regularly for support and continued communication. Examples: incentive items including positive attendance awards- HERO tracking for attendance improvement- ROARS store incentive items. Attendance contest rewards. Gift cards (LCAP Goal # 2: Student and Staff Safety and Wellness - PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well being of all students and staff. 2.1 -PBIS with Social Emotional Support)	All Students	30,000 Title I 0001-0999: Unrestricted: Locally Defined Assistant Principal 46,000 Title I 3000-3999: Employee Benefits Employee Benefits 8,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Incentives (G204)
2.3	PBIS with Social Emotional Support Increase behavior support for students with a focus on restorative practices and targeted interventions for all students. PBIS Incentives to support campus wide PBIS (ROARS) • Strengthen PBIS through the implementation of Tiers I, II and III. • Conduct regular Tiered Fidelity Inventories (TFI). • Implement Peer Leaders Uniting Students (PLUS) • Implement programs that support student conflict resolution. • Utilize SEL practices and strategies to provide ongoing coaching to staff on effective strategies.	ALL Students	11,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Incentives (G202) 15,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Materials/Supplies/Costs for Facilities Projects (G303) Field Trip Expenditures

	Implement Community Circles schoolwide Provide a Student Support Specialist (S3) for students needing additional support. Examples: Supporting student achievement through positive rewards and incentives to students for academic progress (such as through the Academic Celebrations Committee) or EL Progress (i.e., celebrating reclassifications or other progress). ROARS Store incentive items. awards certificates, gift cards, PBIS Signage, Restorative materials, TFI- supplies for student intervention including RTI tickets, ROARS store rewards. (LCAP Goal # 2: Student and Staff Safety and Wellness - PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well being of all students and staff. 2.1 -PBIS with Social Emotional Support)		
2.4	Use the Wellness Rooms/Spaces to support student/staff well-being. Support American School Counseling Association (ASCA) aligned counseling program through schoolwide campaigns and activities intended to promote mental health and awareness. Examples: wellness supplies, student calming supplies, engagement materials, ALPACA software for staff wellness. (LCAP Goal # 2: Student and Staff Safety and Wellness - PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well being of all students and staff. 2.3 -Student/Staff Wellness)	ALL	4,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Support expenditure for Student Services Center (G202)

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.

Creekside Middle School completed 3 of the 4 strategies identified in the 2025/26 SPSA. 1. SEL practices have been supported through a Multi Tiered System of Support Centered on student and staff mental health and well being. PBIS Tier I team has been redeveloped as the previous team did not complete regular meetings or develop outcomes in the Fall of 2025. PBIS Tier I and II teams are actively analyzing student data sources and providing supports for all levels. Attendance and Behavior action plans are updated monthly and are used as data sources to analyze progress toward established goals outlined in the Climate/Culture section of the California Dashboard. 2. Chronic absenteeism rate has been addressed through SART/SARB engagement and outreach. Attendance initiatives and incentives occur monthly in which students are highlighted with improved attendance and behavior and HERO points provided to students to use in the ROARS store. 3. PBIS is utilized to provide SEL support for students. PLUS class forums provide engagement with students for schoolwide initiatives to balance student SEL, mental health and well being. Student Support Specialists provide daily support with engagement through group counseling through use of the PBIS Tier II referral system. Healthy coping, decision making, substance abuse, and anger are all some of the focus topics for identified students engaged in group counseling. 4. CMS Wellness Center has been opened and operational, outlining support services for students identified in need. Students also voluntarily utilize the Wellness Center for specific needs.

Creekside Middle School did meet 2 of 8 metrics identified in the 2024/25 SPSA. The expected outcome derived from the CHKS goals (3 goals connectedness, anti-bullying, SEL) and TFI baseline outcomes and goals met.

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

There were no major differences in our intended implementation plan.

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.

