School Year:  **2023-24**

# School Plan for Student Achievement (SPSA)

## Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Creekside High School | 30-73650-3030129 | May 10, 2023 | June 2023 |

## Educational Partner Involvement:

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

**Involvement Process for the SPSA and Impact that Stakeholder Engagement had on the process**

In order to develop the SPSA, we used data from the following sources:
Annual Survey 22-23 (student, teacher, parents)
CAASPP results 21-22
PLC Teams
Counseling Staff
WASC Self Study 2022

We engaged the following stakeholder groups in the development of the SPSA: Site leadership team (April, 2023); PLC teams (April, 2023); School Site Council (May, 2023)

## 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee

Special Education Advisory Committee

_____
Signature

4.  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.
5.  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.
6.  This SPSA was adopted by the SSC at a public meeting on: 5/10/2023

Attested:

Rebecca Roberts
_____
Typed Name of School Principal

_____
Signature of School Principal

_____
Date

Kelly Rodgers
_____
Typed Name of SSC Chairperson

_____
Signature of SSC Chairperson

_____
Date

# School Site Council Membership

**The School Plan for Student Achievement**
The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

**School Site Council Membership (SSC)**
Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

| Name of Members | Group A | | | Group B | |
| --- | --- | --- | --- | --- | --- |
| | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
| Rebecca Roberts | 1 | | | | |
| Ana Resendiz | | | 1 | | |
| Kathy Kobrine | | 1 | | | |
| Sandra Komara | | 1 | | | |
| Kelly Rodgers | | | | 1 | |
| Advita Bathole | | | | | 1 |
| Mandy Liang | | | | | 1 |
| Anvi Murarka | | | | | 1 |
| Kevin Chang | | | | | 1 |
| Jacob Sagun | | | | | 1 |
| Sam Lane | | | 1 | | |
| Kaylah Ramirez | | | 1 | | |
| **Numbers of members of each category** | **1** | **2** | **3** | **1** | **5** |
| **(Totals of Group A and Group B must equal)** | **Total Group A: 6** | | | **Total Group B: 6** | |

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

# ELAC Membership

**English Learner Advisory Committee**

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC).  (5 CCR 11308[b])  Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b])  There is no mandated size for the committee.

**Membership**

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
   a. The development of the section in the SPSA pertaining to EL students' education
   b. The development of the school's needs assessment
   c. Implications of language census for translation requirement
   d. Efforts to make parents aware of the importance of regular school attendance

| Names of Members | Principal | Chair | DELAC Rep. | Other Member |
|---|---|---|---|---|
| Numbers of members of each category | 1 | | | |

**Guidelines for Combining SSC and ELAC:**

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d])  Check box below if site meets the above criteria and has chosen this option.  If the site has chosen the option to combine, leave ELAC membership empty.

**X    Site has chosen to combine SSC and ELAC using the above guidelines.**
**OR**
**Site has chosen NOT to combine SSC and ELAC using the above guidelines.**

# Budgets and Summary

**Centralized Services for Planned Improvements in Student Performance:**
The following actions and related expenditures support this site program goal and will be performed as a centralized service.
Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

| State Programs | Preliminary Allocation (Fall) | Amount Allocated in SPSA |
|---|---|---|
| **Local Control Funding Formula (LCFF) – Base Grant**<br>Purpose: To provide flexibility in the use of state and local funds by LEAs and schools | $18,983.00 | 18,983 |
| **LCFF – Supplemental Grant**<br>Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students | $8140 | 8,140 |
| **Lottery Funds**<br>Purpose: Purchase site instructional materials | $1090 | 1,090 |
| Total amount of state categorical funds allocated to this school | $28,213 | 28,213 |

| Federal Programs | Preliminary Allocation (Fall) | Amount Allocated in SPSA |
|---|---|---|
| **Title I, Part A: Allocation (IUSD schools are School Wide)**<br>Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement.<br>Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. | $0.00 | |
| **Title III Centralized Services Allocated - EL and Immigrant Students**<br>Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students. | $0.00 | |
| Total amount of federal categorical funds allocated to this school | $0 | |
| Total amount of state and federal categorical funds allocated to this school | $28,213 | $28,213 |

# Section 2: Goals, Strategies, & Proposed Expenditures

# Goal 1

## Goal Statement

Creekside High School students will ALL attain proficiency in content standards as measured by site and state assessments including but not limited to CAASPP, ELPAC, college and career indicators, and site common assessments.  We will ensure educational equity and just outcomes for all students.

**LCAP Goal:** This school goal supports which of the following District LCAP Goals: (select all that apply)

X  LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X  LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X  LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Creekside CAASPP ELA | 14.28% met or exceeded standards | 20% met or exceeded standards |
| Creekside CAASPP Math | 4.88% met or exceeded standards | 10% met or exceeded standards |
| Graduation Rate | 89.2% of students graduated. The two significant subgroups graduation rates: 83.9% White and 90.7% socio-economically disadvantaged. | Increase by 5% for all subgroups and overall |
| College/Career Readiness | 6.99% met A-G requirements; 74.13% on track for meeting English graduation requirements; 94.78% on track for meeting math graduation requirements; 91.79% on track for meeting Science Graduation requirements | 10% meet A-G requirements and 95% of on track for meeting English, Math, and Science graduation requirements. |
| ELPAC | 27.27% were Level 3 or higher on ELPAC | Increase level 3 or higher by 10% |
| Site Common Assessments | For Math 1 and Math 2, all quizzes and unit tests are common.<br><br>Math 1 Common Assessment data by units:<br>Unit 1: CHS (61%), SJHS (81%); Unit 2: CHS (72%), SJHS (79%); Unit 3: CHS (75%), SJHS (76%); Unit 5: CHS (71%), SJHS (84%); Unit 6: CHS (58%), SJHS (66%) | Ensure that all students are reaching mastery on all summative assessments in Math.   The math department will be using the same curriculum planners and common assessments at both CHS and SJHS.  The math department will be using PLC time to review student results and develop plans for re-teaching (Tier 2). |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| | Math 2 Common Assessment data by units: Unit 1: CHS (77%), SJHS (75%); Unit 2: CHS (72%), SJHS (81%); Unit 3: CHS (62%), SJHS (80%); Unit 4: SJHS (82%); Unit 6: CHS (85%), SJHS (78%); Unit 7: CHS (54%), SJHS (71%); Unit 8: SJHS (76%)<br><br>For Science, the following common assessment data was shared:<br>Science 7 Chemical Reactions 80%<br>Science 8-1 Forces & Motion, Defining & Delimiting Engineering Problems 54.16%<br>Science 8-3    Human Impact    50%<br>Science 8-3 The Universe & Its Stars, Earth & the Solar System 64.71%<br>Science 8-4 Natural Selection 92.85%<br>Science 8-5 Evidence of Common Ancestry & Diversity 92%<br>Science 8-6 Waves 62.5%<br>CHS Chem Energy 7% Proficient/43 % Approaching<br><br>For English, the team shared the following about common assessments: We have not reached this point in our PLC work as we have been working on strengthening our curriculum and working on creating our common assessments.<br>English 1: Unit 2-SJHS 95%, CHS 72%; Unit 3-SJHS 94%, CHS 94%<br>English 2: Unit 1-SJHS 82%, CHS 84%; Unit 2-SJHS 83%, CHS 81%; Unit 3-SJHS 94%, CHS 78%<br>English 3: Unit 2-SJHS 82%, CHS 93%; Unit 3-SJHS 91%, CHS 74%<br>English 4: Unit 3-SJHS 53%, CHS 65%<br><br>The Social Studies PLC administered and evaluated 4, quarterly common assessments for the 2022/23 school year.  Courses that had multiple teachers (US History, World History, and Economics) were able to have common content-based assessments and our singleton Middle School US History teacher worked individually on | The Science department will create at least one formative or summative common assessment per unit on one essential standard that both CHS and SJHS students will take.  CHS and SJHS will administer district common assessments.  The science team will share data and discuss results to inform teaching and learning.<br><br>The English department will have one common assessment per unit (one per quarter) and will be using PLC time to look at student work with greater fidelity.<br><br>The Social studies department will use the same curriculum planners and common assessments at both CHS and SJHS.  The department will analyze common assessment data and use it to inform instruction and Tier 2 interventions.<br><br>World Language: The team continues to collaborate with PLC team members across the district on common assessments in Spanish, French and Korean. |

| **Metric/Indicator** | **Baseline** | **Expected Outcome** |
|---|---|---|
| | targeted standards through the learning cycle of assessment. Each team analyzed assessment data for selected essential standards using data protocols for representative samples (Data moments) and whole class data (Interpreting common assessment data) on essential standards.<br><br>According to common assessment results in Economics, the percentage of students able to demonstrate mastery on essential standards each quarter through common assessments are as follows:  Q1  50%  CHS  85  % IVA   Q2  56% CHS  71 % IVA   Q3 60 %  CHS only 2nd semester    Q4  82% CHS only 2nd semester<br><br>According to common assessment results in World History, the percentage of students able to demonstrate mastery on essential standards each quarter through common assessments are as follows: Q1 65% Q2 75% Q3 80% Q4 90%<br><br>According to common assessment results in US History, the percentage of students able to demonstrate mastery on essential standards each quarter through common assessments are as follows: Q1 80% Q2 85% Q3 95% Q4 90%<br><br>According to assessment results in MS US History, the percentage of students able to demonstrate mastery on essential standards each quarter through assessments analysis are as follows: Q1 92%  Q2 83% Q3 90%<br><br>World Language: All Unit tests and Final Exams for Spanish 1 are common.<br>Common Assessment data by unit:<br>Unit 1: Writing (89%), Unit 1: Reading (90%), Unit 1: Writing (98%), Unit 2: Reading #1 (85%), Unit 2: Reading/Listening (88%), Fall Final Exam: Speaking (94%), Fall Final Exam: Reading (88%), Unit 4: Listening (87%), Unit 4: Reading #1 (91%), Unit 4: Reading #2 (90%), Unit 4: Writing (96%) | |

| **Metric/Indicator** | **Baseline** | **Expected Outcome** |
| --- | --- | --- |
| | | |

# Goals, Strategies, & Proposed Expenditures

# Goal 2

## Goal Statement

Creekside High School will cultivate a positive school culture, increase stakeholder engagement and increase systems of support to ensure student personal and academic growth.

