

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Creekside High School	30-73650-3030129	May 8, 2024	June 25, 2024

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Creekside is a School-Wide Program and has been indicated as having Additional Targeted Support and Improvement. This school plan describes a School-Wide Program which includes strategies, actions, and services. It also provides Additional Targeted Support and Improvement for specific student groups.

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

This School wide Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	CAASPP data, CA dashboard data, ELPAC data
Strengths	There was growth in the percentage of students meeting/exceeding standards in 22-23 compared to 21-22. On CAASPP reading there was growth in the percentage above standards (4.76 to 6.38). In writing, there was growth in the percentage above standards (2.38 to 6.38). Over 80% of students were above, at, or near standard in listening. Almost 75% of students were above, at or near standard in research/inquiry.
Areas for Growth	Only 17.01% of students met or exceeded standards in ELA on CAASPP. Creekside needs to improve in the number of students meeting standards on the ELA portion of CAASPP and reduce the percentage of students not meeting standards. Approximately one-third (34%) of students at Creekside were below standard in Reading and nearly two-thirds (63%) were below standard in Writing. Most students who took the ELPAC scored at the beginning level in reading. Overall ELA performance was 105.4 points below standard. Socio-economically disadvantaged student ELA performance was 106.9 points below standard.
Questions & Key Findings	57.45% of students did not meet standards, 25.53% nearly met standards, 14.89% met standards, 2.13% exceeded standards in ELA on CAASPP. Approximately one-third (34%) of students at Creekside were below standard in Reading and nearly two-thirds (63%) were below standard in Writing. Overall ELA performance was 105.4 points below standard. Socio-economically disadvantaged student ELA performance was 106.9 points below standard.

	Math
Data Analyzed	CAASPP data, CA dashboard data
Strengths	There was growth in the percentage of students nearly meeting/meeting standards compared to last year (14.64 to 21.28) and a decrease in the percentage of students standard not met (85.37 to 78.72)
Areas for Growth	Only 21.28% of students nearly met or met standards in Math on CAASPP. Creekside needs to improve student achievement on the Math portion of CAASPP and reduce the percentage of students not meeting standards. Overall, the majority of students were below standard in math (78.72%). Students performed better at problem-solving & modeling/data analysis and communicating reasoning than concepts/procedures. Overall math performance was 204 points below standard for all students. Socioeconomically disadvantaged student math performance was 218 points below standard.
Questions & Key Findings	79.17% of students did not meet standards, 16.67% nearly met standards, and 4.17% met standards in math on CAASPP. Overall math performance was 204 points below standard for all students. Socioeconomically disadvantaged student math performance was 218 points below standard.

	SEL/Behavior
Data Analyzed	Site attendance and discipline data in Educlimber and CA dashboard data
Strengths	<p>Our suspension rate has decreased from 22-23 school year to 23-24 school year.</p> <p>Overall categories from the SEL survey in Feb 2024 Safety and Connection 86% (favorable rating – this is how they track it) Experiences with Culturally/Linguistically Responsive Environments 82% Opportunities for Student Voice and Leadership 74% Resources for Coping 73% Emotional Experiences 67%</p> <p>Strengths: 88% say adults at my school care about me 86% say the rules at my school are the same for everyone 85% say adults at my school take action when students are being mean 90% say adults at school believe I can do great things.</p> <p>Areas to grow: 67% say there are people like me in our school materials (books, videos, lessons) 66% say I can stay focused on my hopes and dreams, even when things get hard 62% say I think that my answers on this survey will help make changes at my school 69% say there are many ways for me to be a leader at school.</p>
Areas for Growth	Our attendance rate is still under 90% and we are continuing to work on improving it. The overall suspension rate in 22-23 was 26% and increased by 6.2 from the prior year. The suspension rate for socioeconomically disadvantaged, students with disabilities, Hispanic, African American, and White also increased from the prior year
Questions & Key Findings	Our suspension rate in 22-23 was 83 in total with 50 suspensions at home. In 23-24, thus far our total suspension rate is 27 and only 12 at home suspensions which is a great improvement.

	School Climate
Data Analyzed	Annual Survey, Data Quest
Strengths	76% of students feel comfortable sharing ideas and participating in classroom discussions. 63% of students have not witnessed racism at school. 82% of students agree that students are treated with respect. 100% of students have at least 1 trusted adult on campus. 90% of students state that the overall experience at school is positive. 67% are satisfied with the sense of community on campus. 64% agree that they have friends at school. 78% of students feel that teachers make an effort to connect with them. 92% of students feel their family feels welcome participating in school activities.
Areas for Growth	<p>Only 20% of students agree that they see their culture represented in the school curriculum/activities/posters/books. 18% of students agree that they have witnessed racism on campus. 18% agree that bullying is an issue on campus.</p> <p>86.6% of students are chronically absent By subgroup rates: 87.5% African American 84.6% Asian 85.4% Hispanic 91.4% White</p>

	School Climate
	76.9% two or more races
Questions & Key Findings	There is a continued need to focus on school climate and sense of belonging on campus and our SEL/school climate work has made a positive impact.

	College and Career Readiness (High Schools Only)
Data Analyzed	College and Career data in Educlimber related to remaining credits in English and Math as well as A-G completion, data quest
Strengths	Our students are on track to meeting english, math, and science credits needed for graduation. In looking from an equity lens, the data is comparable across ethnic subgroups.
Areas for Growth	<p>Students are not on track for meeting A-G requirements</p> <p>86.6% of students are chronically absent By subgroup rates: 87.5% African American 84.6% Asian 85.4% Hispanic 91.4% White 76.9% two or more races</p>
Questions & Key Findings	There remains a great need to improve college and career readiness at Creekside. We are focusing more on career readiness with an increase in CTE and dual enrollment courses available to students during the school day.

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)

There is a need for all students to attain proficiency in ELA and math as measured by site, district and state assessments.

There is a need to ensure equitable and just outcomes for all students.

There is a need to cultivate a positive school culture, greater parent engagement and increase systems of support for student personal and academic growth.

There is a need for students to obtain college and career readiness and improve executive functioning so that they are ready for life after high school.

Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Involvement Process for the SPSA and Annual Review and Update

In order to develop the SPSA, we used data from the following sources:

Annual Survey 23-24 (student, teacher, parents)

CAASPP results 22-23

CA Dashboard Data

PLC Teams

Counseling Staff

WASC Self Study 2022

We engaged the following stakeholder groups in the development of the SPSA: Site leadership team (April, 2024); PLC teams (April, 2024); School Site Council (October 2023 & May, 2024)

We have tried multiple pathways to gain greater involvement in SSC from parents and secondary students including wide recruitment and personal outreach. Despite all we have limited parent and student involvement in SSC.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

The following strategies were implemented as planned:

PLC teams implemented Tier 1 interventions in the classroom with fidelity including implementation of a GVC, use of data from common assessments to inform instruction

PLC teams designed instruction and utilized AVID strategies

Instructional assistant support for EL students in the general education classroom

Professional development in the areas of AVID strategies and SEL

Targeted socio-emotional intervention and executive functioning skills within advisement

AVID strategies school wide focusing on Cornell notes and organization skills

Credit recovery within the bell schedule

Expanded CTE course offerings and dual enrollment within bell

Comprehensive counseling program

The following strategies were not implemented as planned:

Use of common assessment data to identify students needing additional intervention and measures of progress towards proficiencies. This was not implemented as planned due to timing and a need for tier 3 interventions to be available for use.

Professional development focused on differentiation was not implemented due to time constraints and a need to focus on our SEL implementation

Universal screener to identify students with socio-emotional needs was not implemented due to our SEL grant and other screeners needing to be administered.

Development of Tier 3 interventions was not implemented as planned due to limited staffing.

Which strategies were most effective? Least effective?

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

We were able to implement most strategies and expend budgeted amounts accordingly.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

We will continue to implement the goals areas outlined in our WASC action plan from 2022 and the strategies within in. We will focus on Tier 3 interventions within the bell schedule and development of a more inclusive MTSS team on campus.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. (Schools that are eligible for ATSI are required to conduct a resource equity analysis to identify any inequities).

Questions to reflect on before completing this section:

- Do all at-risk students have access to interventions and additional support as needed?
- How do you determine which students participate in interventions?
- How are funds allocated to meet the needs of at-risk students?
- How is personnel assigned to support at-risk students?
- Do at-risk students have access to the most experienced and effective teachers?
- Do all students have access to technology and other instructional materials?
- Do all students have access to core texts to use at school and at home?
- What are the suspension rates across student groups?
- What is your school's reclassification rate?