Based on the 2025–26 analysis, Creekside Middle School will refine and strengthen Goal 2 by intensifying supports in the areas of chronic absenteeism, suspension reduction, and school connectedness, where targets were not fully met. While implementation fidelity of MTSS, PBIS, Wellness Center services, and Tier II interventions was strong, outcome data indicate the need for expanded prevention, earlier intervention, and more targeted supports for identified subgroups.

For 2026–27, changes include: Expanded Attendance Interventions through enhanced SART/SARB processes, increased family outreach, and strengthened incentive systems (Strategy 2.2). Increased Restorative and Tier II/III Behavioral Supports, including full utilization of Student Support Specialists, expanded Community Circles, and consistent use of PLUS and conflict-resolution programming (Strategy 2.3). Strengthened Tier 1 PBIS and SEL Implementation, with an increased focus on culturally responsive practices and staff coaching to improve consistency across classrooms (Strategy 2.1). Expanded Wellness and Mental Health Supports, including increased utilization of the Wellness Center and ASCA-aligned counseling programs (Strategy 2.4). Refined Metrics and Targets, including more aggressive suspension reduction goals, subgroup-specific attendance gains, and increased CHKS, CSSS, and CSPA connectedness targets.

These changes are reflected in Goal 2: Student and Staff Safety and Wellness, including the Annual Measurable Outcomes table and Strategies/Activities 2.1–2.4 of the 2026–27 SPSA. The adjustments ensure greater alignment between implementation efforts and outcome data, with a stronger emphasis on equity, prevention, and student engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Facilities and Resources

Creekside Middle School will maximize resources for students and staff to support educational excellence.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Facilities and Resources: Maximize resources for students and staff to support educational excellence.

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.

As a result of a comprehensive review of Creekside Middle School's Williams Facility Inspection Tool (FIT) reports, California Healthy Kids Survey (CHKS), California School Parent Survey (CSPS), and stakeholder input, the school has identified a critical need to improve the overall cleanliness, appearance, and perception of campus conditions. Perception data highlights a significant gap in how campus cleanliness is experienced by students, staff, and families. According to 2025–2026 survey results, only 31% of students report that the school is usually clean and tidy. While 78% of staff indicate that facilities are clean and well-maintained, only 10% of parents share this perception. This discrepancy suggests a need to strengthen not only daily maintenance practices, but also the visibility, consistency, and communication of those efforts to the broader school community. Although the Williams FIT report rates the school as "Good," indicating that facilities are maintained in good repair, stakeholder feedback indicates that additional attention is needed to improve the day-to-day cleanliness, organization, and overall appearance of the campus. Creating a clean, safe, and welcoming environment remains essential to supporting a positive school climate and student engagement. The School Plan for Student Achievement (SPSA) includes targeted strategies, actions, and metrics to address this identified need, with a focus on improving campus conditions, strengthening systems for cleanliness and maintenance, and increasing stakeholder confidence in the school environment. The School Plan for Student Achievement (SPSA) contains metrics and strategies/activities to address this identified area of need.

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
Facilities in Good Repair: Overall Rating of Facilities Maintained in Good Repair (Source: Williams FIT Reports, 2025)	Good	Good or Exemplary
Clean and Well-Maintained Facilities and Properties: Average Percent of Students, Staff, and Parents that Reported "Yes, most of the time" or "Yes, all of the time", or, "Agree" or "Strongly Agree" on Clean and Well-Maintained Facilities and Properties (Source: CA Healthy Kids Survey 2025/26; CA School Staff Survey, 2025/26; CA School Parent Survey, 2025/26)	Secondary Students: 31% My school is usually clean and tidy. Staff: 78% This school has clean and well-maintained facilities and property. Parents: 10% This school has clean and well-maintained facilities and property	Increase the following metrics Secondary Students: My school is usually clean and tidy. 75% Staff: This school has clean and well-maintained facilities and property. 100% Parents: This school has clean and well-maintained facilities and property 75%