**LCAP Goal:** This school goal supports which of the following District LCAP Goals: (select all that apply)

X  LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X  LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X  LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Annual Survey | Sample Size: Only 11% of 66 respondents were parents while 50% of 66 respondents were students.<br><br>Based on the 22-23 Annual Survey, 55% of students agreed that their family feels welcome participating in school activities.  Staff reported that 95% feel that the school supports effective communication between teachers and parents.  Staff reported that 95% agree that the school provides translation and interpretation services to families who need them.<br><br>53% of students felt a sense of community on campus and 73% of students reported that they enjoy going to school.  67% of students reported that teachers acknowledge and make an effort to connect with them.<br><br>Students (62%) and Staff (90%), agreed that the school supports students of different races, ethnicities, and cultures. Students (60%) and Staff (91%), agreed that the school supports students of | Increase by 5% sense of community and increase parent involvement by 5%. Increase equity and inclusion indicators by 5%. |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| | different gender identities and expressions. Students (64%) and Staff (90%), agreed that the school supports students of different sexual orientations.  Students (64%) and Staff (95%), agreed that the school supports students of different religions.  Students (57%) and Staff (95%), agreed that the school supports students of different disability statuses. Students (60%) and Staff (91%), agreed that the school supports students of different family income levels. Students (57%) and Staff (86%), agreed that the school works to understand families backgrounds and cultures.<br><br>75% of students feel that staff at the school treat students with respect.  Additionally there was a low percentage of students who reported experiencing racism at school (21% agreed). | |
| Chronic Absenteeism | 82.5% of students are considered chronically absent | Decrease chronic absenteeism rate by 5% |
| Parent participation in school activities | Creekside parent participation in PTSA and SSC has not shown growth despite outreach through multiple pathways. | Increase parent participation in PTSA and School Site Council. |
| MTSS | Teachers have set classroom commitments in place, more work is needed in explicitly teaching, prompting and pre correcting.  Teachers are not always utilizing Tier 1 strategies in the classroom. | Improve in the areas of growth: explicitly teaching what classroom commitments look like and prompting and pre-correcting prior to transitions; designing a classroom management system by integrating best practices; using collaborative structures that require all students to communicate, cooperate, share responsibility and problem-solve. |
| Suspension Rate | The overall suspension rate was 19.7%. Subgroup suspension rates include: Hispanic 20%; Socioeconomically disadvantaged 16.8, students with disabilities 18.4%, and White 26.9%. | Reduce overall suspension rate by 5%. Exit ATSI for suspension rate by meeting state APSI exit criteria of decreasing by at least 0.1 overall and all subgroups. |

# Goals, Strategies, & Proposed Expenditures

# Goal 3

## Goal Statement

Creekside High School students will be college and career ready.

**LCAP Goal:** This school goal supports which of the following District LCAP Goals: (select all that apply)

X  LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X  LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X  LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| College and Career Readiness | 6.99% met A-G requirements; 74.13% on track for meeting English graduation requirements; 94.78% on track for meeting math graduation requirements; 91.79% on track for meeting Science Graduation requirements | 10% meet A-G requirements and 95% of on track for meeting English, Math, and Science graduation requirements. |
| Chronic Absenteeism Rate | 82.5% of students are considered chronically absent | Decrease chronic absenteeism rate by 5% |
| Graduation Rate | 78.8% of students graduated and by subgroup: 79.6% socio-economically disadvantaged, 66.7% students with disabilities, 84.6% African American, 86.2% Hispanic, 76.9% White | Increase by 5% for all subgroups and overall |

# Goals, Strategies, & Proposed Expenditures

# Goal 4

## Goal Statement

Creekside High School teachers will work collaboratively in PLC teams using the TLC process in order to improve student learning

**LCAP Goal:** This school goal supports which of the following District LCAP Goals: (select all that apply)

X  LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X  LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X  LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| PLC Team Common Assessments | For Math 1 and Math 2, all quizzes and unit tests are common.<br><br>Math 1 Common Assessment data by units:<br>Unit 1: CHS (61%), SJHS (81%); Unit 2: CHS (72%), SJHS (79%); Unit 3: CHS (75%), SJHS (76%); Unit 5: CHS (71%), SJHS (84%); Unit 6: CHS (58%), SJHS (66%)<br><br>Math 2 Common Assessment data by units:<br>Unit 1: CHS (77%), SJHS (75%); Unit 2: CHS (72%), SJHS (81%); Unit 3: CHS (62%), SJHS (80%); Unit 4: SJHS (82%); Unit 6: CHS (85%), SJHS (78%); Unit 7: CHS (54%), SJHS (71%); Unit 8: SJHS (76%)<br><br>For Science, the following common assessment data was shared:<br>Science 7 Chemical Reactions 80%<br>Science 8-1 Forces & Motion, Defining & Delimiting Engineering Problems 54.16%<br>Science 8-3    Human Impact    50% | Ensure that all students are reaching mastery on all summative assessments in Math.   The math department will be using the same curriculum planners and common assessments at both CHS and SJHS.  The math department will be using PLC time to review student results and develop plans for re-teaching (Tier 2).<br><br>The Science department will create at least one formative or summative common assessment per unit on one essential standard that both CHS and SJHS students will take.  CHS and SJHS will administer district common assessments.  The science team will share data and discuss results to inform teaching and learning.<br><br>The English department will have one common assessment per unit (one per quarter) and will be using PLC time to look at student work with greater fidelity.<br><br>The Social studies department will use the same curriculum planners and common assessments at |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| | Science 8-3 The Universe & Its Stars, Earth & the Solar System 64.71%<br>Science 8-4 Natural Selection 92.85%<br>Science 8-5 Evidence of Common Ancestry & Diversity 92%<br>Science 8-6 Waves 62.5%<br>CHS Chem Energy 7% Proficient/43 % Approaching<br><br>For English, the team shared the following about common assessments: We have not reached this point in our PLC work as we have been working on strengthening our curriculum and working on creating our common assessments.<br>English 1: Unit 2-SJHS 95%, CHS 72%; Unit 3-SJHS 94%, CHS 94%<br>English 2: Unit 1-SJHS 82%, CHS 84%; Unit 2-SJHS 83%, CHS 81%; Unit 3-SJHS 94%, CHS 78%<br>English 3: Unit 2-SJHS 82%, CHS 93%; Unit 3-SJHS 91%, CHS 74%<br>English 4: Unit 3-SJHS 53%, CHS 65%<br><br>The Social Studies PLC administered and evaluated 4, quarterly common assessments for the 2022/23 school year.  Courses that had multiple teachers (US History, World History, and Economics) were able to have common content-based assessments and our singleton Middle School US History teacher worked individually on targeted standards through the learning cycle of assessment. Each team analyzed assessment data for selected essential standards using data protocols for representative samples (Data moments) and whole class data (Interpreting common assessment data) on essential standards.<br><br>According to common assessment results in Economics, the percentage of students able to demonstrate mastery on essential standards each quarter through common assessments are as follows:   Q1  50%  CHS  85  % IVA    Q2  56% | both CHS and SJHS.  The department will analyze common assessment data and use it to inform instruction and Tier 2 interventions.<br><br>World Language: The team continues to collaborate with PLC team members across the district on common assessments in Spanish, French and Korean. |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| | CHS  71 % IVA    Q3 60 %  CHS only 2nd semester    Q4  82% CHS only 2nd semester<br><br>According to common assessment results in World History, the percentage of students able to demonstrate mastery on essential standards each quarter through common assessments are as follows: Q1 65% Q2 75% Q3 80% Q4 90%<br><br>According to common assessment results in US History, the percentage of students able to demonstrate mastery on essential standards each quarter through common assessments are as follows: Q1 80% Q2 85% Q3 95% Q4 90%<br><br>According to assessment results in MS US History, the percentage of students able to demonstrate mastery on essential standards each quarter through assessments analysis are as follows: Q1 92%  Q2 83% Q3 90%<br><br>World Language: All Unit tests and Final Exams for Spanish 1 are common.<br>Common Assessment data by unit:<br>Unit 1: Writing (89%), Unit 1: Reading (90%), Unit 1: Writing (98%), Unit 2: Reading #1 (85%), Unit 2: Reading/Listening (88%), Fall Final Exam: Speaking (94%), Fall Final Exam: Reading (88%), Unit 4: Listening (87%), Unit 4: Reading #1 (91%), Unit 4: Reading #2 (90%), Unit 4: Writing (96%) | |
| CAASPP | In 21-22, 42.86% did not meet standards in ELA and 14.28% met or exceeded standards in ELA<br><br>In 21-22, 4.88% me standards in Math and 85.37% did not meet standards. | Increase by 5% CAASPP ELA and Math meet or exceeded standards |

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Goal Statement

**LCAP Goal:** This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
| --- | --- | --- |

# Goals, Strategies, & Proposed Expenditures

## Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an "X" in the box under each goal for which the strategy or activity applies.

| | Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| 1. | PLC Teams implement Tier 1 interventions in the classroom with fidelity: Ensure a Guaranteed and Viable curriculum for all students. PLC teams routinely utilize The Learning Cycle and use data from common assessments to inform instruction and identify students needing intervention and measure student progress towards proficiency | all students | Teachers, PLC Facilitator Coaches, Administration | LCAP B    1000 | X | X | X | X | |
| 2. | PLC teams collaboratively design instruction using AVID strategies, differentiation strategies, and engagement strategies. | all students | Teachers, PLC Facilitator Coaches, Administration | LCAP B    1000 | X | X | X | X | |
| 3. | Allocate Instructional assistant support for English Learners in the general education classroom. | all students | Administration | LCAP S    8140 | X | X | X | | |
| 4. | Implement relevant professional development opportunities to support student achievement with a focus on: AVID GVC Differentiation Engagement | all students | Administration, PLC Facilitator Coaches; PBIS Team | LCAP B    1000 | X | X | X | X | |

| | Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|---|---|
| 5. | Implement effective supports in the general education classroom for English Language Learners and Students with Disabilities through a collaborative teaching model | all students | Administration, Counselors, Teachers, Instructional Assistants | LCAP B | 3200 | X | X | X | | |
| 6. | Targeted socio-emotional intervention and executive functioning skill development embedded into advisement/school success | all students | administration, counselor, teacher | LCAP B | 500 | X | X | X | X | |
| 7. | Implement and refine AVID as a schoolwide instructional strategy to improve student achievement and college/career readiness | all students | administration, teachers | LCAP B<br>Lottery | 500<br>1090 | X | X | X | X | |
| 8. | Develop and implement parent/student workshops through college and career specialist | all students | college and career specialist, counselor, administration | LCAP B | 1000 | | X | X | | |
| 9. | Ensure that CHS is a place where all students belong.  Ensure a just and equitable process of referrals to include positive opportunities and advantages of attending alternative education programs. | all students | administration, counselor | LCAP B | 500 | | X | | | |
| 10. | Utilize universal screening to identify students with socio-emotional needs | all students | administration, counseling | LCAP B | 500 | | X | | X | |
| 11. | Ensure equitable access to A-G courses for all students<br><br>Offer credit recovery within the bell schedule<br><br>increase CTE Pathway completers | All students | Teachers, administration, counselor | LCAP B | 1762 | X | X | X | X | |

| | Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| 12. | Prioritize master schedule for SPED and ELD students and identify/implement classes to support such students as needed. | SPED and EL students | Administration, Counselors | LCAP B | 1000 | X | X | | X | |
| 13. | Expand CTE/ROP course offering enrollment and IVC dual enrollment course enrollment for students both within bell and after bell | all students | Administration | LCAP B | 500 | | X | X | | |
| 14. | Improve communication with families to ensure stakeholder input into governance of school as well as college and career readiness and overall engagement.<br><br>Support and promote student and parent organizations that increase connections among families, support personal belonging, promote cultural identity and support the development of schoolwide cultural competency | all students | administration, counseling, college and career technician, teachers, parents, community members | LCAP B | 1000 | | X | X | | |
| 15. | Staff at Creekside/San Joaquin HS continue to involve all staff to build and grow the school community and culture and increase parent/student involvement to foster a positive, engaging learning environment.<br><br>Increase student inclusion in extra-curricular activities and learning/credit opportunities by: | all students | Administration, Counselors, ROP Liason to site, Leadership teachers | LCAP B | 2021 | | X | X | X | |

| | Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|---|
| | • Increased ROP offerings on campus during the school day and after bell<br>• ROP liaison on campus each week<br>• Increase student awareness of opportunities to play sports at home high school (if eligible)<br>• College and Career dedicated staff member<br>• Increase ROP awareness with classroom visits by ROP liaison<br>• ASB, yearbook and other leadership opportunities for students | | | | | | | | |
| 16. | Develop within bell Tier 1, 2 and 3 intervention. | all students | administration, team leads, teachers | LCAP B 500 | X | X | X | X | |
| 17. | Identify and implement instructional strategies that promote belonging and honor student identity and experience | all students | administration, teachers, counselors | LCAP B 500 | X | X | X | | |
| 18. | Schoolwide implementation and refinement of standards based grading mindsets. Teachers will implement common grading practices that ensure hope, efficacy and achievement | all students | administration, teachers | LCAP B 500 | X | X | X | X | |
| 19. | Comprehensive counseling program to support student | all students | counseling | LCAP B 1000 | X | X | X | X | |

| | Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|---|
| | learning with progress monitoring to ensure support and intervention. <br><br> • School success/advisement curriculum (SEL and executive functioning skills) <br> • Quarterly counselor guidance lessons <br> • Quarterly academic plans developed and revised with counselor and student <br> • GVC and common assessments <br> • Counselor workshops <br> • career interest and post secondary | | | | | | | | |
| 20. | Staff at Creekside/San Joaquin HS increase mental health resources available to students on campus to ensure all students are ready and able to learn. <br><br> Targeted socio-emotional intervention imbedded into the school day. | all students | administration, teachers, counseling | LCAP B       1000 | | X | | | |

# Section 3: Supporting LCAP targeted student groups

**English Language Learners:**

How does this plan support the unique needs of English Language Learners at your site?  How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
   1. Create a culturally and linguistically responsive learning environment
   2. Include parent and family engagement that enhances learning support for their children
   3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
   4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
   5. Provide authentic practice and application for oral and written language skills development
3. Staff use formative assessment to:
   1. Understand, monitor, support, and report student learning and acquisition of language
   2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

Included in this plan to support English Learners within the general education classroom through a push in approach with instructional assistants and collaborative teacher teams. Additionally the plan includes professional development for teachers to continue to grow in the use of strategies to support English Learners.  The plan also includes supports such as prioritizing the master schedule to support the needs of English Learners and the offering of classes such as IVC dual enrollment and CTE/ROP.  Professional development for teachers on Tier 1,2 and 3 intervention to support all students. Additionally, we have a 20 hour per week English Language Learner aide on campus to support students in their general education classes.

**Low-Income/Foster Youth Students:**

How does this plan support the unique needs of low-income/foster youth students at your site?  How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
   1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
   2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards.  This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

In partnership with our district prevention and intervention department, Creekside HS works to provide services and resources to our low income and foster youth families. In addition, Creekside High School has an intensive multi-tiered model of support to prevent and address behaviors not conducive to student learning.

The counselors at Creekside High School build awareness of postsecondary opportunities through guidance lessons, individual meetings with students and parents, information sessions on post-secondary options, post-secondary literature and information, career fairs, and field trips to local post-secondary institutions.
We will be providing quarterly professional development to our teachers around differentiation methods and strategies.

To school transportation is provided for students living 3 or more miles away from campus.

All of the Creekside students are able to access free breakfast and lunch on campus.

Students are supported through within bell intervention and credit recovery.

# Addendum

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

## Instructions

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

**Involvement Process**: Directions included in document.

**Impact of stakeholder consultations**: How did the engagement process impact the final SPSA plan?

**School Site Council Membership**: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

**English Learner Advisory Committee (ELAC)**: All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

### 2.    Needs Assessment
**LCAP Goal #1 Summary of Analysis**: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard.  Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
**CA Dashboard (Required)**
Universal Screening Assessments (K-8)
District End of Course Exams
Common Formative Assessments

Questions to Consider:
Are there any content areas or grade levels that may benefit from additional support?
Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

**LCAP Goal #2 Summary of Analysis**: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis.  Below are possible data sources and questions to consider:

Relevant Data Sources:
BrightBytes Survey
School technology access
Professional Learning Plan

Questions to Consider:
What additional tools, resources, or trainings might be needed?
What needs would these tools, resources or trainings serve and for whom?

**LCAP Goal #3 Summary of Analysis**: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis.  This section must include a reference to data from the Annual Survey.  Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
**Annual Survey (Required)**
Office discipline referrals (SWIS Data), suspensions and expulsions
Attendance data
Site based surveys (PLC implementation, PBIS Self-Assessment Survey)
Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:
What are some areas of potential growth within our school culture and climate?
What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?
How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

**LCAP Goal #4 Summary of Analysis**: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis.  This section must include a reference to data from the Annual Survey.  Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
**Annual Survey (Required)**
SSC participation and attendance at PTA Meetings
Communication plans or site procedures
Community partnerships

Questions to Consider:
What aspects of communication and parent engagement might be improved?
What strategic alliances are in place to support our school vision?  Are any additional alliances needed?

**Areas in Which School Has Made Progress**: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

**Prioritize Two or More Key Areas of Need to Address this Year**: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school.  These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals.  Each key area may include multiple strategies within your school plan.

## 3.      Goals, Strategies and Proposed Expenditures

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

**LCAP Goal**:  Identify which LCAP goal(s) this site goal supports.

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

**Planned Strategies and Activities**:

1.      Strategy/Activity Description: Describe the strategies and activities being provided to meet the described goal.  Strategies and activities that are implemented to achieve the identified goal may be grouped together.  A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.(Each goal can have one or more identified strategies and/or actions.)
    **\*Title 1 Schools**: A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

3.  <u>Person(s) Responsible</u>: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.

**4.** <u>Proposed Expenditure and Funding Source</u>: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget (drop down menu under Funding Source).

## 5.  Supporting Targeted Groups
Directions included in the document.

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

The budget summary should be completed as follows:

1.  **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)

2.  **Funds Allocated in Plan**: Total Funds site has allocated for strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. (Data collected from funds allocated in your plan.)