All students at Creekside have access to interventions and additional supports as needed. Budget constraints limit Creekside's ability to provide the depth of intervention and mental health supports that some students need.

Because Creekside is an alternative education program for students who are credit deficient, all students are in need of intervention. We also look at available data both quantitative and qualitative to identify students needing additional support. We utilize our intake process with our staff to identify students needing additional intervention. Additionally, we utilize our SEL survey to identify students with higher needs.

All of our students are at-risk and we utilize our limited funds to support our student needs. We also have applied for grants to support our SEL program. We utilize our mental health specialist for our highest risk students which are identified by our counseling team using multiple measures and information gathered from prior site and student/families.

Our counseling team (counselors and mental health specialists) support our at risk students.

Creekside has a very small staff that is trained to support at-risk students. Our staff meets weekly in PLC teams to ensure high quality teaching and learning.

Creekside has technology in the classroom for all students and available for any student that needs it at home.

In 22-23 we had 50 suspensions to home and thus far in 23-24 we have 13 suspensions at home.

Priority Focus Area (Goal) 1:

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.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
Creekside CAASPP ELA	17.02% met or exceeded standards ELA performance is 67.7 points below standard	5% yearly increase of students scoring Met or exceeded standards
Creekside CAASPP Math	4.26% met or exceeded standards Math performance is 188.2 points below standard	5% yearly increase of students scoring Met or exceeded standards
Graduation Rate	87.8% of students graduated. The two significant subgroups graduation rates: 90.9% White and 90.9% socio-economically disadvantaged. 100% graduation rate for Hispanic students. 84.6% graduate rate for students with disabilities.	Overall graduation rate of 95% or higher overall and for all significant subgroups in three years
College/Career Readiness	2% met A-G requirements; 76% on track for meeting English graduation requirements; 82% on track for meeting math graduation requirements; 80% on track for meeting Science Graduation requirements	10% meet A-G requirements and 90% of on track for meeting English, Math, and Science graduation requirements.
ELPAC	30.76% were Level 3 or higher on ELPAC	Increase level 3 or higher by 10% yearly
Site Common Assessments	<p>Social Studies: World History-Unit 1 (77% SJHS, 59% CHS); Unit 2 (69% SJHS, 43%); Unit 4 (83% SJHS, 57% CHS); Unit 5 (92% SJHS, 43% CHS); Unit 6 (81% SJHS, 56% CHS) US History-Unit 1 (87% SJHS, 59% CHS); Unit 3 (73% SJHS, 57% CHS); Unit 4 (80% SJHS, 61% CHS); Unit 5 (88% SJHS, 53% CHS) Economics-Unit 1 (84% SJHS, 53% CHS); Unit 2 (83% SJHS, 51% CHS), Unit 3 (82% SJHS, 55% CHS), Unit 4 (58% SJHS, 43% CHS), Unit 5 (83% SJHS, 59% CHS), Unit 6/7 (82% SJHS, 59% CHS)</p> <p>World Language: All Unit tests and Final Exams for Spanish 1 are common.</p>	<p>Ensure that all students are reaching mastery on all summative assessments. Develop and implement Tier 3 interventions for students not demonstrating mastery in Math and English.</p> <p>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.</p> <p>World Language: The team continues to collaborate with PLC team members across the district on common assessments in Spanish, Korean and Chinese. While there are common</p>

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	<p>Common Assessment data by unit: Unit 1 Reading (3.7), Unit 1 listening (3.6), Unit 1 presentational writing (3.46), Unit 1 presentational speaking (3.7) Unit 2 reading (3.22 and 3.45) Final exam Units 1-3 reading (3.38) Final exam Units 1-3 speaking (3.59) Unit 4 reading (3.6) Unit 4 listening (3.64) Unit 4 reading (3.44)</p> <p>English 9th grade Figurative Language Quiz 2.59 out of 4 9th grade Cyclops Quiz 2.78 out of 4 9th grade Survival Argument Paragraph 2.97 out 4 10th grade Museum Activity 2.98 out of 4 10th grade Research Script 2.75 out of 4 10th grade argument essay 2.27 out of 4 11th grade narrative essay 2.59 out of 4 11th grade argument essay 2.71 out of 4 11th grade photo journal 2.48 out of 4 12th grade narrative essay 2.6 out of 4 12th grade satire essay 2.47 out of 4 12th grade argument essay 2.87 out of 4</p> <p>Math1A Unit 1 LT 1: SJHS Average score: 84% CHS Average score: 67% LT 2: SJHS Average score: 75% CHS Average score: Did not use learning target tes LT 3: SJHS Average score: 58% CHS (CHS use one test and did not break it into learning targets) LT4: SJHS Average score: 73% CHS (CHS use one test and did not break it into learning targets) LT5: SJHS Average score: 72% CHS (CHS use one test and did not break it into learning targets)</p> <p>Unit 2 LT 1: SJHS Average score: 80% CHS Average score: 56% LT 2: SJHS Average score: 56% CHS Average score: 64% LT 3: SJHS Average score: 79%</p>	<p>assessments that they use, they are not sharing the data within the PLC. In the next three years, the goal is to have world language teams share common assessment data and use it to inform instruction.</p>

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	<p>CHS Average score: 68%</p> <p>Unit 3 LT 1: SJHS Average score: 76% CHS Average score: 66% LT 2: SJHS Average score: 64% CHS Average score: 62%</p> <p>Unit 4: LT 1: SJHS Average score: 70% CHS Average score: 56% LT 2: SJHS Average score: 64% CHS Average score: 47% LT 3: SJHS Average score: 44% CHS Average score: 25%</p> <p>Fall Final Exam Unit 1: SJHS Average score: 72% CHS Average score: 67%</p> <p>Fall Final Exam Unit 2: SJHS Average score: 65% CHS Average score: 56%</p> <p>Fall Final Exam Unit 3: SJHS Average score: 79% CHS Average score: 76%</p> <p>Unit 5 LT 1: SJHS Average score: 77% CHS Average score: 77%</p> <p>LT 2: SJHS Average score: 51% CHS Average score: 67%</p> <p>LT 3: SJHS Average score: 69% CHS Average score: 69%</p> <p>LT 4: SJHS Average score: 53% CHS Average score: 58%</p> <p>LT 5: SJHS Average score: 69% CHS Average score: 69%</p> <p>Science-living earth Unit 1 Population Exit Slip: CHS-3.28/4 (82%); IVA-2/4 (50%) Unit 1 Tropic Level Exit Slip CHS-3/3 (100%), IVA-3/3 (100%) Unit 1 Ecosystem performance task CHS- 3.1/4 (78%); IVA-3.39/4 (85%) Unit 2 Terrarium Model CHS- 1.71/4 (43%), IVA-2.89/4 (72%) Unit 2: Carbon Cycle Exit slip CHS- 76%, IVA-57% Unit 4 Assessment CHS- 43%, IVA- 71%</p>	

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Unit 5 Performance Task-Beery Twins CHS- 1.53/4 (38%), IVA-3.79/4 (95%) Unit 5/6 Performance Task Hybrid Chickens CHS- 1.6/4 (40%), IVA-3.32/4 (83%)	

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>YEAR 1:</p> <p>PLC Teams implement Tier 1 interventions in the classroom with fidelity</p> <p>PLC teams collaboratively design instruction using AVID strategies, differentiation strategies, and engagement strategies.</p> <p>Utilize universal screening to identify students with socio-emotional needs</p> <p>Implement relevant professional development opportunities to support student achievement with a focus on differentiation, engagement, and SEL.</p> <p>Implement effective supports in the general education classroom for English Language Learners and Students with Disabilities through a collaborative teaching model</p> <p>Targeted socio-emotional intervention and executive functioning skill development embedded into advisement/school success</p> <p>Implement and refine AVID as a schoolwide instructional strategy to improve student achievement and college/career readiness</p> <p>Develop and implement parent/student workshops through college and career specialist</p> <p>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.</p> <p>Ensure a Guaranteed and Viable curriculum for all students.</p> <p>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</p>	<p>YEAR 1:</p> <p>LCFF Supplemental</p> <p>LCFF Base</p>	<p>YEAR 1:</p> <p>0</p> <p>1000</p>	<p>YEAR 1:</p> <p>all students</p>	<p>YEAR 1:</p> <p>Administration</p> <p>All Certificated Staff</p> <p>PLC Facilitator</p> <p>Coaches</p>