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
3.1	Safe and Clean Facilities: Continue to upgrade and maintain safe facilities that supports the educational environment for all students. A well-maintained and safe space promotes a sense of belonging and well-being, which is crucial for English learners, foster youth, and low-income students who may face additional challenges outside school. -CMS Staff Lounge -CMS Wellness Center -Campus Mural and Student Projects/ Displays, Kiosk, Furniture in all campus areas. School-wide cleanliness campaigns. Use the results from the 2024 CA Healthy Kids Survey (CHKS), CA School Staff Survey (CSSS), and CA School Parent Survey (CSPS) to assess satisfaction levels and implement strategies for improvement using PBIS strategies. Volunteer days for parents and community members to assist with cleaning and maintaining school property (i.e., campus beautification/renewal). Examples: replacement turf, building signage, window coverings, murals LCAP Goal #3-- Maximize resources for students and staff to support educational excellence --- (3.1 - First class learning facilities)	All Students	8,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Materials/Supplies/Costs for Facilities Projects (G301)
3.2	-CMS Multipurpose room - Provide for a safe place for students to eat shielded from the outdoor elements and to provide after school learning and interactive activities. Update all campus furniture in all areas of the campus Examples: window coverings, CMS logos, signage, furniture LCAP Goal #3-- Maximize resources for students and staff to support educational excellence --- (3.1 - First class learning facilities)	All Students	7,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Materials/Supplies/Costs for Facilities Projects (G301)
3.8			

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.

Creekside Middle School completed 2 of the 4 strategies and partially completed 3 of the 4 strategies identified in the 2025/26 SPSA. These strategies included: 1. Maintaining a safe and clean facility was partially completed. CMS Wellness room and CMS Staff Lounge have been partially completed. CMS has not yet completed mural projects or created a schoolwide campus cleanliness campaign. 2. CMS multi-purpose room is pending construction but has been funded and designed and is in the process of pre-production. 3. CMS PD Room has been completed and is now operational and functioning as designed. Lighting, security cameras, and signage are underway but have only been partially completed.

CMS did not meet 2 of the 2 metrics outlined in the 25-26 SPSA. 1. CMS did not meet the outlined metric of maintaining an overall Good or Exemplary facility as determined by the FIT report. 2. CMS did not meet the outlined growth of subgroups including: Students; My school is usually clean and tidy. 31% Staff; This school has clean and well-maintained facilities and property increased to 78% by the CMS staff. Parents; This school has clean and well-maintained facilities and property 10%

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

There were no major differences in our intended implementation plan.

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.

Based on the 2025–26 analysis, Creekside Middle School will strengthen Goal 1 by prioritizing the completion of partially implemented facilities projects, increasing accountability for cleanliness, and expanding stakeholder engagement in campus improvement efforts. While funding and planning were secured for major projects, implementation delays and incomplete execution limited progress toward the facility condition and cleanliness metrics.

For 2026–27, the following changes will be implemented:

Completion of Pending Facilities Projects, including the CMS Multipurpose Room, campus mural, signage, lighting, and security camera installation with revised project timelines and progress monitoring (Strategies 3.1, 3.2). Launch of a Schoolwide Cleanliness Campaign, using PBIS to reinforce student responsibility, with visible benchmarks and monthly monitoring tied directly to CHKS, CSSS, and CSPA feedback (Strategy 3.1). Expansion of Student, Parent, and Staff Voice, through structured leadership input, Youth Advisory Council feedback, volunteer beautification days, and regular campus walkthrough feedback cycles to guide improvement priorities (Strategy 3.1).

Refined Annual Outcomes and Benchmarks, with quarterly progress checks on FIT ratings, safety upgrades, and cleanliness perception data rather than annual-only review. Full Utilization of the CMS Professional Development Center, to support training tied specifically to campus stewardship, safety, and stakeholder engagement (Strategy 3.).

