School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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 Middle School	50712176060297

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)

X Schoolwide Program
X Comprehensive Support and Improvement

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

Creekside Middle School has created a plan to meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs. This plan was created by the School Site Council which comprised of students, parents, teachers, staff, and site principal. After reviewing and analyzing the data results from the California Dashboard and internal assessments, goals were created to address areas of weakness. These goals include increasing academic performance in ELA and math, decreasing the number of English Learners, maintaining a positive school climate, increasing parental involvement, and increasing social-emotional learning for all students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the last administration (17-18) of the California Healthy Kids Survey, 7th-grade students were asked to answer questions regarding School Connectedness and School Safety, among other topics. CMS moved from the 69% percentile to the 76% percentile in the School Climate Index. The areas of focus for CMS are school connectedness, meaningful relationships, and school safety. In the area of school connectedness, students reported only 53% connectedness. Parents reported 79% feel that the school allows and welcomes parent input. In the area of school safety, 53% of students reported they felt safe at school. 70% of parents reported they felt that school is a safe place for their child. In the last area of meaningful connections, 60% of students reported they have a caring adult relationship on campus. Similarly, 78% of parents reported that the school has adults who really cares about students. The Healthy Kids survey was not given in the 2019-2020 school year due to school closures.

Parents and teachers also completed the California Healthy Kids Survey in 2019. One area that was a discrepancy from the student survey was under victimization. Students were asked if they had experienced any bullying at school. 66% of the students reported that they had not experienced bullying at school. Parents, on the other hand, reported that only 32% of them believed the school has a low bullying problem. This is an area of concern and focus for the school.

As noted in the SSC needs assessment, the committee agreed the strengths are campus supervisors responding quickly to fights on campus. The classroom environments are safe and teachers follow protocols. The challenges are the number of fights that do occur on campus and the bullying.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout the school year, administrators observe teachers and students, both formally and informally. Teachers on the evaluation cycle are observed at least two times prior to their final evaluation utilizing a formal evaluation process. Administrators also complete informal walk-throughs. These walk-throughs provide evidence and data of instructional strategies (ie. WICOR strategies), technologies (ie. Nearpod, Edpuzzle, etc), and curricular materials (ie. HMH, IXL, StudySync, TCI, etc) being used. Thus far, it has been identified that teachers are implementing the instructional strategies and best practices that they have been trained in through school, district, and county professional development settings. All history and science teachers are implementing the newly adopted curriculum. The 8th-grade math team is currently piloting the Desmos curriculum (online) to make an informed decision prior to adoption. The majority of the teachers are in or beyond the augmentation phase of the SAMR model. The increase of a variety of online resources to increase student engagement continues, even after Distance Learnig.

A team comprised of site and district level personnel have been focsuing on ELA/ELD classroom walks to support the new changes made in ELA/ELD. Additionally, another team with site and county personnel have been focusing on math walk-throughs to observe meaningful discourse and grade level opportunities.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Due to the school closures in the spring of 2020, the statewide assessments (CAASPP, STS, PFT, and CAST) were not administered. This makes it difficult to formally assess students' progress in ELA, math, and science. The ELPAC was administered in the Spring of 2021. Creekside was able to utilize local assessments (iReady Diagnostic and PAW) for ELA, math, and writing purposes. However, since this was the first time using iReady, there was no comparable data. A combination of ELPAC and local assessment scores were used in the criteria for reclassification. This information was shared with staff, ELAC, and SSC.

Math, English, and English language development still prove to be an area of focus at all grade levels. The Common Core State Standards are used as planning guides. Aeries data is available by school, by the teacher, by the student group, and by the student. This information is used to identify students at-risk and to plan instruction and/or re-teaching and intervention strategies. Teachers use iReady diagnostic information, which aligns with the CAASPP, results in Language Arts, Mathematics, and PAW writing assessments along with curriculum-based assessments to monitor and modify instruction.

CMS will continue to administer the iReady diagnostic in math and reading three times a year. This data will be used to plan intervention, group students, and use resources available to support instruction and decrease learning gaps.