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>ELPAC and CAASPP goal setting with students to increase scores by 5% yearly</p> <p>Implement within bell schedule targeted intervention for all students</p> <p>PLC's will implement and refine standards based grading mindsets. Teachers will implement common grading practices that ensure hope, efficacy and achievement.</p> <p>Implement effective supports in the general education classroom for English Language Learners and Students with Disabilities through a collaborative teaching model.</p> <p>Implementation of a comprehensive counseling program to support student learning.</p> <p>YEAR 2:</p> <p>PLC Teams implement Tier 1 interventions in the classroom with fidelity</p> <p>PLC teams collaboratively design instruction using AVID strategies, differentiation strategies, and engagement strategies.</p> <p>Utilize universal screening to identify students with socio-emotional needs</p> <p>Implement relevant professional development opportunities to support student achievement with a focus on differentiation, engagement, and SEL.</p> <p>Implement effective supports in the general education classroom for English Language Learners and Students with Disabilities through a collaborative teaching model</p> <p>Targeted socio-emotional intervention and executive functioning skill development embedded into advisement/school success</p> <p>Implement and refine AVID as a schoolwide instructional strategy to improve student achievement and college/career readiness</p> <p>Develop and implement parent/student workshops through college and career specialist</p> <p>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.</p> <p>Ensure a Guaranteed and Viable curriculum for all students.</p> <p>PLC teams routinely utilize The Learning Cycle and use data from common assessments to inform</p>				

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<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>instruction and identify students needing intervention and measure student progress towards proficiency ELPAC and CAASPP goal setting with students to increase scores by 5% yearly Implement within bell schedule targeted intervention for all students PLC's will implement and refine standards based grading mindsets. Teachers will implement common grading practices that ensure hope, efficacy and achievement. Implement effective supports in the general education classroom for English Language Learners and Students with Disabilities through a collaborative teaching model. Implementation of a comprehensive counseling program to support student learning.</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>Focusing on ensuring that all Creekside High School students attain proficiency in content standards and promoting educational equity and just outcomes aligns directly with the core principles of equity in education. We seek to ensure that resources are allocated equitably by</p> <ol style="list-style-type: none"> 1) Targeting Support for Underrepresented Groups: This might include targeted interventions for English language learners (ELs), students with disabilities, students from low-income backgrounds, and students of color. Providing additional resources such as tutoring, language support, and culturally responsive teaching practices can help level the playing field and ensure equitable outcomes for all students. 2) Providing Equitable Access to High-Quality Instructional Materials and Technology: We will prioritize investments in resources and infrastructure that support student learning, such as updated textbooks, technology devices, and internet access. Additionally, providing professional development and training for staff on equity-focused practices can ensure that resources are used effectively to support all students. 3) Utilizing Culturally Responsive Teaching Practices: we can integrate diverse perspectives into the curriculum, providing opportunities for students to share their experiences and perspectives, and fostering positive relationships between students and staff. 4) Data-Informed Decision Making: we will identify students who may be falling behind academically and implement targeted interventions to support their success. Examples include providing additional academic support, implementing personalized learning plans, or offering enrichment opportunities to challenge and engage students. 			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: Build Awareness and Foundations by providing staff development on the following topics 1) Equity: implicit bias, systemic inequities; 2) Culturally Responsive Teaching: strategies for integrating diverse perspectives into the curriculum, fostering positive relationships with students, and creating inclusive learning environments; and 3) Data Literacy: help staff understand how to effectively analyze and utilize student data to inform instruction (to include guidance on interpreting assessment results, identifying trends and patterns, and using data to identify students who may need additional support).</p>			

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
	<p>Year 2: Professional development during Monday early outs focusing on differentiation, AVID, and engagement strategies as well as SEL strategies. Staff will be supported Focus on Implementation and Practice: provide PLC teams with ongoing support through feedback, guidance and resources as they implement equity-focused practices in their classrooms. Encourage PLC teams to collaborate with colleagues to share successes, challenges, and best practices, and work together to develop and refine their instructional strategies. Offer staff development on integrating technology into instruction to support equity and access, including digital tools and resources that can help engage diverse learners, provide personalized instruction, and support English language development.</p> <p>Year3: Continuous Improvement and Sustainability – encourage staff to identify areas for improvement in their practice, implement targeted interventions, and collect data to measure the impact on student outcomes. We will continue to facilitate cross-departmental collaboration and sharing of best practices related to equity-focused instruction by encouraging staff from different subject areas can work together to identify common challenges and develop strategies for addressing them.</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p>Year 1: We will utilize data from a variety of sources: Panorama, annual survey, CAASPP, site common assessments, educlimber, pre/post staff surveys after equity training to assess changes in attitudes, perceptions related to equity, implicit bias and systemic inequalities, and classroom observations/rubrics to assess implementation of culturally responsive teaching practices.</p> <p>Year 2: We will track the progress of PLC teams in implementing equity-focused practices through regular check-ins and meetings and collect evidence including lesson plans, student work samples, and classroom artifacts. We will also evaluate the integration of technology into instruction through classroom observations and teacher self-assessments by measuring the impact of technology on equity and access by assessing student engagement, participation, and achievement.</p> <p>Year3: Analyze student achievement data (CAASPP and educlimber) to assess progress in attaining proficiency in content standards. We will disaggregate data by demographic subgroups to identify any disparities in student outcomes and inform targeted interventions. We will monitor and evaluate cross-departmental collaboration efforts through surveys or interviews with staff members and conduct an equity audit to assess the distribution of resources, access to opportunities, and outcomes for different student groups.</p>			

Priority Focus Area (Goal) 2:

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

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
Annual Survey	<p>Sample Size: Only 17 students, 18 staff members and 5 parents completed the annual survey this year.</p> <p>Based on the 23-24 Annual Survey, 92% of students agreed that their family feels welcome participating in school activities. Staff reported that 82% feel that the school supports effective communication between teachers and parents. Staff reported that 75% agree that the school provides translation and interpretation services to families who need them.</p> <p>67% of students felt a sense of community on campus and 72% of students reported that they enjoy going to school. 78% of students reported that teachers acknowledge and make an effort to connect with them.</p> <p>100% of students agree that staff treats students with respect. 70% of students agree that students treat staff with respect. 82% of students agree that students treat each other with respect.</p> <p>Additionally there was a low percentage of students who reported experiencing racism at school (10% agreed). Only 18% of students agree that they have witnessed racism at school.</p> <p>100% of staff agrees that all students can learn at high levels when challenged and given appropriate supports. 76% of students feel comfortable sharing their ideas and participating in discussions in class. Only 20% of students agree that they see their culture represented in the school curriculum/activities/posters/books.</p>	<p>Increase participation in the annual survey completion.</p> <p>Increase by 5% sense of community and increase parent involvement by 5%. Increase equity and inclusion indicators by 5%.</p>

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	100% of students agree that they have at least 1 trusted staff member on campus.	
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 and 2 strategies in the classroom.	<p>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.</p> <p>Strengthen site MTSS team and processes so that Tier 1 and 2 strategies are implemented with fidelity.</p>
Suspension Rate	The overall suspension rate was 26%. Subgroup suspension rates include: Hispanic 25.6%; Socioeconomically disadvantaged 27.6%, students with disabilities 27%, and White 38.9%.	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.
Site SEL survey	<p>Overall categories from the SEL survey in Feb 2024</p> <p>Safety and Connection 86% (favorable rating – this is how they track it)</p> <p>Experiences with Culturally/Linguistically Responsive Environments 82%</p> <p>Opportunities for Student Voice and Leadership 74%</p> <p>Resources for Coping 73%</p> <p>Emotional Experiences 67%</p> <p>Strengths:</p> <p>88% say adults at my school care about me</p> <p>86% say the rules at my school are the same for everyone</p> <p>85% say adults at my school take action when students are being mean</p> <p>90% say adults at school believe I can do great things.</p> <p>Areas to grow:</p> <p>67% say there are people like me in our school materials (books, videos, lessons)</p>	Utilize Panorama screener survey Implement school wide SEL curriculum that students take 1 quarter during their time at Creekside

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	<p>66% say I can stay focused on my hopes and dreams, even when things get hard</p> <p>62% say I think that my answers on this survey will help make changes at my school</p> <p>69% say there are many ways for me to be a leader at school.</p>	
Absenteeism Rates	<p>86.6% of students are chronically absent</p> <p>By subgroup rates:</p> <p>87.5% African American</p> <p>84.6% Asian</p> <p>85.4% Hispanic</p> <p>91.4% White</p> <p>76.9% two or more races</p>	Reduce rates by 5% each year