### Title I
The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves $5,000 for these purposes annually.

### Title III – LEP and Immigrant
The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

### Programs Included in this Plan (Allocation as of Fall)
The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

### Analysis
Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
*   Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
*   Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
*   Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
*   Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

# Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

# Appendix B: School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| **Grade** | **Number of Students** | | |
| | **20-21** | **21-22** | **22-23** |
| **Grade 10** | | | 1 |
| **Grade 11** | 27 | 30 | 26 |
| **Grade 12** | 57 | 79 | 55 |
| **Total Enrollment** | 84 | 109 | 82 |

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **English Learners** | 12 | 19 | 7 | 14.3% | 17.4% | 8.5% |
| **Fluent English Proficient (FEP)** | 12 | 15 | 19 | 14.3% | 13.8% | 23.2% |
| **Reclassified Fluent English Proficient (RFEP)** | 2 | | | 16.7% | | |

# School and Student Performance Data

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

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 56 | 42 | | 13 | 42 | | 13 | 42 | | 23.2 | 100.0 | |
| All Grades | 56 | 42 | | 13 | 42 | | 13 | 42 | | 23.2 | 100.0 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 2460. | 2508. | | 0.00 | 4.76 | | 7.69 | 9.52 | | 38.46 | 42.86 | | 53.85 | 42.86 | |
| All Grades | N/A | N/A | N/A | 0.00 | 4.76 | | 7.69 | 9.52 | | 38.46 | 42.86 | | 53.85 | 42.86 | |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | * | 4.76 | | * | 61.90 | | * | 33.33 | |
| All Grades | * | 4.76 | | * | 61.90 | | * | 33.33 | |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | * | 2.38 | | * | 52.38 | | * | 45.24 | |
| All Grades | * | 2.38 | | * | 52.38 | | * | 45.24 | |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | * | 2.38 | | * | 78.57 | | * | 19.05 | |
| All Grades | * | 2.38 | | * | 78.57 | | * | 19.05 | |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **Grade 11** | * | 7.14 | | * | 69.05 | | * | 23.81 | |
| **All Grades** | * | 7.14 | | * | 69.05 | | * | 23.81 | |

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 56 | 42 | | 11 | 41 | | 11 | 41 | | 19.6 | 97.6 | |
| All Grades | 56 | 42 | | 11 | 41 | | 11 | 41 | | 19.6 | 97.6 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 2441. | 2443. | | 0.00 | 0.00 | | 0.00 | 4.88 | | 18.18 | 9.76 | | 81.82 | 85.37 | |
| All Grades | N/A | N/A | N/A | 0.00 | 0.00 | | 0.00 | 4.88 | | 18.18 | 9.76 | | 81.82 | 85.37 | |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | * | 0.00 | | * | 19.51 | | * | 80.49 | |
| All Grades | * | 0.00 | | * | 19.51 | | * | 80.49 | |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | * | 0.00 | | * | 53.66 | | * | 46.34 | |
| All Grades | * | 0.00 | | * | 53.66 | | * | 46.34 | |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | * | 0.00 | | * | 41.46 | | * | 58.54 | |
| All Grades | * | 0.00 | | * | 41.46 | | * | 58.54 | |

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 11 | * | * | | * | * | | * | * | | 8 | 4 | |
| 12 | * | * | | * | * | | * | * | | 6 | 9 | |
| All Grades | | | | | | | | | | 14 | 13 | |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 11 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 12 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 14.29 | 7.69 | | 57.14 | 23.08 | | 21.43 | 53.85 | | 7.14 | 15.38 | | 14 | 13 | |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 11 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 12 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 78.57 | 23.08 | | 0.00 | 30.77 | | 21.43 | 30.77 | | 0.00 | 15.38 | | 14 | 13 | |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 11 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 12 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 14.29 | 0.00 | | 0.00 | 7.69 | | 64.29 | 53.85 | | 21.43 | 38.46 | | 14 | 13 | |

## Listening Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 11 | * | * | | * | * | | * | * | | * | * | |
| 12 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 7.14 | 0.00 | | 71.43 | 61.54 | | 21.43 | 38.46 | | 14 | 13 | |

## Speaking Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 11 | * | * | | * | * | | * | * | | * | * | |
| 12 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 100.00 | 55.56 | | 0.00 | 33.33 | | 0.00 | 11.11 | | 14 | 9 | |

## Reading Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 11 | * | * | | * | * | | * | * | | * | * | |
| 12 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 14.29 | 0.00 | | 42.86 | 46.15 | | 42.86 | 53.85 | | 14 | 13 | |

## Writing Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 11 | * | * | | * | * | | * | * | | * | * | |
| 12 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 14.29 | 7.69 | | 71.43 | 84.62 | | 14.29 | 7.69 | | 14 | 13 | |

# School and Student Performance Data

## Student Population

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

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

| 2021-22 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **109** | **61.5** | **17.4** | **0.9** |
| Total Number of Students enrolled in Creekside High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 19 | 17.4 |
| **Foster Youth** | 1 | 0.9 |
| **Homeless** | | |
| **Socioeconomically Disadvantaged** | 67 | 61.5 |
| **Students with Disabilities** | 28 | 25.7 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 13 | 11.9 |
| **American Indian** | | |
| **Asian** | 9 | 8.3 |
| **Filipino** | 1 | 0.9 |
| **Hispanic** | 40 | 36.7 |
| **Two or More Races** | 9 | 8.3 |
| **Pacific Islander** | 1 | 0.9 |
| **White** | 36 | 33.0 |

**Conclusions based on this data:**

**1.** Creekside has a significant socio-economically disadvantaged and students with disabilities student population.

**2.** Creekside's significant subgroups include Hispanic, African American and White with the largest subgroup being Hispanic (36.7%)

**3.** Our English learner population has grown and is 17.4%.

# School and Student Performance Data

## Overall Performance

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

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

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

### 2022 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts** | **Graduation Rate** | **Suspension Rate** |
| No Performance Level | Medium | Very High |
| **Mathematics** | | |
| No Performance Level | | |
| **English Learner Progress** | | |
| No Performance Level | | |
| **College/Career** | | |
| Not Reported in 2022 | | |

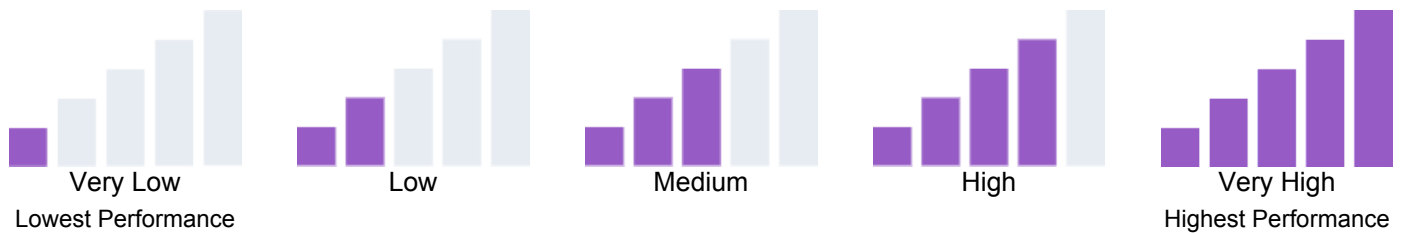**Conclusions based on this data:**

1. Creekside graduation rate is at medium level.

2. Creekside suspension rate is very high and an area of concern and focus.
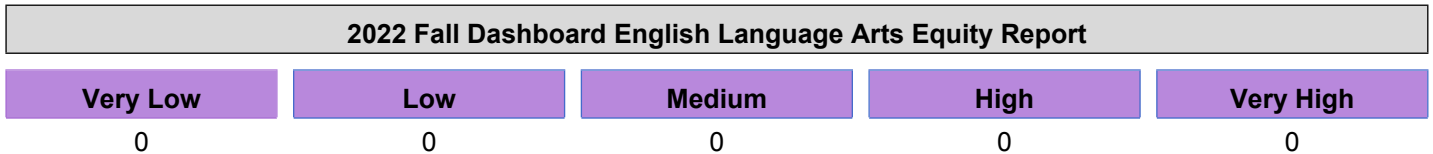
# School and Student Performance Data

## Academic Performance
## English Language Arts

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

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

| Very Low | Low | Medium | High | Very High |
|----------|-----|--------|------|-----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard English Language Arts Equity Report |||||
|----------|-----|--------|------|-----------|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| 0 | 0 | 0 | 0 | 0 |

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

| 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group |||
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| No Performance Level<br>67.7 points below standard<br>26 Students | No Performance Level<br>3 Students | No Performance Level<br>1 Student |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| | No Performance Level<br>66.2 points below standard<br>22 Students | No Performance Level<br>6 Students |