As noted in the SSC needs assessment, the committee agreed on the strengths in the areas of new ELD classes for all levels; students are held accountable in person (versus distance learning). There is a big difference in academics since starting the in-person structure. Challenges lay in the area of supporting parents to support their students academically. Reminders to check-in frequently and Parent training for Aeries, Parent Square, Google Classroom, etc.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Creekside gives summative iReady diagnostics three times a year and writing (PAW) assessments two times a year. The results of these diagnostics and writing assessments are used as an integral part of our monitor-plan-teach cycle. Teachers analyze the student results compared to the expected outcomes and plan instruction and new goals based on the data. To analyze iReady data, the staff looked at the progress students made to reach "At or Above" grade level bands. Due to school reopening and a mix of blended learning, the 2nd PAW was not given to compare to the 1st PAW.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The majority of Creekside's faculty meets the Highly Qualified criteria as required by the Elementary and Secondary Education Act. Notification was sent home to all parents for faculty members that do not meet this criteria. An annual report is prepared at the District level and presented to the Board of Education certifying compliance with this requirement.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All math, English, science and history teachers have been trained to implement the content curriculum. New teachers received training at the beginning of the year. Currently, the 8th-grade and half of the 7th grade math team is piloting the Desmos curriculum, an online curriculum designed to support critical thinking.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The second and fourth Wednesday of the month are shortened days to provide 2 hours of continuous professional development. This PD is developed at the site or district level. These topics have been centered around social-emotional learning (Student Connections, Effective management strategies, and building leadership capacity), as well as, instructional planning (adjusting pacing to a traditional schedule, implementing discourse strategies, etc). PD will also include English Language Development and AVID strategies. Teachers meet weekly by grade level or department to discuss and analyze data, plan and modify lessons and share best practices. Teachers attend content-specific training provided by the district or curriculum reps. Blasts are included in the monthly staff meeting to demonstrate best practices of incorporating student connections, instructional strategies, and or tips and tricks.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District provides an Induction Coach for all first and second-year teachers, to assist them in completing the Induction program. Creekside administrators and teacher leaders provide support for new teachers through monthly meetings. Clas`s coverage is provided for teachers to allow for peer observations of instructional strategies. Mentors are assigned to interns and support them through observations and coaching.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Every Tuesday after school is reserved for Professional Learning Communities, where teachers collaborate in grade/department level groups to review the data from the previous week, discuss effective practices, and plan for the next week's curricular goals. This dedicated PLC time is reserved for middle school staff.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All of Creekside's instructional materials are aligned to Common Core State Standards. Creekside has recently transitioned to the Next Generation Science Standards (NGSS) for science. The science department is implementing a new curriculum (Amplify), which is aligned to the standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students receive 55 minutes a day of Language Arts and Mathematics instruction. English Learners receive an additional 55 minutes of English Language Development (ELD).

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The lesson pacing schedules for the four core areas are developed by the department chairs in collaboration with department members. There are intervention days built into the pacing calendars to address areas of weakness after the data is reviewed. This includes using and assigning iReady MyPath. There are Study Skills classes in the master schedule to provide additional support for struggling SPED students. Additionally, EL students have an ELD class built into their schedule as well.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

There are sufficient standards-based instructional materials for all student groups. Additionally, Creekside is a One to Web campus where all students are issued a Chromebook for school and home use, enabling students to access teachers' Google classroom sites and required texts, both in on-line and off-line environments. Also, the District has installed LTE towers at every site to provide free internet access to local students. There are plans for additional towers for students further away from the schools.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Creekside utilizes the current district-adopted ELA and math instructional materials for all students and follows the programs as identified by the publisher and district. Creekside is using "Numbers Worlds" as a math intervention program for special education students in SDC math classes. The ELD class that supports Level 1 and Level 2 English Learners and SDC ELA are using Read180 and System44 as an intervention system. All other ELD classes use the StudySync ELD component. ELA and math teachers also use iReady for intervention for reading and math.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

In grades seven and eight, teachers spiral their instruction to provide additional time for students to achieve mastery of standards. The district is able to offer free online tutoring through PAPER, which connects students to a real tutor online with 24/7 access. Paraprofessionals support SPED and low ELs in all core classes by providing small group instruction.