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>YEAR 1:</p> <p>Targeted socio-emotional intervention embedded into advisement/school success</p> <p>Identify and refine PBIS strategies, and restorative practices that support positive student behavior</p> <p>Implement universal screening to identify students with socio-emotional needs</p> <p>Improve communication with families to ensure stakeholder input into governance of school as well as college and career readiness and overall engagement.</p> <p>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.</p> <p>Increase student inclusion in extra-curricular activities and learning/credit opportunities by:</p> <ul style="list-style-type: none"> Increased ROP offerings on campus during the school day and after bell ROP liaison on campus each week 	<p>YEAR 1:</p> <p>LCFF Base</p> <p>LCFF Supplemental</p> <p>Lottery</p>	<p>YEAR 1:</p> <p>9000</p> <p>5528</p> <p>810</p>	<p>YEAR 1:</p> <p>All students</p>	<p>YEAR 1:</p> <p>Administration</p> <p>District Administration</p> <p>Counselors</p> <p>Certificated Staff</p>

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<ul style="list-style-type: none"> • Increase student awareness of opportunities to play sports at home high school (if eligible) • College and Career dedicated staff member • Increase ROP awareness with classroom visits by ROP liaison • ASB, yearbook and other leadership opportunities for students <p>Develop within bell Tier 1, 2 and 3 intervention.</p> <p>Identify and implement instructional strategies that promote belonging and honor student identity and experience</p> <p>Develop, 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.</p> <p>Comprehensive counseling program to support student learning with progress monitoring to ensure support and intervention.</p> <ul style="list-style-type: none"> • School success/advisement curriculum (SEL and executive functioning skills) • Quarterly counselor guidance lessons • Quarterly academic plans developed and revised with counselor and student • GVC and common assessments • Counselor workshops • career interest and post secondary <p>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.</p> <p>Targeted socio-emotional intervention imbedded into the school day.</p> <p>Reduce tardy and truancy rates by 3% yearly</p> <p>Through college and career specialist develop student/parent workshops throughout the year</p> <p>SEL Curriculum embedded into advisement/school success to target ATSI goals</p> <p>YEAR 2:</p> <p>Targeted socio-emotional intervention embedded into advisement/school success</p>				

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Identify and refine PBIS strategies, and restorative practices that support positive student behavior Implement universal screening to identify students with socio-emotional needs Improve communication with families to ensure stakeholder input into governance of school as well as college and career readiness and overall engagement. 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.</p> <p>Increase student inclusion in extra-curricular activities and learning/credit opportunities by:</p> <ul style="list-style-type: none"> • Increased ROP offerings on campus during the school day and after bell • ROP liaison on campus each week • Increase student awareness of opportunities to play sports at home high school (if eligible) • College and Career dedicated staff member • Increase ROP awareness with classroom visits by ROP liaison • ASB, yearbook and other leadership opportunities for students <p>Develop within bell Tier 1, 2 and 3 intervention. Identify and implement instructional strategies that promote belonging and honor student identity and experience Develop, 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. Comprehensive counseling program to support student learning with progress monitoring to ensure support and intervention.</p> <ul style="list-style-type: none"> • School success/advisement curriculum (SEL and executive functioning skills) • Quarterly counselor guidance lessons • Quarterly academic plans developed and revised with counselor and student • GVC and common assessments • Counselor workshops • career interest and post secondary 				

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<p>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.</p> <p>Targeted socio-emotional intervention imbedded into the school day.</p> <p>Reduce tardy and truancy rates by 3% yearly</p> <p>Through college and career specialist develop student/parent workshops throughout the year</p> <p>YEAR 3:</p> <p>Targeted socio-emotional intervention embedded into advisement/school success</p> <p>Identify and refine PBIS strategies, and restorative practices that support positive student behavior</p> <p>Implement universal screening to identify students with socio-emotional needs</p> <p>Improve communication with families to ensure stakeholder input into governance of school as well as college and career readiness and overall engagement.</p> <p>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.</p> <p>Increase student inclusion in extra-curricular activities and learning/credit opportunities by:</p> <ul style="list-style-type: none"> • Increased ROP offerings on campus during the school day and after bell • ROP liaison on campus each week • Increase student awareness of opportunities to play sports at home high school (if eligible) • College and Career dedicated staff member • Increase ROP awareness with classroom visits by ROP liaison • ASB, yearbook and other leadership opportunities for students <p>Develop within bell Tier 1, 2 and 3 intervention.</p> <p>Identify and implement instructional strategies that promote belonging and honor student identity and experience</p> <p>Develop, support and promote student and parent organizations that increase connections among families, support personal belonging, promote cultural</p>				

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>identity and support the development of schoolwide cultural competency.</p> <p>Comprehensive counseling program to support student learning with progress monitoring to ensure support and intervention.</p> <ul style="list-style-type: none"> • School success/advisement curriculum (SEL and executive functioning skills) • Quarterly counselor guidance lessons • Quarterly academic plans developed and revised with counselor and student • GVC and common assessments • Counselor workshops • career interest and post secondary <p>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.</p> <p>Targeted socio-emotional intervention imbedded into the school day.</p> <p>Reduce tardy and truancy rates by 3% yearly</p> <p>Through college and career specialist develop student/parent workshops throughout the year</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>Focusing on ensuring that all Creekside High School students attain proficiency in content standards and promoting educational equity and just outcomes aligns directly with the core principles of equity in education. We seek to ensure that resources are allocated equitably by</p> <p>1) Targeting Support for Underrepresented Groups: This might include targeted interventions for English language learners (ELs), students with disabilities, students from low-income backgrounds, and students of color. Providing additional resources such as tutoring, language support, and culturally responsive teaching practices can help level the playing field and ensure equitable outcomes for all students.</p> <p>2) Providing Equitable Access to High-Quality Instructional Materials and Technology: We will prioritize investments in resources and infrastructure that support student learning, such as updated textbooks, technology devices, and internet access. Additionally, providing professional development and training for staff on equity-focused practices can ensure that resources are used effectively to support all students.</p> <p>3) Utilizing Culturally Responsive Teaching Practices: we can integrate diverse perspectives into the curriculum, providing opportunities for students to share their experiences and perspectives, and fostering positive relationships between students and staff.</p> <p>4) Data-Informed Decision Making: we will identify students who may be falling behind academically and implement targeted interventions to support their success. Examples include providing additional academic support, implementing personalized learning plans, or offering enrichment opportunities to challenge and engage students.</p>			

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: Build Awareness and Foundations by providing staff development on the following topics 1) Equity: implicit bias, systemic inequities; 2) Culturally Responsive Teaching: strategies for integrating diverse perspectives into the curriculum, fostering positive relationships with students, and creating inclusive learning environments; and 3) Data Literacy: help staff understand how to effectively analyze and utilize student data to inform instruction (to include guidance on interpreting assessment results, identifying trends and patterns, and using data to identify students who may need additional support).</p> <p>Year 2: Focus on Implementation and Practice: provide PLC teams with ongoing support through feedback, guidance and resources as they implement equity-focused practices in their classrooms. Encourage PLC teams to collaborate with colleagues to share successes, challenges, and best practices, and work together to develop and refine their instructional strategies. Offer staff development on integrating technology into instruction to support equity and access, including digital tools and resources that can help engage diverse learners, provide personalized instruction, and support English language development.</p> <p>Year3: Continuous Improvement and Sustainability – encourage staff to identify areas for improvement in their practice, implement targeted interventions, and collect data to measure the impact on student outcomes. We will continue to facilitate cross-departmental collaboration and sharing of best practices related to equity-focused instruction by encouraging staff from different subject areas can work together to identify common challenges and develop strategies for addressing them.</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p>Year 1: We will utilize data from a variety of sources: Panorama, annual survey, CAASPP, site common assessments, educlimber, pre/post staff surveys after equity training to assess changes in attitudes, perceptions related to equity, implicit bias and systemic inequalities, and classroom observations/rubrics to assess implementation of culturally responsive teaching practices.</p> <p>Year 2: We will track the progress of PLC teams in implementing equity-focused practices through regular check-ins and meetings and collect evidence including lesson plans, student work samples, and classroom artifacts. We will also evaluate the integration of technology into instruction through classroom observations and teacher self-assessments by measuring the impact of technology on equity and access by assessing student engagement, participation, and achievement.</p> <p>Year3: Analyze student achievement data (CAASPP and educlimber) to assess progress in attaining proficiency in content standards. We will</p>			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	disaggregate data by demographic subgroups to identify any disparities in student outcomes and inform targeted interventions. We will monitor and evaluate cross-departmental collaboration efforts through surveys or interviews with staff members and conduct an equity audit to assess the distribution of resources, access to opportunities, and outcomes for different student groups.			