These changes are reflected in the 2026–27 SPSA under Goal 3: Facilities and Resources, including updated Annual Measurable Outcomes and revised Strategies/Activities 3.1–3.2, with added implementation timelines and monitoring tools to ensure improved execution and accountability.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Communications and Collaboration

Creekside Middle School will provide parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

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.

Based on the 2025 California School Parent Survey (CSPS) and local site data, Creekside Middle School has identified a continued and significant need to strengthen parent engagement and improve communication with families. Current data indicates that while systems for outreach are in place, the level of strong parent agreement remains low, highlighting the need for more intentional, inclusive, and relationship-centered practices. Promotion of Parental Involvement: CSPS data shows that only 7% of parents strongly agree that the school encourages them to be active partners in their child's education. Additionally, only 5% strongly agree that the school actively seeks parent input before making important decisions, and just 9% strongly agree that parents feel welcomed to participate at the school. These results indicate a significant opportunity to improve how the school builds trust, fosters belonging, and actively engages families as partners in the educational process—particularly among underrepresented groups. Communication with Parents About School: Survey results indicate that 38% of parents strongly agree that the school keeps them well-informed about school activities. While this reflects some progress in communication systems, it also indicates that a majority of families may not feel fully informed. This highlights the need to strengthen clarity, consistency, and accessibility of communication, as well as increase opportunities for two-way engagement rather than one-way messaging.

Steps Taken to Address These Areas: Strengthened Communication Systems: Creekside has expanded the use of ParentSquare, newsletters, the school website, marquee, and classroom-level communication to provide consistent and timely updates. Efforts have also been made to increase bilingual communication (English/Spanish) to improve accessibility for all families. Expanded Parent Engagement Opportunities: The school has increased opportunities for family involvement through events such as Parent Café, Title I meetings, AVID Night, and parent-teacher conferences. These events are designed to build stronger connections and increase understanding of academic expectations and supports. Increased Focus on Parent Voice:

Creekside continues to strengthen participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC), ensuring meetings are accessible and focused on meaningful input related to school decisions and resource allocation. Targeted Outreach and Relationship Building: The school is implementing more intentional outreach strategies, including personal invitations, flexible meeting times, and increased efforts to engage families who have historically been less connected to the school.

Summary: Although Creekside Middle School has established systems for communication and parent engagement, current data indicates a clear need to deepen authentic family partnerships, increase parent voice in decision-making, and improve overall perceptions of communication and inclusivity. Continued focus on culturally responsive outreach, relationship-building, and consistent two-way communication will be essential to improving outcomes in this area.

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
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School (Source: CSPS, 2025/26)	Promotion of Parental Involvement: - School encourages me to be an active partner with the school in educating my child. 7% - School actively seeks the input of parents before making important decisions. 5% - Parents feel welcome to participate at this school. 9% Communication with Parents About School: - School keeps me well-informed about school activities. 38%	Promotion of Parental Involvement: - School encourages me to be an active partner with the school in educating my child. 50% - School actively seeks the input of parents before making important decisions. 50% - Parents feel welcome to participate at this school. 50% Communication with Parents About School: - School keeps me well-informed about school activities. 70%
Parent Education Events: Number of Parent Education Events per Year (Source: PJUSD Parent Education Events List, 2025/26)	Number of Parent Education Events: 7	Number of Parent Education Events: 7 or more
Parent and Community Volunteers: Number of Parent/Community Volunteers (Source: PJUSD Parent Volunteer List, Spring 2026)	Level 1 Volunteers: 25 Level 2 Volunteers: 25	Level 1 Volunteers: 25 Level 2 Volunteers: 25