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

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Level | | No Performance Level | |
| 7 Students | | 2 Students | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| No Performance Level | No Performance Level | | No Performance Level |
| 9 Students | 5 Students | | 3 Students |
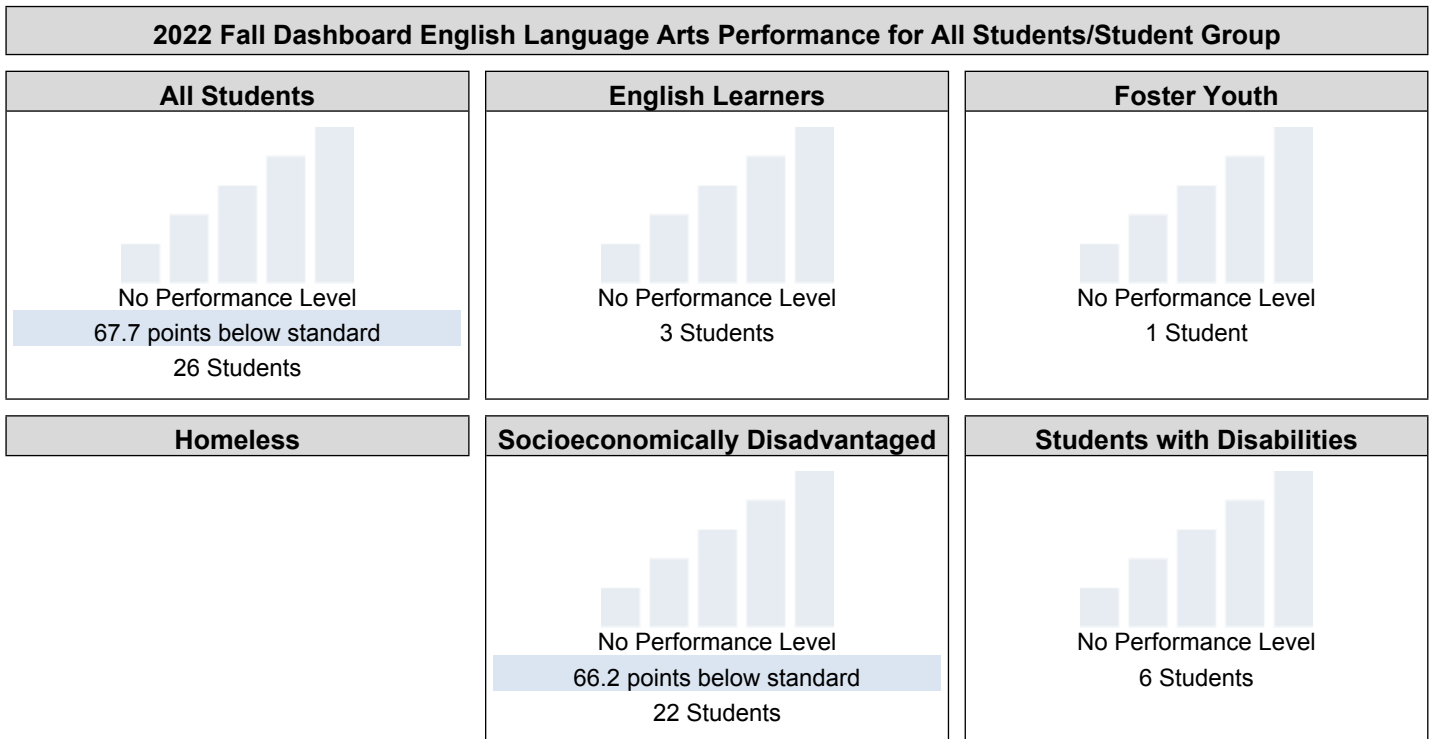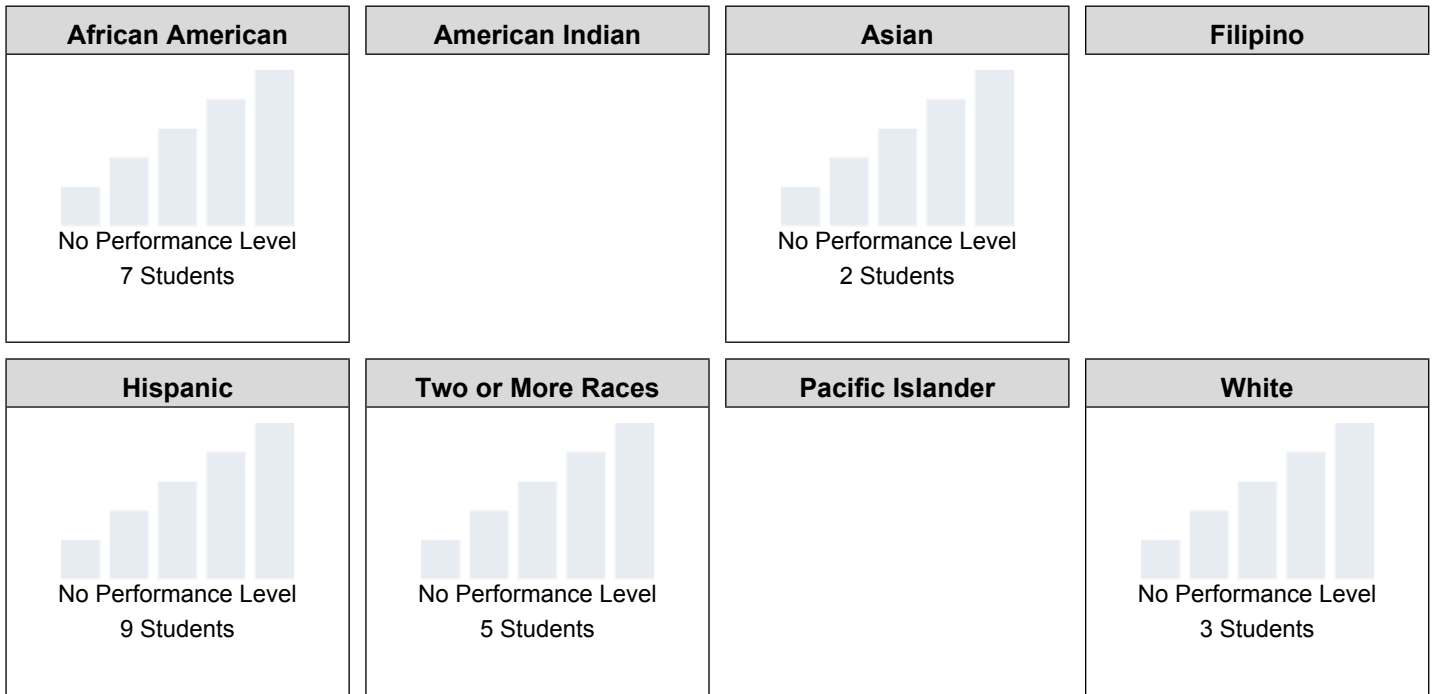
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

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

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 1 Student | 2 Students | 70.1 points below standard |
| | | 19 Students |

**Conclusions based on this data:**

**1.** Creekside ELA performance was 67.7 points below standard.

**2.** Socioeconomically disadvantaged students ELA performance was 66.2 points below standard.

**3.** There is a need to improve ELA performance at Creekside.

# School and Student Performance Data

## Academic Performance
## Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status leve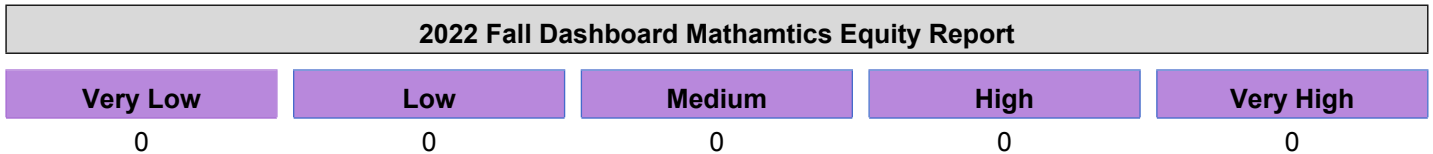ls (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
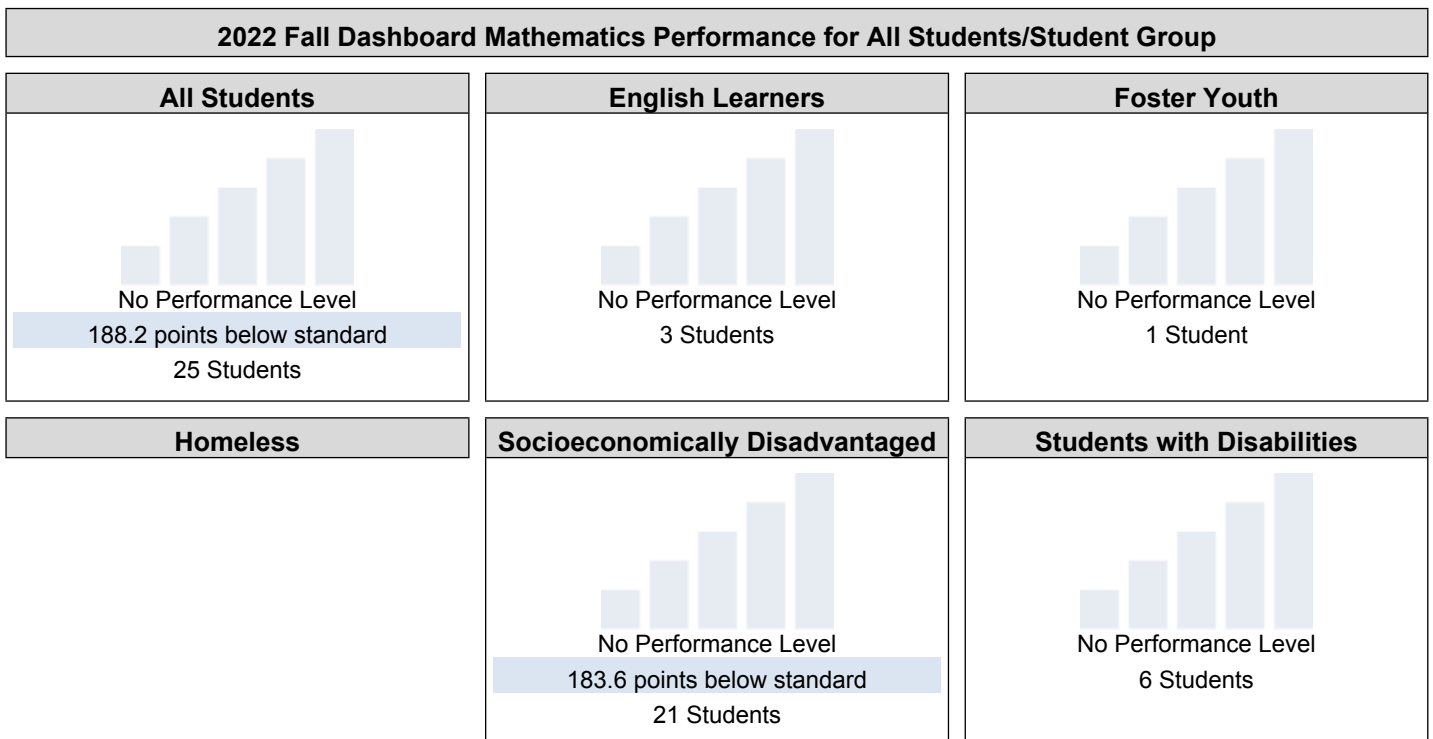
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |
|----------|-----|--------|------|-----------|

Lowest Performance                                          Highest Performance

This section provides number of student groups in each level.

| 2022 Fall Dashboard Mathamtics Equity Report | | | | |
|:---:|:---:|:---:|:---:|:---:|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| 0 | 0 | 0 | 0 | 0 |