Priority Focus Area (Goal) 3:

Creekside High School students will be college and career ready.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
College and Career Readiness	2% met A-G requirements; 76% on track for meeting English graduation requirements; 82% on track for meeting math graduation requirements; 80% 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.
Absenteeism Rates	86.6% of students are chronically absent By subgroup rates: 87.5% African American 84.6% Asian 85.4% Hispanic 91.4% White 76.9% two or more races	Reduce rates by 5% each year
Graduation Rate	87.8% of students graduated. The two significant subgroups graduation rates: 90.9% White and 90.9% socio-economically disadvantaged. 100% graduation rate for Hispanic students. 84.6% graduate rate for students with disabilities.	Overall graduation rate of 95% or higher overall and for all significant subgroups

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Help students take ownership of their academic learning and for their educational and career futures <ul style="list-style-type: none"> Develop a comprehensive orientation program Quarterly counseling guidance lessons Quarterly academic plans Develop a systematic data analysis process to monitor student learning and progress. Develop action plans for student learning and progress. 	YEAR 1: LCFF Base	YEAR 1: 4216	YEAR 1: all students	YEAR 1: Administration Counselors Teachers PBIS/MTSS Team Leadership Team

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<ul style="list-style-type: none"> • Utilize MTSS to support student learning and progress. <p>Reduce truancy and tardy rates through continued implementation of PBIS strategies, implementation of to school transportation, and follow through with SARB.</p> <p>Make CHS and San Joaquin a school where everyone belongs</p> <ul style="list-style-type: none"> • Quarterly Orientation presentations • Weekly Student Recognition at Lunch • Cougar Card Incentives • PBIS/MTSS strategies • Advisement lessons • ASB and clubs <p>Implement and refine AVID with both AVID school wide strategies and the AVID elective class</p> <p>Utilize advisement and school success classes to support student executive functioning skills and college/career readiness.</p> <p>Ensure equitable access to A-G courses for all students</p> <p>Parent/Student workshops on college and career planning and readiness</p> <p>Improve college readiness (A-G completion) by offering credit recovery within the bell schedule.</p> <p>Increase CTE Pathway completers</p> <p>YEAR 2:</p> <p>Help students take ownership of their academic learning and for their educational and career futures</p> <ul style="list-style-type: none"> • Develop a comprehensive orientation program • Quarterly counseling guidance lessons • Quarterly academic plans • Develop a systematic data analysis process to monitor student learning and progress. • Develop action plans for student learning and progress. • Utilize MTSS to support student learning and progress. <p>Reduce truancy and tardy rates through continued implementation of PBIS strategies, implementation of to school transportation, and follow through with SARB.</p> <p>Make CHS and San Joaquin a school where everyone belongs</p>				

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<ul style="list-style-type: none"> • Quarterly Orientation presentations • Weekly Student Recognition at Lunch • Cougar Card Incentives • PBIS/MTSS strategies • Advisement lessons • ASB and clubs <p>Implement and refine AVID with both AVID school wide strategies and the AVID elective class</p> <p>Utilize advisement and school success classes to support student executive functioning skills and college/career readiness.</p> <p>Ensure equitable access to A-G courses for all students</p> <p>Parent/Student workshops on college and career planning and readiness</p> <p>Improve college readiness (A-G completion) by offering credit recovery within the bell schedule.</p> <p>Increase CTE Pathway completers</p> <p>YEAR 3:</p> <p>Help students take ownership of their academic learning and for their educational and career futures</p> <ul style="list-style-type: none"> • Develop a comprehensive orientation program • Quarterly counseling guidance lessons • Quarterly academic plans • Develop a systematic data analysis process to monitor student learning and progress. • Develop action plans for student learning and progress. • Utilize MTSS to support student learning and progress. <p>Reduce truancy and tardy rates through continued implementation of PBIS strategies, implementation of to school transportation, and follow through with SARB.</p> <p>Make CHS and San Joaquin a school where everyone belongs</p> <ul style="list-style-type: none"> • Quarterly Orientation presentations • Weekly Student Recognition at Lunch • Cougar Card Incentives • PBIS/MTSS strategies • Advisement lessons • ASB and clubs <p>Implement and refine AVID with both AVID school wide strategies and the AVID elective class</p>				

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Utilize advisement and school success classes to support student executive functioning skills and college/career readiness.</p> <p>Ensure equitable access to A-G courses for all students</p> <p>Parent/Student workshops on college and career planning and readiness</p> <p>Improve college readiness (A-G completion) by offering credit recovery within the bell schedule.</p> <p>Increase CTE Pathway completers</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>Focusing on ensuring that all Creekside High School students attain proficiency in content standards and promoting educational equity and just outcomes aligns directly with the core principles of equity in education. We seek to ensure that resources are allocated equitably by</p> <p>1) Targeting Support for Underrepresented Groups: This might include targeted interventions for English language learners (ELs), students with disabilities, students from low-income backgrounds, and students of color. Providing additional resources such as tutoring, language support, and culturally responsive teaching practices can help level the playing field and ensure equitable outcomes for all students.</p> <p>2) Providing Equitable Access to High-Quality Instructional Materials and Technology: We will prioritize investments in resources and infrastructure that support student learning, such as updated textbooks, technology devices, and internet access. Additionally, providing professional development and training for staff on equity-focused practices can ensure that resources are used effectively to support all students.</p> <p>3) Utilizing Culturally Responsive Teaching Practices: we can integrate diverse perspectives into the curriculum, providing opportunities for students to share their experiences and perspectives, and fostering positive relationships between students and staff.</p> <p>4) Data-Informed Decision Making: we will identify students who may be falling behind academically and implement targeted interventions to support their success. Examples include providing additional academic support, implementing personalized learning plans, or offering enrichment opportunities to challenge and engage students.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: Build Awareness and Foundations by providing staff development on the following topics 1) Equity: implicit bias, systemic inequities; 2) Culturally Responsive Teaching: strategies for integrating diverse perspectives into the curriculum, fostering positive relationships with students, and creating inclusive learning environments; and 3) Data Literacy: help staff understand how to effectively analyze and utilize student data to inform instruction (to include guidance on interpreting assessment results, identifying trends and patterns, and using data to identify students who may need additional support).</p> <p>Year 2: Focus on Implementation and Practice: provide PLC teams with ongoing support through feedback, guidance and resources as they implement equity-focused practices in their classrooms. Encourage PLC teams to collaborate with colleagues to share successes,</p>			

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	<p>Funding Source</p>	<p>Budgeted Amount</p>	<p>Students Served</p>	<p>Person Responsible</p>
	<p>challenges, and best practices, and work together to develop and refine their instructional strategies. Offer staff development on integrating technology into instruction to support equity and access, including digital tools and resources that can help engage diverse learners, provide personalized instruction, and support English language development.</p> <p>Year3: Continuous Improvement and Sustainability – encourage staff to identify areas for improvement in their practice, implement targeted interventions, and collect data to measure the impact on student outcomes. We will continue to facilitate cross-departmental collaboration and sharing of best practices related to equity-focused instruction by encouraging staff from different subject areas can work together to identify common challenges and develop strategies for addressing them.</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p>Year 1: We will utilize data from a variety of sources: Panorama, annual survey, CAASPP, site common assessments, educlimber, pre/post staff surveys after equity training to assess changes in attitudes, perceptions related to equity, implicit bias and systemic inequalities, and classroom observations/rubrics to assess implementation of culturally responsive teaching practices.</p> <p>Year 2: We will track the progress of PLC teams in implementing equity-focused practices through regular check-ins and meetings and collect evidence including lesson plans, student work samples, and classroom artifacts. We will also evaluate the integration of technology into instruction through classroom observations and teacher self-assessments by measuring the impact of technology on equity and access by assessing student engagement, participation, and achievement.</p> <p>Year3: Analyze student achievement data (CAASPP and educlimber) to assess progress in attaining proficiency in content standards. We will disaggregate data by demographic subgroups to identify any disparities in student outcomes and inform targeted interventions. We will monitor and evaluate cross-departmental collaboration efforts through surveys or interviews with staff members and conduct an equity audit to assess the distribution of resources, access to opportunities, and outcomes for different student groups.</p>			

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding for the following:

- impacted and intervention sections?
- site funding to support intervention programs before, during and after school?
- student support and safety?

We will utilize intervention sections to implement Tier 3 interventions of Math and reading lab for identified students

We will utilize intervention sections for a class that all students take one quarter a year focusing on SEL

We will implement within bell learning lab for additional credit recovery that students need

We have two full time CCA's to support students and ensure campus safety

We use supplemental funds to support transportation to school for students living over 3 miles from campus and who have no other means to get to school

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding for the following:

- instructional aides allocated from the LCAP?
- site funding to support intervention programs before, during and after school?
- support TOSA/AP?