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
4.1	Host parent night/event on campus to address parent/student needs. (Materials and Supplies for activities presented) Math, ELA, Science trainings, College and Career, CTE, Family Literacy, Aeries, Grading. Invite parent participation in activities and decision making (SSC/ELAC/PTO and/or volunteering). Host SSC, ELAC, PTO, and other parent groups so parents are able to stay informed and contribute to decision making that is happening at CMS. Parent Café, Parent orientation, Title I Examples: childcare and snacks for parent education events, translation LCAP Goal #4-- Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all. ---(4.5 -Parent engagement and volunteer opportunities)	ALL	3,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Materials and Supplies (G403)
4.2	Communications Guide: Open communication with parents and community through Parent Square communication, Social Media, Phone Calls Home and Text, CMS Planner, Newsletter, CMS Website,	ALL	5,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures

	Marquee, KIOSK, HERO software, Smart Pass, other connection software. Examples: Smart Pass subscription, HERO subscription, CMS Planners LCAP Goal #4-- Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all. --- (3.4 -School website and communication)		Materials and Supplies, Subscriptions (G404)
4.3			

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.

Creekside Middle School successfully implemented all three strategies identified in the 2025–2026 SPSA under Goal 4. This year's focus centered on strengthening consistent, predictable communication systems and expanding meaningful opportunities for parent involvement. Collectively, these efforts contributed to a more informed school community, improved transparency, and stronger relationships between families and the school. While progress was evident, continued focus is needed to deepen two-way communication and increase engagement across all student subgroups.

1. Parent Nights and On-Campus Events: (Orientation, Title I, Parent-Teacher Conferences, AVID Night, Parent Café)
Implementation: Creekside hosted multiple parent engagement events throughout the year, including orientation, Title I meetings, parent-teacher conferences, AVID Night, and Parent Café sessions. These events were strategically scheduled across the school year to provide families with consistent opportunities to connect with staff and access school resources.

Effectiveness: These events were effective in creating welcoming environments and increasing parent access to information and support. Attendance showed moderate improvement compared to the prior year, particularly at orientation and Title I events. Families reported a stronger understanding of academic expectations, school systems, and available supports. Moving forward, a key area of growth is increasing participation beyond the beginning of the year and more effectively engaging hard-to-reach families. Overall impact was moderate, with a need for broader and more sustained participation.

2. Communications Guide & Multi-Platform Communication System

Implementation: The school strengthened communication systems through consistent use of ParentSquare, the CMS website, newsletters, marquee updates, kiosk postings, and classroom-level tools such as student planners and teacher outreach. The Communications Guide was implemented with greater fidelity, resulting in more consistent and timely updates to families.

Effectiveness: Communication became more predictable and accessible across multiple platforms, helping reduce confusion regarding school events, schedules, and academic expectations. ParentSquare data reflected strong message engagement, and families expressed appreciation for increased transparency and consistent calendar updates. Areas for growth include increasing two-way communication—particularly for families who prefer phone contact or require Spanish translation—and establishing clearer, more consistent expectations for teacher-to-home communication across all grade levels and departments.

3. Parent Participation in SSC, ELAC, PTO, and Volunteer Activities

Implementation: Creekside actively recruited and maintained parent participation in SSC and ELAC, ensuring meetings were held consistently, properly advertised, and documented. Additional engagement opportunities were provided through events such as Parent Café, AVID Night, orientation, and conferences.

Effectiveness: Participation in SSC and ELAC showed slight improvement, and parents who attended reported a stronger understanding of school decision-making processes and how resources support student learning. Parent Café sessions fostered meaningful dialogue and feedback. However, overall participation remains low relative to total enrollment. Increasing representation in advisory groups—particularly among English Learner, socioeconomically disadvantaged, and migrant families—continues to be a priority.

Creekside effectively implemented all components of Goal 4, resulting in improved communication systems, more consistent outreach, and increased parent access to information and school events. While the strategies were moderately effective, the next phase of work will focus on deepening authentic family engagement, strengthening two-way communication, and expanding participation across all parent groups. Continued emphasis on culturally responsive outreach, flexible scheduling, and personalized communication will be essential in building stronger, more inclusive family partnerships.