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

| 2022 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|:---:|:---:|:---:|
| **All Students** | **English Learners** | **Foster Youth** |
| No Performance Level | No Performance Level | No Performance Level |
| 188.2 points below standard | 3 Students | 1 Student |
| 25 Students | | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| | No Performance Level | No Performance Level |
| | 183.6 points below standard | 6 Students |
| | 21 Students | |

## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Level<br>7 Students | | No Performance Level<br>2 Students | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| No Performance Level<br>9 Students | No Performance Level<br>5 Students | | No Performance Level<br>3 Students |
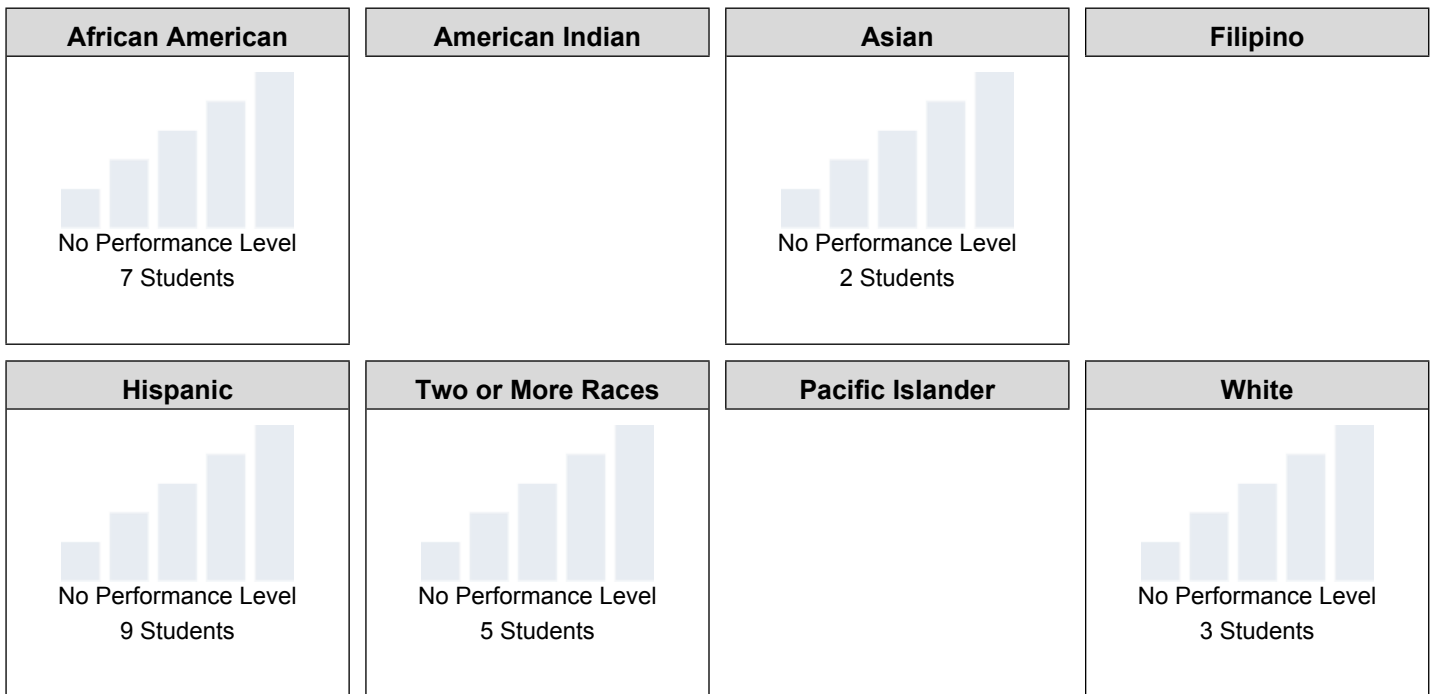
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 1 Student | 2 Students | 170.2 points below standard<br>18 Students |

**Conclusions based on this data:**

**1.** Creekside math performance was 188.2 points below standard for all students.

**2.** Socioeconomically disadvantaged math performance was 183.6 points below standard.

**3.** There is a need to improve math performance at Creekside.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

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

| 2022 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
| No Performance Level |
| making progress towards English language proficiency |
| Number of EL Students: 10 Students |
| Performance Level: No Performance Level |
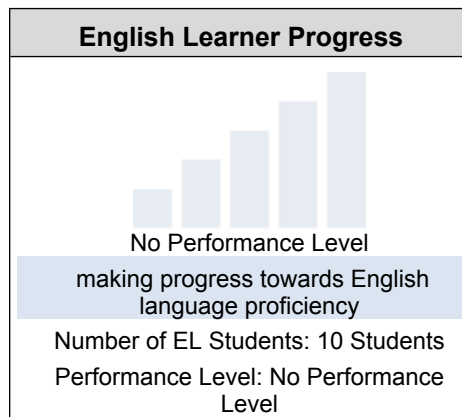
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2022 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| **Decreased One ELPI Level** | **Maintained ELPI Level 1, 2L, 2H, 3L, or 3H** | **Maintained ELPI Level 4** | **Progressed At Least One ELPI Level** |
| 0.0% | 0.0% | 0.0% | 0.0% |

**Conclusions based on this data:**

1. Creekside had 10 students who were English Language Learners and data was not reported.

# School and Student Performance Data

## Academic Performance
## College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

1. 6.99% met A-G requirements; 74.13% on track for meeting English graduation requirements; 94.78% on track for meeting math graduation requirements; 91.79% on track for meeting Science Graduation requirements
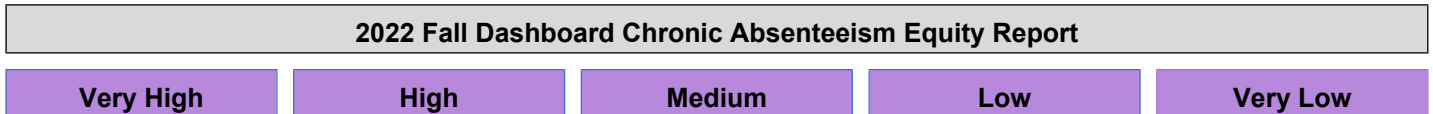
# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
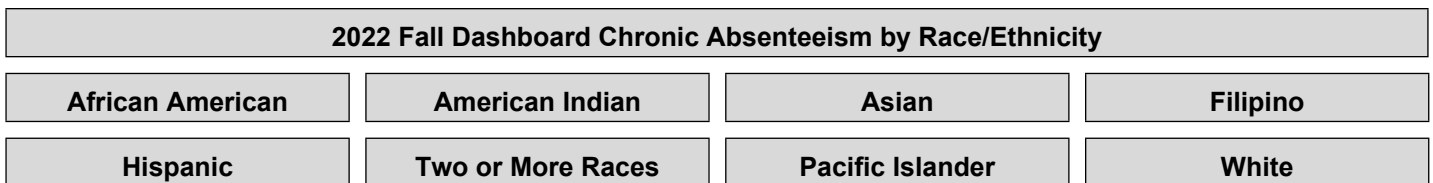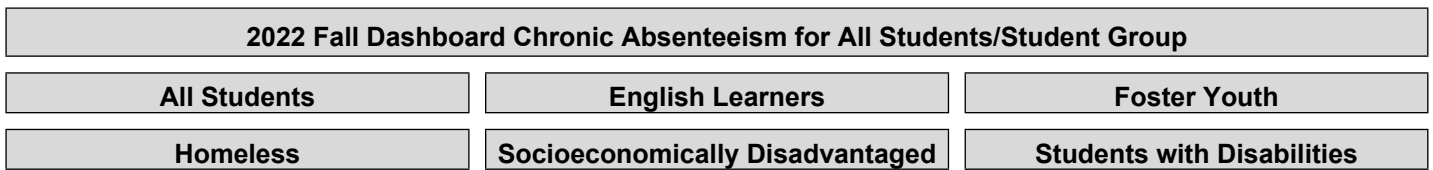
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |
|-----------|------|--------|-----|----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard Chronic Absenteeism Equity Report |
|---|

| Very High | High | Medium | Low | Very Low |
|-----------|------|--------|-----|----------|

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

| 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|--------------|------------------|--------------|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity |
|---|

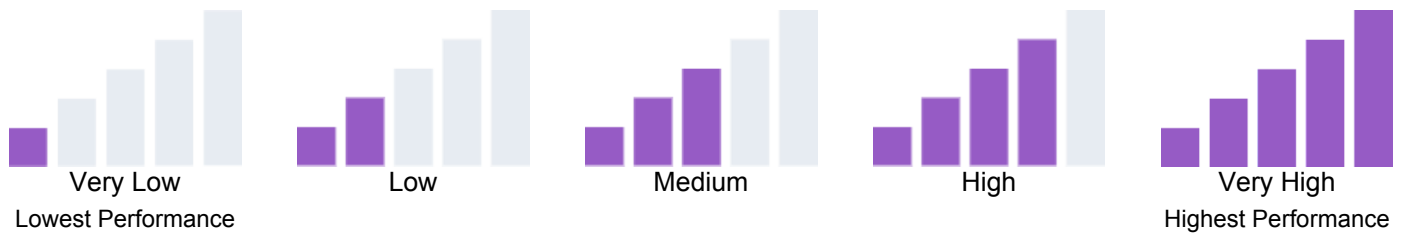| African American | American Indian | Asian | Filipino |
|------------------|-----------------|-------|----------|
| Hispanic | Two or More Races | Pacific Islander | White |