ATSI Identified Schools

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification. Indicate the area which led to eligibility for ATSI and briefly describe the purpose of this plan.

Creekside High School has been identified for Additional Targeted Support and Improvement (ATSI) in the area of Suspension Rates for Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White.

This ATSI Plan is aligned to the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment. It will establish a goal to address the identified need for additional targeted support and improvements. This goal will be established based on measurable metrics and the strategies/actions will outline what will be implemented to attain the expected outcomes. Budgets, funding sources and people responsible will be indicated for the strategies and actions.

How were Educational Partners involved in the ATSI plan?

All stakeholders were involved in the ATSI plan and provided input including school site council, PTSA, leadership team, counseling team and MTSS team during regularly held meetings during the year.

ATSI Plan:

Goal:

Creekside High School suspension rates will reduce by 20% for all students and each significant subgroup

Identified Need

There is a need to reduce the at home suspension rate for students at Creekside.

Metric	Baseline	Expected Outcome
Suspension rate	In the 22-23 school year there were 50 at home suspensions	Reduce suspension rates by 20%

Strategies & Actions:	Funding Source	Budgeted	Persons
Utilize ATS, Brief Intervention, Everfi, Conflict Mediation and Restorative Justice practices	0	0	Administration Teachers Counseling Team District Office
Implement school wide SEL curriculum for all students	0	0	Administration Teachers Counseling Team
Utilize MTSS process with fidelity to support students proactively	0	0	Administration Teachers Counseling Team MTSS Team

ATSI Annual Review (2023-2024)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

The following strategies were implemented:

Targeted socio-emotional intervention and executive functioning skill development embedded into advisement/school success

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

Utilize universal screening to identify students with socioemotional needs

Improve communication with families to ensure stakeholder input into governance of school as well as college and career readiness and overall engagement. 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

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.

Identify and implement instructional strategies that promote belonging and honor student identity and experience

Comprehensive counseling program to support student learning with progress monitoring to ensure support and intervention.

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.

Targeted socio-emotional intervention imbedded into the school day.

We were not able to fully develop tier 1,2 and 3 interventions as we had hoped. We do have tier 1 and 2 interventions within the bell day that were implemented. We are still working on tier 3 interventions within the bell day.

Which strategies were most effective? Least effective?

The most effective strategy was the implementation of a school wide SEL program. We were able to implemented our SEL program schoolwide. Also utilizing the brief intervention and Everfi to support student behavior.

Other effective strategies were:

Utilize universal screening to identify students with socioemotional needs

Improve communication with families to ensure stakeholder input into governance of school as well as college and career readiness and overall engagement. 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

Comprehensive counseling program to support student learning with progress monitoring to ensure support and intervention.

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.

Despite our best efforts, we still struggled with parent engagement. We did have success with individual parent meetings regarding student supports and progress.

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

There were no major differences

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Our goals, metrics and strategies/actions will remain very similar. We will continue our SEL program schoolwide, continue our comprehensive counseling program, and continue outreach to parents. We will also develop in bell tier 3 interventions.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$20,574
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$20,554.00
Total Federal Funds Provided to the School from the LEA for CSI	\$5528

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Base	\$14,216.00
LCFF Supplemental	\$5,528.00
Lottery	\$810.00

Subtotal of state or local funds included for this school: \$20,554.00

Total of federal, state, and/or local funds for this school: \$20,554.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	14,216.00
LCFF Supplemental	5,528.00
Lottery	810.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF Base	14,216.00
	LCFF Supplemental	5,528.00
	Lottery	810.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,000.00
Goal 2	15,338.00
Goal 3	4,216.00

ATSI Goal

0.00

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/8/24.

Attested:

Principal, Rebecca Roberts on 5/8/2024

SSC Chairperson, Lisa Gordon on 5/8/2024

School Site Council Membership

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

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

Name of Members	Role
Ana Resendiz	Other School Staff
Kathy Kобрine	Classroom Teacher
Lisa Gordon	Classroom Teacher
Rebecca Roberts	Principal
Mandy Liang	Parent or Community Member
Brianna Nguyen	Classroom Teacher
Tanya Jain	Secondary Student
Herman Hao	Secondary Student
Jacob Sagun	Secondary Student
Winnie Sun	Parent or Community Member
Afnan Thata	Secondary Student
Sandra Komara	Classroom Teacher

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	11.93%	19.51%	18.52%	13	16	15
Asian	8.26%	10.98%	7.41%	9	9	6
Filipino	0.92%	0%	%	1	0	
Hispanic/Latino	36.70%	31.71%	40.74%	40	26	33
Pacific Islander	0.92%	1.22%	%	1	1	
White	33.03%	26.83%	27.16%	36	22	22
Multiple/No Response	8.26%	9.76%	6.17%	9	8	5
Total Enrollment				109	82	81

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10		1	2
Grade 11	30	26	25
Grade 12	79	55	54
Total Enrollment	109	82	81

Conclusions based on this data:

1. Creekside's significant subgroups include Hispanic, African American and White - with the largest subgroup being Hispanic (31.71%)
2. Creekside's population consists of mainly 11th and 12th grade students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	19	7	12	14.3%	17.4%	14.8%
Fluent English Proficient (FEP)	15	19	13	14.3%	13.8%	16.0%
Reclassified Fluent English Proficient (RFEP)	12	15		16.7%	38.70%	

Conclusions based on this data:

1. Creekside's English Learner population has decreased from the last two years.
2. Our population of Fluent English Proficient students has increased from the last two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	51	13	42	49	13	42	47	23.2	100.0	96.1
All Grades	56	42	51	13	42	49	13	42	47	23.2	100.0	96.1

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.	2479.	0.00	4.76	2.13	7.69	9.52	14.89	38.46	42.86	25.53	53.85	42.86	57.45
All Grades	N/A	N/A	N/A	0.00	4.76	2.13	7.69	9.52	14.89	38.46	42.86	25.53	53.85	42.86	57.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	4.76	6.38	*	61.90	59.57	*	33.33	34.04
All Grades	*	4.76	6.38	*	61.90	59.57	*	33.33	34.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2.38	6.38	*	52.38	29.79	*	45.24	63.83
All Grades	*	2.38	6.38	*	52.38	29.79	*	45.24	63.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2.38	2.13	*	78.57	78.72	*	19.05	19.15
All Grades	*	2.38	2.13	*	78.57	78.72	*	19.05	19.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	7.14	4.26	*	69.05	70.21	*	23.81	25.53
All Grades	*	7.14	4.26	*	69.05	70.21	*	23.81	25.53

Conclusions based on this data:

1. Approximately one-third (34%) of students at Creekside were below standard in Reading and nearly two-thirds (63%) were below standard in Writing.
2. Over 80% of students at Creekside were above, at, or near standard in Listening.
3. Almost 75% of students at Creekside were above, at, or near standard in Research/Inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	51	11	41	48	11	41	47	19.6	97.6	94.1
All Grades	56	42	51	11	41	48	11	41	47	19.6	97.6	94.1

* 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.	2458.	0.00	0.00	0.00	0.00	4.88	4.26	18.18	9.76	17.02	81.82	85.37	78.72
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	4.88	4.26	18.18	9.76	17.02	81.82	85.37	78.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	2.13	*	19.51	21.28	*	80.49	76.60
All Grades	*	0.00	2.13	*	19.51	21.28	*	80.49	76.60

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	0.00	*	53.66	55.32	*	46.34	44.68
All Grades	*	0.00	0.00	*	53.66	55.32	*	46.34	44.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	2.13	*	41.46	42.55	*	58.54	55.32
All Grades	*	0.00	2.13	*	41.46	42.55	*	58.54	55.32

Conclusions based on this data:

1. Overall, a majority (78.72%) of Creekside students are below standard in Math.
2. Overall, Creekside students performed better at problem-solving & modeling/data analysis and communicating reasoning than concepts/procedures.
3. Although the percentage of students at Creekside Below Standard is high, it has decreased across all areas when compared to last year.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	8
12	*	*	*	*	*	*	*	*	*	6	9	4
All Grades										14	13	13

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	78.57	23.08	23.08	0.00	30.77	23.08	21.43	30.77	46.15	0.00	15.38	7.69	14	13	13

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	0.00	0.00	0.00	7.69	30.77	64.29	53.85	46.15	21.43	38.46	23.08	14	13	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	7.69	71.43	61.54	76.92	21.43	38.46	15.38	14	13	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	53.85	0.00	33.33	46.15	0.00	11.11	0.00	14	9	13

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	7.69	42.86	46.15	38.46	42.86	53.85	53.85	14	13	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	0.00	71.43	84.62	84.62	14.29	7.69	15.38	14	13	13

Conclusions based on this data:

1. A majority of Creekside students who took the ELPAC (53.85%) scored at the Level 2 range in Overall Language.
2. Creekside students who took the ELPAC scored similarly in both Oral and Written Language.
3. Most Creekside students who took the ELPAC (53.85%) scored at the Beginning level in Reading - an area for concern.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
82	64.6	8.5	
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	8.5
Foster Youth		
Homeless	2	2.4
Socioeconomically Disadvantaged	53	64.6
Students with Disabilities	26	31.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	19.5
Asian	9	11
Hispanic	26	31.7
Two or More Races	8	9.8
Pacific Islander	1	1.2
White	22	26.8

Conclusions based on this data:

1. Creekside has a significant socio-economically disadvantaged (64.6%) and students with disabilities (31.7%) student population.