CMS met 2 of the 3 metrics outlined in the 25-26 SPSA.

Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School: 7%

Number of Parent Education Events: 7

Number of Parent/Community Volunteers: 25

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

There were no major differences in our intended implementation plan.

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.

Based on the 2025–2026 analysis, Creekside Middle School will refine Goal 4 by moving beyond increasing access to communication and focusing more intentionally on deepening authentic two-way engagement, strengthening parent voice, and increasing participation among underrepresented families, particularly English Learner (EL), socioeconomically disadvantaged (SED), and migrant families. While all strategies were implemented and communication systems improved, CSPS data indicates low levels of strong agreement in key areas, including parent partnership (7%), input in decision-making (5%), and feeling welcomed (9%). These results highlight the need for more personalized, relationship-driven, and culturally responsive engagement practices.

Refinements:

Targeted Outreach for Parent Engagement (Strategy 4.1): Creekside will implement more intentional and personalized outreach strategies, including direct phone calls, personal invitations, use of bilingual staff and liaisons, and flexible meeting times. These efforts aim to increase participation in SSC, ELAC, PTO, and volunteer opportunities, with a specific focus on improving representation among EL, SED, and migrant families.

Expanded Two-Way Communication Expectations (Strategy 4.2):

The site will establish clear, sitewide expectations for consistent teacher-to-home communication, including increased use of phone calls, progress updates, and bilingual communication. Emphasis will be placed on moving from one-way messaging to meaningful two-way interactions that build trust and partnership with families. Additional support will be provided to ensure communication is accessible for all families.

More Strategic Parent Education Events (Strategy 4.1):

Parent engagement opportunities will be more intentionally aligned to identified needs, including academics, attendance, behavior, Aeries access, and secondary transition readiness. Events will be scheduled throughout the year (not just at the beginning) and include follow-up outreach to families who are unable to attend to ensure broader access and impact.

Refined Metrics for Parent Voice and Engagement:

The school will strengthen measurable outcomes by setting clear targets for improvement in indicators related to parent involvement, communication, and school climate. Additional metrics will include increased participation in advisory groups (SSC, ELAC), growth in volunteer numbers, and improved attendance at parent events. These changes are reflected in the 2025–26 SPSA under Goal 4: Communications and Collaboration, including updated Annual Measurable Outcomes and revised Strategies/Activities 4.1–4.2, with a stronger emphasis on equity-driven engagement, two-way communication, and leadership participation.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Employee Success and Leadership Development

Creekside Middle School will build the capacity of all staff to improve academic achievement for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement for all students.

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.

According to the 2024/25 SARC report, Creekside Middle School has experienced Mis Assignments of teachers, including those assigned to English Learners without the proper credentials. Addressing these gaps is critical to ensuring equitable learning conditions for all students. Teacher Participation in Professional Development and Coaching: Based on the PJUSD Professional Development & Coaching Calendar (2025/26), participation in professional development and coaching opportunities varies among staff. Ensuring that all teachers engage in ongoing professional growth is key to improving instructional quality and student outcomes. Steps Taken to Address These Areas: Teacher Recruitment and Retention Initiatives: The school is working with the district to improve recruitment efforts, provide mentoring for new teachers, and enhance retention strategies. Professional Development Support: Increased access to coaching, training, and collaborative learning opportunities is being prioritized to support teachers in their professional growth. By addressing these areas, Creekside Middle School aims to foster a stronger partnership between parents and the school community, improve teacher retention and training, and ultimately enhance student success and engagement. CMS had 7 probationary teachers in 2024/25 and has 15 probationary teachers in 2025/26. According to the PJUSD staff retention data, we had 100% of teacher retention for our 2nd year teachers (5 teachers). CMS is implementing supports ensure our teachers, especially probationary teachers, are getting the support, professional development, and coaching they need in order to be successful. The SPSA includes metrics and strategies/activities to address the identified area of need.