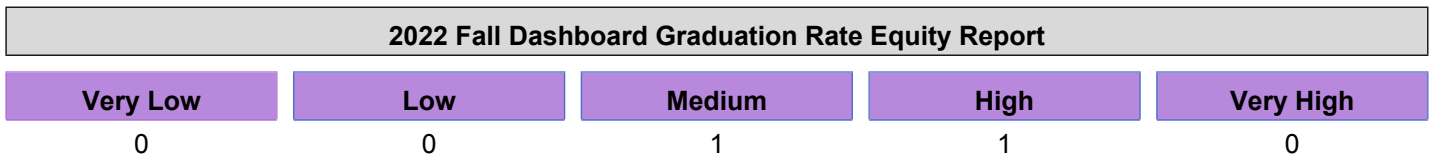**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
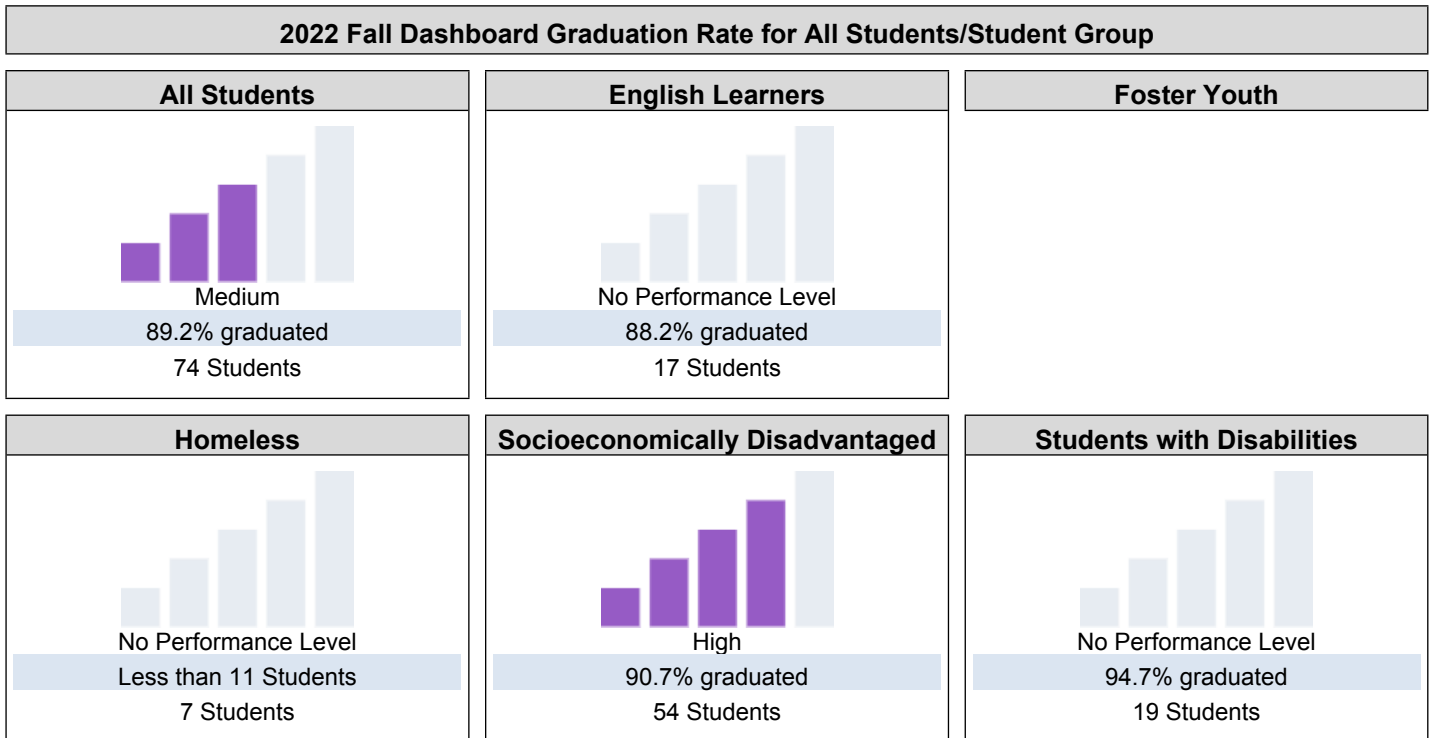## Graduation Rate

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



| Very Low | Low | Medium | High | Very High |
|----------|-----|--------|------|-----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| 0 | 0 | 1 | 1 | 0 |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2022 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Medium | No Performance Level | |
| 89.2% graduated | 88.2% graduated | |
| 74 Students | 17 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Level | High | No Performance Level |
| Less than 11 Students | 90.7% graduated | 94.7% graduated |
| 7 Students | 54 Students | 19 Students |

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Level | | No Performance Level | No Performance Level |
| Less than 11 Students | | Less than 11 Students | Less than 11 Students |
| 5 Students | | 6 Students | 1 Student |

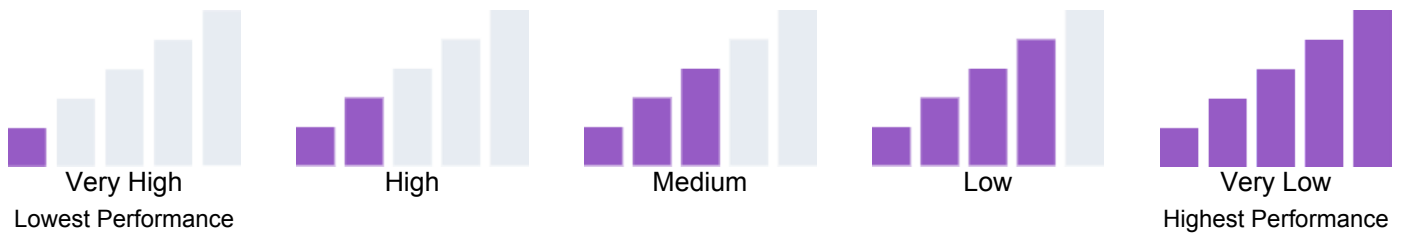| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| No Performance Level | No Performance Level | No Performance Level | Medium |
| 96.2% graduated | Less than 11 Students | Less than 11 Students | 83.9% graduated |
| 26 Students | 4 Students | 1 Student | 31 Students |

**Conclusions based on this data:**

**1.** Creekside graduation rate was 89.2% graduated with 74 graduates.

**2.** Creekside graduation rate for English Learners was 88.2% with 17 students and for socioeconomically disadvantaged the graduation rate was 90.7%