2. Creekside's significant subgroups include Hispanic, African American and White with the largest subgroup being Hispanic (31.7%)
3. Our EL population at Creekside decreased to 8.5%.

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>College/Career</p> <p>Very Low</p>	<p>Graduation Rate</p> <p>Orange</p>	<p>Suspension Rate</p> <p>Red</p>
	<p>Chronic Absenteeism</p> <p>No Performance Color</p>	

Conclusions based on this data:

1. Creekside graduation rate is at medium/low level.
2. Creekside suspension rate is very high and an area of concern and focus.
3. Creekside's College/Career rate is Very Low.

School and Student Performance Data

Academic Performance English Language Arts

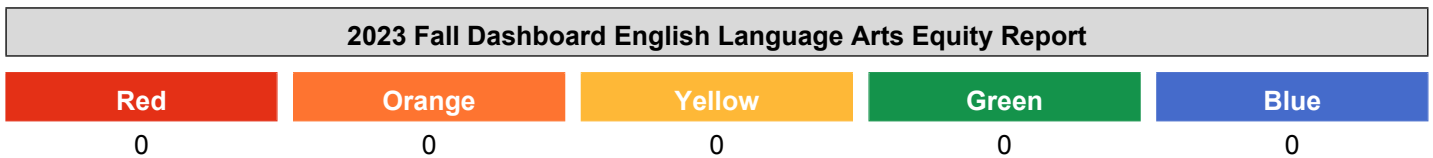
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students 105.4 points below standard Decreased Significantly -37.7 points 22 Students	English Learners Less than 11 Students 4 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged 106.9 points below standard Decreased Significantly -40.6 points 16 Students	Students with Disabilities Less than 11 Students 6 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 8 Students	Less than 11 Students 0 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	Less than 11 Students 1 Student	126.6 points below standard Decreased Significantly -56.5 points 16 Students

Conclusions based on this data:

1. Creekside ELA performance was 105.4 points below standard.
2. Socioeconomically disadvantaged students ELA performance was 106.9 points below standard.
3. There is a need to improve ELA performance at Creekside.

School and Student Performance Data

Academic Performance Mathematics

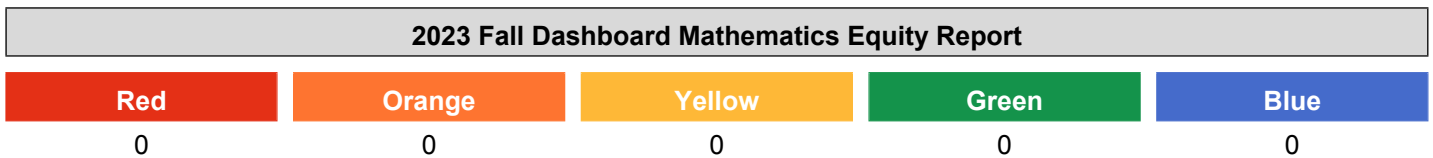
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students 204 points below standard Decreased Significantly -15.8 points 22 Students	English Learners Less than 11 Students 5 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged 218 points below standard Decreased Significantly -34.4 points 16 Students	Students with Disabilities Less than 11 Students 6 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 8 Students	Less than 11 Students 0 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 4 Students	Less than 11 Students 1 Student	222.1 points below standard Decreased Significantly -51.9 points 16 Students

Conclusions based on this data:

1. Creekside math performance was 204 points below standard for all students.
2. Socioeconomically disadvantaged math performance was 218 points below standard.
3. There is a need to improve math performance at Creekside.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
33.3% making progress towards English language proficiency
Number of EL Students: 12 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.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	3	2	2

Conclusions based on this data:

1. Creekside had 12 students who were English Language Learners and data was not reported.
2. 5 students decreased their ELPI level while 5 students maintained their level and two students progressed at least one level.

School and Student Performance Data

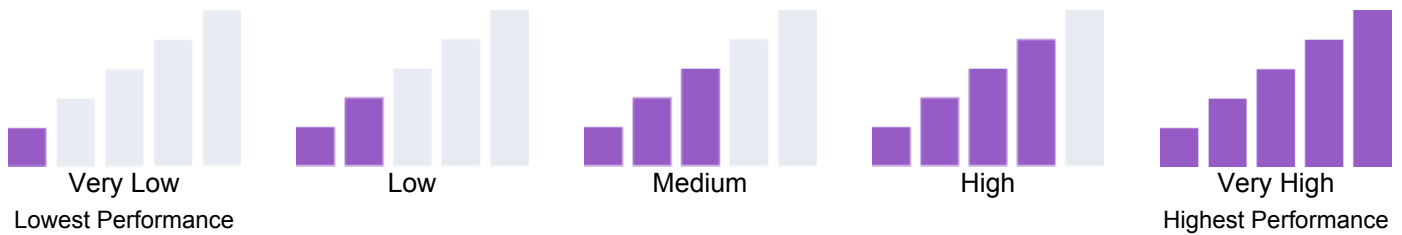
Academic Performance College/Career Report

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

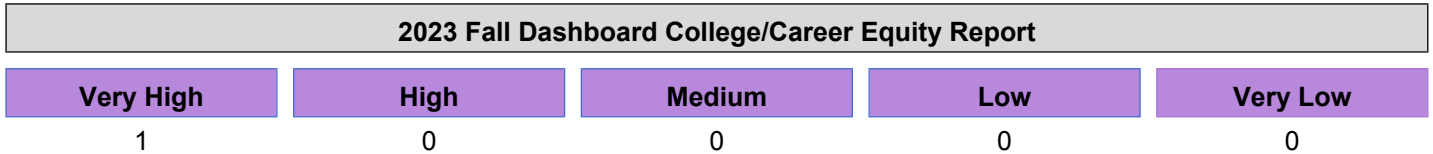
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