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
Teacher Mis-assignment/ Vacancies Number and Percent of Mis-assignment and Vacancies (Source: SARC, 2024/25- Section: Conditions of Learning: Teachers)	Mis Assignments: 1.3 Mis Assignments for English Learners: 0 Vacant Positions: 0	Mis Assignments: 0 Mis Assignments for English Learners: 0 Vacant Positions: 0
1st and 2nd Year Teacher Retention Percent of 1st and 2nd Year Teacher Retention (Source: PJUSD Staff Retention Data, 2025/26)	1st Year Teacher Retention: 78% 2nd Year Teacher Retention: 100%	1st Year Teacher Retention: 100% 2nd Year Teacher Retention: 100%
Teacher Participation in Professional Development and Coaching: Percent of Teachers Who Participate in PD or Coaching (Source: PJUSD)	56%	100%

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
5.1	Professional Development; Coaching and Coaching Cycles; Collaboration time with Dept./PLC and/or vertical alignment; -Leadership Opportunities Identify and expand professional development opportunities for all staff Goal #5: Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement for all students. (5.1- provide ongoing professional development to staff)	All Students	9,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Professional Development (G501)

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.

Creekside Middle School made meaningful progress in implementing the strategies outlined in Goal 5, with a clear focus on strengthening instructional capacity through coaching, structured collaboration, and targeted professional development aligned to district priorities and the PJUSD Promise. Systems were established to create more predictable opportunities for teacher learning, leadership, and support. While implementation was solid overall, consistency across departments and depth of follow-through remain areas for continued growth.

Professional development and coaching cycles were implemented through a combination of district and site-based efforts. Staff engaged in learning focused on academic discourse, Learning Intentions and Success Criteria (LISC), PLC development, ELD strategies, CFU practices, GRR, and Learning Walk tools. Coaching was provided by site administration, instructional coaches, and district specialists, with additional support structures in place for new teachers, including induction and mentoring. These efforts resulted in observable improvements in instructional clarity, student engagement, and the use of structured discourse and CFU strategies among teachers who fully engaged in the coaching process. However, participation varied, leading to inconsistencies in instructional practices across classrooms. Increasing accountability and ensuring equitable access to coaching cycles will be critical moving forward.

Collaboration structures, including PLCs and vertical alignment, were implemented with fidelity in many departments. Weekly collaboration time supported data analysis, i-Ready review, pacing alignment, and common formative assessment development. Stronger PLC teams—particularly in ELA and math—demonstrated effective use of the Data Cycle to inform instruction and respond to student needs. Vertical alignment efforts supported clearer expectations across grade levels. Continued growth is needed to ensure all collaboration time remains focused on instruction, with consistent use of student work protocols and structured agendas.

Leadership opportunities were expanded through department chair roles, leadership team participation, liaison roles, and committee involvement. These efforts increased staff voice, strengthened communication, and built internal leadership capacity. Moving forward, there is a need to intentionally develop a leadership pipeline that supports newer teachers in taking on leadership roles and builds long-term sustainability of site initiatives.

Key metrics indicate stable staffing overall, with low misassignment rates and no vacancies, which supported program continuity. Second-year teacher retention was strong at 100%; however, first-year teacher retention remains an area of

need at 78%. Additionally, while 56% of teachers participated in professional development and coaching opportunities, increasing this to full participation is necessary to ensure consistent instructional improvement across the site.

Summary:

Goal 5 was implemented at a moderate to strong level and contributed to improved instructional practices, stronger collaboration, and increased leadership capacity. Systems are in place to support continued growth. The next phase of work will focus on increasing consistency across all staff, ensuring full participation in coaching cycles, strengthening support for early-career teachers, and formalizing leadership development pathways.

CMS met 1 of the 3 metrics outlined in the 25-26 SPSA.