**3.** The only significant race/ethnic subgroup was white with a 83.9% graduation rate.
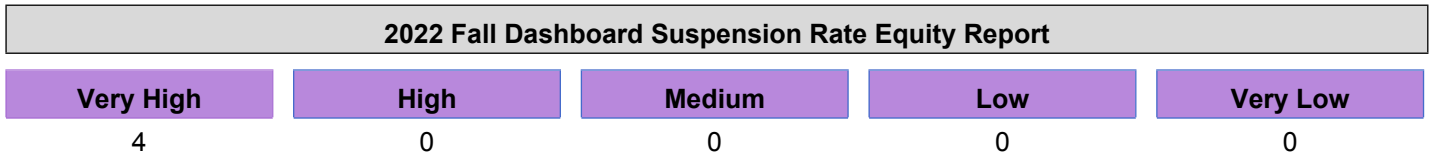
# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
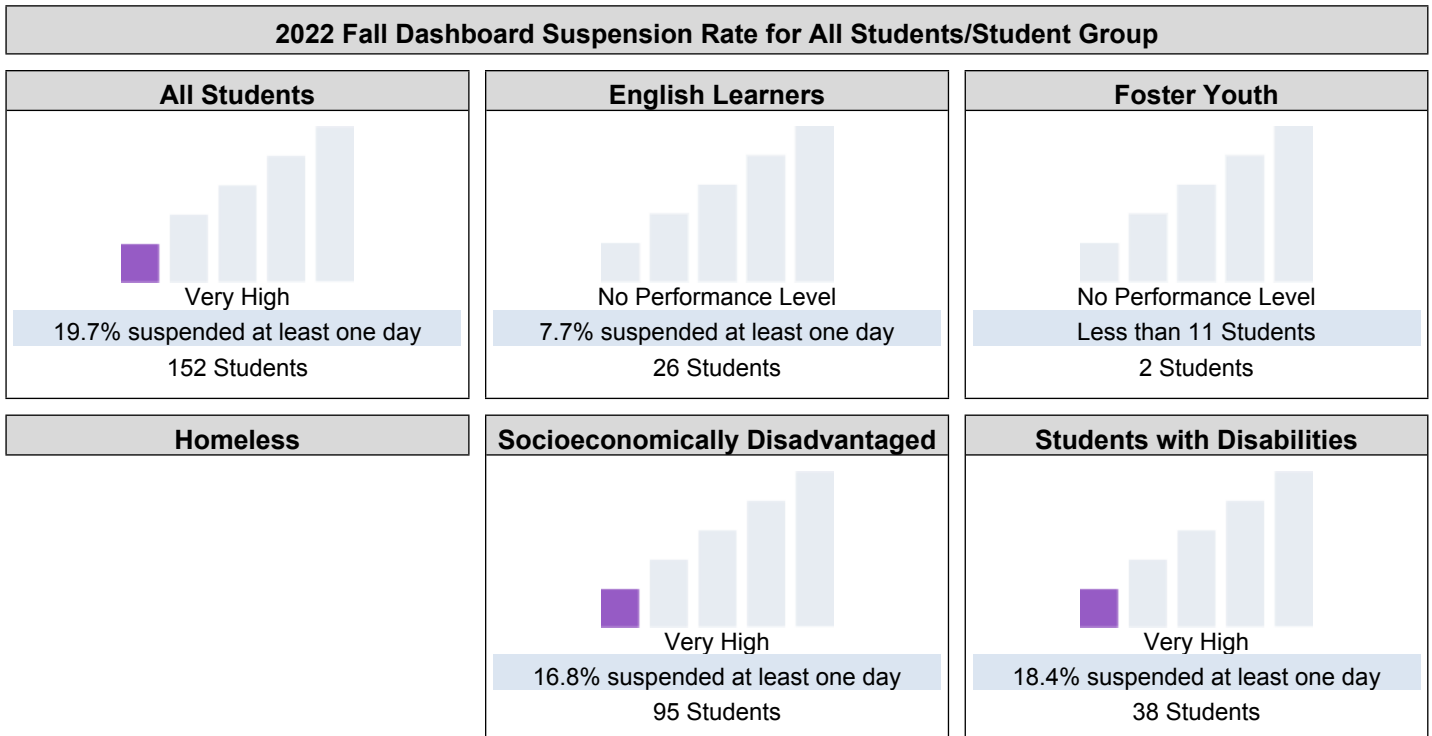
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
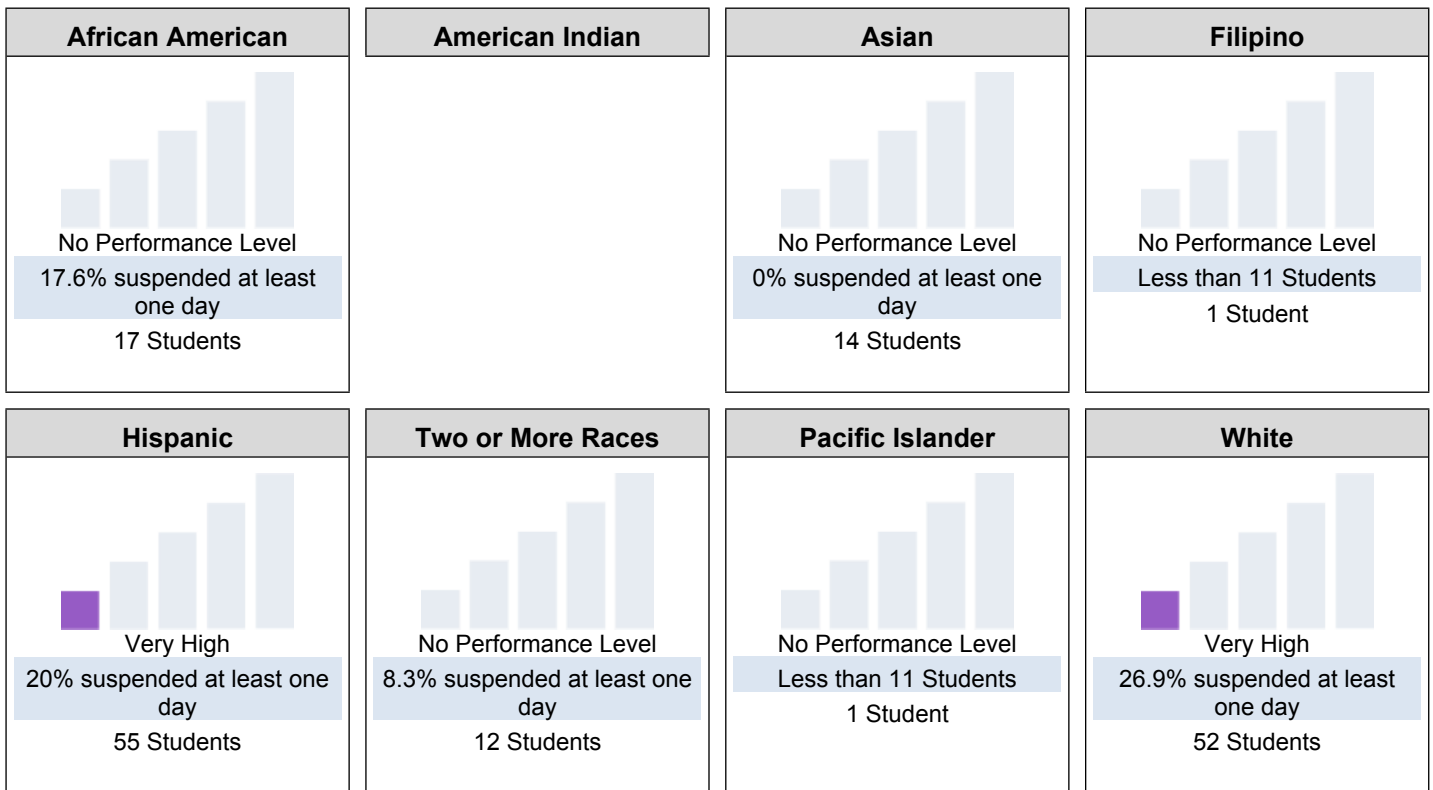


| Very High | High | Medium | Low | Very Low |
|-----------|------|--------|-----|----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

### 2022 Fall Dashboard Suspension Rate Equity Report

| Very High | High | Medium | Low | Very Low |
|-----------|------|--------|-----|----------|
| 4 | 0 | 0 | 0 | 0 |

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

### 2022 Fall Dashboard Suspension Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
|--------------|------------------|--------------|
| Very High | No Performance Level | No Performance Level |
| 19.7% suspended at least one day | 7.7% suspended at least one day | Less than 11 Students |
| 152 Students | 26 Students | 2 Students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|----------|--------------------------------|----------------------------|
| | Very High | Very High |
| | 16.8% suspended at least one day | 18.4% suspended at least one day |
| | 95 Students | 38 Students |

**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Level | | No Performance Level | No Performance Level |
| 17.6% suspended at least one day | | 0% suspended at least one day | Less than 11 Students |
| 17 Students | | 14 Students | 1 Student |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Very High | No Performance Level | No Performance Level | Very High |
| 20% suspended at least one day | 8.3% suspended at least one day | Less than 11 Students | 26.9% suspended at least one day |
| 55 Students | 12 Students | 1 Student | 52 Students |

**Conclusions based on this data:**

**1.** The suspension rates at Creekside are high and an area needing improvement.

**2.** The rate was 19.7% suspended at least one day for all students,16.8% suspended for socio-economically disadvantaged students, and 18.4% suspended for students with disabilities.

**3.** The rate was 20% suspended for Hispanic students and 26.9% suspended for White students.

Gifted and Talented Education Program Advisory Committee

Other committees established by the school or district (list):
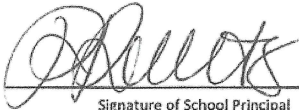
_____
Signature

_____
Signature

_____
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: 5/10/2023

Attested:

Rebecca Roberts
_____
Typed Name of School Principal

Kelly Rodgers
_____
Typed Name of SSC Chairperson

_____
Signature of School Principal

_____
Signature of SSC Chairperson

5/12/23
_____
Date

5/12/23
_____
Date

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

Other committees established by the school or district (list):

_____
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: May 10, 2023

Attested:

Rebecca Roberts
_____
Typed Name of School Principal

_____
Signature of School Principal

5/12/23
_____
Date

Kelly Rodgers
_____
Typed Name of SSC Chairperson

_____
Signature of SSC Chairperson

_____
Date

Gifted and Talented Education Program Advisory Committee

_____
Signature

_____
Signature

Other committees established by the school or district (list):

_____
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: 5/10/2023

Attested:

Rebecca Roberts
_____
Typed Name of School Principal

_____
Signature of School Principal

5/12/23
_____
Date

Kelly Rodgers
_____
Typed Name of SSC Chairperson

_____
Signature of SSC Chairperson

5/12/23
_____
Date

1. **Call to Order at 3:32**
   A. Meeting called to order at 3:32 pm by Rebecca Roberts

2. **Welcome/Introductions/Roll Call**

   Present:Rebecca Roberts rebeccaroberts@iusd.org - Administrator
   Kylene Carter KyleneCarter@iusd.org  - Administrator
   Sandra Komara sandraKomara@iusd.org   - Teacher
   Kathy Korbine KathyKobrine@iusd.org - Teacher
   Kaylah Ramirez  KaylaRamirez@iusd.or - College/Career Tech
   Sam Lane SamLane@iusd.org - Counselor
   Natalie Hamilton nataliehamilton@iusd.org  - Administrator
   Ana Resendiz  AnaResendiz@iusd.org - Admin Assistant
   Gabriela Barajas GabbyBarajas@iusd.org - Registrar
   Lauren Yadon LaurenYadon@iusd.org  - Counselor
   Mandy Liang - student
   Kelly Rodgers - Parent
   Anvi Murarka- student
   Advita Bathole -student
   Kevin Chang- student
   Jabob Sagun- student
   Mimi- parent

3. **Approval of minutes from 3/7/23**
   a. Kathy made a motion to approve the minutes. Kelly Rogers seconded the motion.  The minutes were approved by all.

4. **New Business**
   A. School Site Plan for 23-24
      a. Staff reviewed the LCAP process
      b. Kylene Carter reviewed the Creekside annual review and San Joaquin annual review
      Natalie Hamilton made a motion to approve the SPSA plan for Creekside HS. Sandra Komara seconded the motion.
       Sandra Komara made a motion to approve SPSA  for San Joaquin HS, Kelly Rogers seconded the motion. Both motions
       were approved by all.
   B. PTSA Updates
      a.  trying to reach our goal for Krisy Kreme fundraiser
      b. still looking for officers for next year , last PTSA meeting next Tuesday May 16th at 3:30PM

   C. Discuss other updates
      a. Counseling Updates
         a. CAASPP testing is done, ELPAC just finished up
         b. Focus on scheduling for next year
         c. Start the college application process for class of 2024
      b. College and Career Updates
         a. Workshops are still being conducted
         b. Meeting with students before the application deadline
      c. ASB update
         i. Teacher appreciation week
         ii. Mental health awareness week
         iii. Smore
      d. Creekside Leadership
         i. Prom on Friday 5/12/23 , 41 students attending from both CHS/SJHS

      e. Senior Activities
         i. Trip to Universal Studios on May 18
         ii. Awards Ceremony on May 22 (by invitation only)
         iii. SJHS/CHS Graduation on June 1 at NHS theater at 5:30PM
         iv. SJMS Promotion on June 2 at 10AM Learning center Room 1
         v. Senior Breakfast
         vi. Graduation rehearsal

**5.**      **Next Meeting Date**
      a.    **Next meeting in October-TBD**

**6.**      **Adjournment**
      a.    **Dr. Roberts adjourned the meeting at 3:50**

**1.**