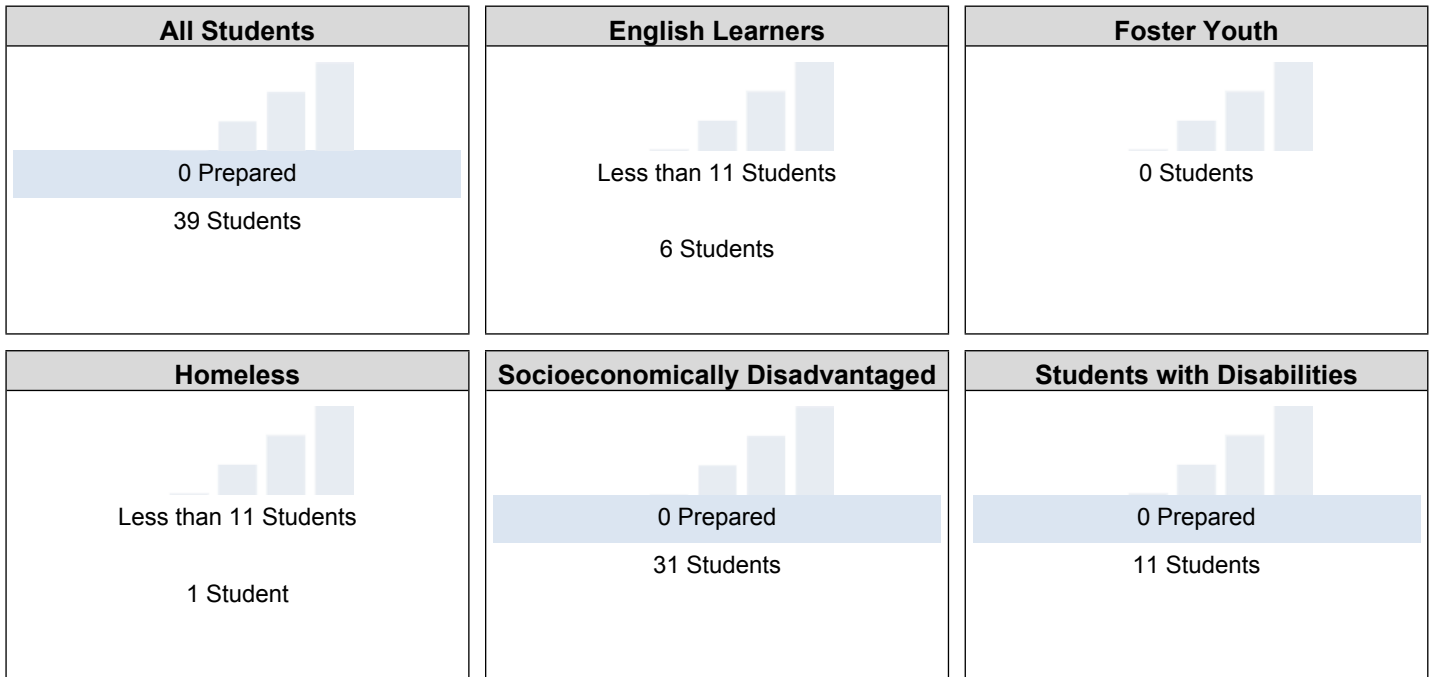


This section provides number of student groups in each level.

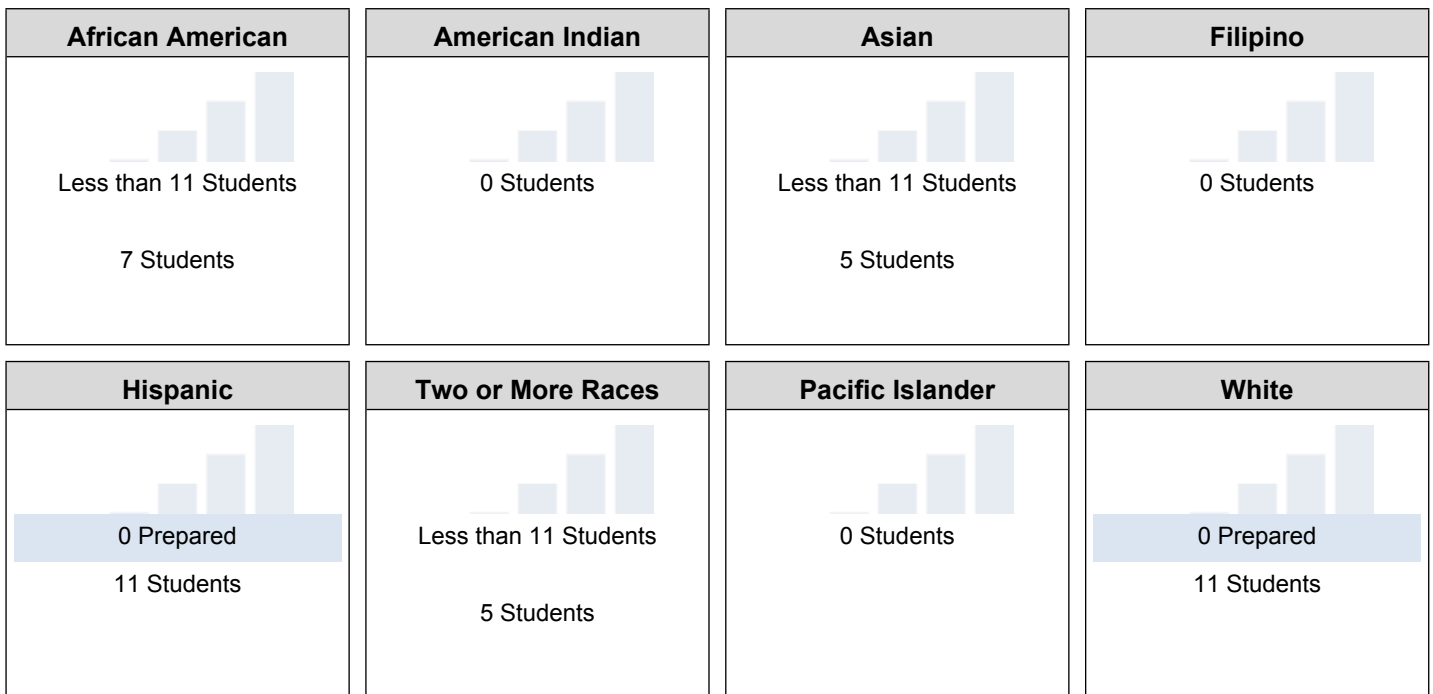


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Our Socioeconomically disadvantaged students rated in the Very Low range for College/Career.
2. The overall college/career level was very low for all students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
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<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Creekside does not have any data for Chronic Absenteeism for 2023 as this data is not reported at the high school level

School and Student Performance Data

Academic Engagement Graduation Rate

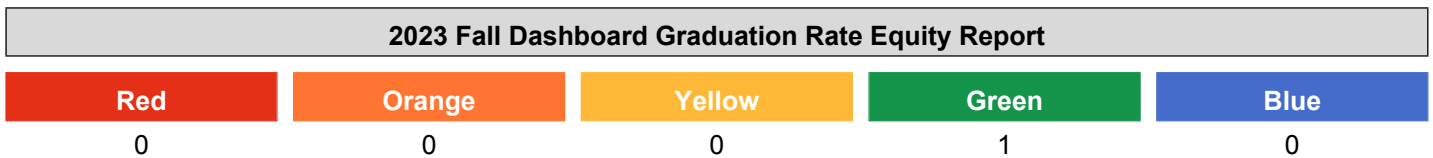
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Orange 87.8% graduated Decreased -1.4 41 Students	English Learners Less than 11 Students 7 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Green 90.9% graduated Maintained 0.2 33 Students	Students with Disabilities 84.6% graduated Decreased Significantly -10.1 13 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
100% graduated Increased 3.8 12 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	90.9% graduated Increased Significantly 7 11 Students

Conclusions based on this data:

1. Creekside graduation rate was 87.8% graduated with 41 graduates. This rate was a decrease from the prior year.
2. Creekside graduation rate for Socioeconomically disadvantaged students was 90.9% with 33 students and Students with Disabilities at 84.6% graduated with 13 students.
3. The only significant race/ethnic subgroup was white with a 90.9% graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

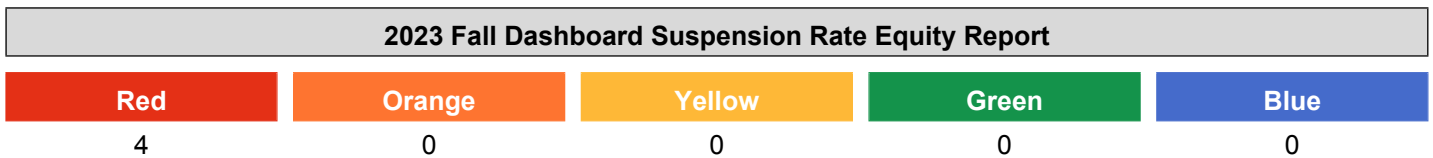
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>26% suspended at least one day</p> <p>Increased 6.2 131 Students</p>	<p>English Learners</p> <p>7.1% suspended at least one day</p> <p>Declined -0.5 14 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>Less than 11 Students 3 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>27.6% suspended at least one day</p> <p>Increased 10.7 87 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>27% suspended at least one day</p> <p>Increased 8.6 37 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>25% suspended at least one day</p> <p>Increased 7.4 24 Students</p>	<p></p> <p>No Performance Color 0 Students</p>	<p>7.7% suspended at least one day</p> <p>Increased 7.7 13 Students</p>	<p></p> <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>25.6% suspended at least one day</p> <p>Increased 5.6 43 Students</p>	<p>14.3% suspended at least one day</p> <p>Increased 6 14 Students</p>	<p>Less than 11 Students 1 Student</p>	<p></p> <p>Red</p> <p>38.9% suspended at least one day</p> <p>Increased 12 36 Students</p>

Conclusions based on this data:

1. The suspension rates at Creekside are high and an area needing improvement.
2. The rate was 26% suspended at least one day for all students, 27.6% suspended for socio-economically disadvantaged students, and 27% suspended for students with disabilities.
3. The rate was 25.6% suspended for Hispanic students, 38.9% suspended for White students and 25% for African American students.

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/8/24.

Attested:


Lisa Gordon

Principal, Rebecca Roberts on 5/8/2024

SSC Chairperson, Lisa Gordon on 5/8/2024