Mis Assignments: 1.3; Mis Assignments for English Learners: 0; Vacant Positions: 0

1st Year Teacher Retention: 78%; 2nd Year Teacher Retention: 100%

Percent of Teachers Who Participate in PD or Coaching: 56%

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 for the 2025/26 school year.

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

As a result of the 2025–26 analysis, Creekside Middle School has strengthened Goal 5 by tightening expectations for teacher participation in professional development and coaching, formalizing supports for probationary teachers, and increasing accountability for implementation fidelity. For 2026–27, coaching cycles will be required for all certificated staff with clearly defined entry points, timelines, and documentation of growth. A formal probationary teacher support system has been added, including scheduled mentor check-ins, administrative walkthrough feedback cycles, and targeted professional learning based on individual needs. In addition, first-year teacher retention will now be closely monitored through quarterly check-ins and exit/entry data reviews to address the low 1st-year retention rate identified in 2025–26.

The annual outcomes and metrics have been revised to reflect realistic, incremental growth targets while maintaining the long-term expectation of full participation and zero misassignments. Intermediate benchmarks for PD participation and retention are now included to support ongoing progress monitoring. Collaboration structures will also be refined with standardized PLC agendas, required use of student work protocols, and administrative facilitation support to ensure instructional focus. Leadership development will be expanded through a newly outlined teacher leadership pipeline, including identified lead teachers, coaching facilitators, and department mentors.

These changes are reflected in the revised Goal 5 Strategies/Activities section (Strategy 5.1), the updated Annual Measurable Outcomes table, and the Professional Development and Coaching implementation details within the SPSA 2025–26 under Goal 5: Employee Success and Leadership Development.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$288,115.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$152,000.00
Title IV	\$5,000.00

Subtotal of additional federal funds included for this school: \$157,000.00

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 (\$)
LCFF: Local Control Funding Formula	\$131,115.00

Subtotal of state or local funds included for this school: \$131,115.00

Total of federal, state, and/or local funds for this school: \$288,115.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	152,000	0.00
LCFF: Local Control Funding Formula	131,115	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF: Local Control Funding Formula	131,115.00
Title I	152,000.00
Title IV	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	30,000.00
1000-1999: Certificated Personnel Salaries	46,000.00
2000-2999: Classified Personnel Salaries	49,765.00
3000-3999: Employee Benefits	46,000.00
4000-4999: Books And Supplies	52,350.00
5000-5999: Services And Other Operating Expenditures	64,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF: Local Control Funding Formula	15,000.00
2000-2999: Classified Personnel Salaries	LCFF: Local Control Funding Formula	4,765.00
4000-4999: Books And Supplies	LCFF: Local Control Funding Formula	52,350.00
5000-5999: Services And Other Operating Expenditures	LCFF: Local Control Funding Formula	59,000.00
0001-0999: Unrestricted: Locally Defined	Title I	30,000.00

1000-1999: Certificated Personnel Salaries	Title I	31,000.00
2000-2999: Classified Personnel Salaries	Title I	45,000.00
3000-3999: Employee Benefits	Title I	46,000.00
5000-5999: Services And Other Operating Expenditures	Title IV	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	135,115.00
Goal 2	121,000.00
Goal 3	15,000.00
Goal 4	8,000.00
Goal 5	9,000.00

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
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Chris Anderson	Principal
Loren Bach	Classroom Teacher
Sheila Cornwell	Classroom Teacher
Jamie Roesler-Barrett	Classroom Teacher
Cristina Hernandez	Classroom Teacher
Brittany Lozano	Other School Staff
Elizabeth Van Tol	Parent or Community Member
Rachel Gonzales	Parent or Community Member
Yessica Maciel (ELAC Rep)	Parent or Community Member
Evelyn Villa	Secondary Student
Aaliyah Gonzales	Secondary Student
Vincent White	Secondary Student

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 11, 2026.

Attested:



Principal, Chris Anderson on 5/11/26



SSC Chairperson, Elizabeth Van Tol on 5/11/26