Evidence-based educational practices to raise student achievement

Teachers use AVID and ELD strategies and focus on providing multiple opportunities for students to read, write, listen, and speak within every class period. Teachers have received training in Common Core State Standards that have been centered on increasing writing in all subject areas based on the Creekside Writing Program. In 2019 there was a site-wide focus on AVID and ELD strategies.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The counselors partner with other social and behavioral counselors to organize individual and group supports.

The After School Program (20th Century Grant) aligns its practices with the curriculum of the school. The PAUSE tutoring program is offered for 60 minutes after school for any student needing assistance with homework, study skills, or technology skills. Students with severe missing assignments are targeted and individually referred to PAUSE as well. Students with the most missing assignments are referred to Saturday PAUSE for four hours.

Parents and community members will have opportunities for virtual involvement and assisting students with achievement through PTO, parent-teacher conferences, Back to School Night, Open House, ELAC, School Site Council. Due to COVID restrictions, the district is only allowing vaccinated visitors on campus. Therefore, the following events have been canceled and are being revamped: Community Visitation days, Career Day, and ROARS store volunteers.

As noted in the SSC needs assessment, the committee agreed the strengths are communication through Parent square and communication directly from teachers.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Creekside sends parent representatives both from the School Site Council and the English Learner Advisory Council to the District Advisory Council to offer input to the Board. There are also a number of open meetings to include both parents and community members, such as: New Parent Orientation, Back to School Night, Community Day visits, Parent Teacher Conference and ELAC.

<u>Funding</u>

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Creekside utilizes its categorical programs to fund a EL Coordinator, a behavior intervention monitor, the designated support/exploration curriculum, increase school culture through student leadership groups, and provide technology support for all students.

Fiscal support (EPC)

Creekside prioritizes and allocates both general and categorical funds to align with the Single Plan for Student Achievement for Language Arts and math.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council and the English Language Advisory Committee meet on a monthly basis to review the SPSA, discuss the goals and progress towards those goals and investigate student achievement. Each team meets on a monthly basis throughout the school year. During monthly staff meetings, leadership meetings, and cabinet meetings, teachers and administrators review and update goals and discuss academic needs.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Students are served with an appropriately credentialed and/or teacher and all students have the necessary curriculum. Creekside receives CSI funds to address any inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.61%	0.86%	0.9%	7	10	10
African American	5.7%	7.38%	6.5%	66	86	73
Asian	3.37%	2.75%	3.5%	39	32	39
Filipino	1.73%	1.46%	1.8%	20	17	20
Hispanic/Latino	72.26%	71.93%	70.7%	836	838	790
Pacific Islander	2.16%	2.15%	2.7%	25	25	30
White	12.01%	11.93%	12.1%	139	139	135
Multiple/No Response	%	0.52%	1.2%		12	13
			Total Enrollment	1,157	1,165	1,118

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	366	389	350
Grade 7	389	377	387
Grade 8	402	399	381
Total Enrollment	1,157	1,165	1,118

Conclusions based on this data:

1. The largest student group is Hispanic (71%). Followed by White (12%) and African American (6.5%).
2. The grade levels are equally distributed.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	322	345	306	27.8%	29.6%	27.4%
Fluent English Proficient (FEP)	279	243	260	24.1%	20.9%	23.3%
Reclassified Fluent English Proficient (RFEP)	19	13	33	6.1%	4.0%	9.6%

Conclusions based on this data:

1. Unlike previous years, the English Learner group decreased 2% from 19-20. Additionally, the Fluent English Proficient group went up 3%.

2. The most significant growth was in the RFEP group, which almost tripled in the number of students (from 13 to 33). This could be due to the change in criteria. The local assessment of iReady was used in place of the SBAC due to distance learning.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	356	354	363	352	346	0	351	346	0	98.9	97.7	0.0
Grade 7	393	377	391	384	369	0	384	369	0	97.7	97.9	0.0
Grade 8	349	405	377	346	397	0	346	397	0	99.1	98	0.0
All Grades	1098	1136	1131	1082	1112	0	1081	1112	0	98.5	97.9	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2466.	2495.		4.84	9.25		20.80	26.30		27.07	31.79		47.29	32.66	
Grade 7	2518.	2484.		10.42	4.61		28.65	19.51		26.56	29.00		34.38	46.88	
Grade 8	2540.	2525.		11.27	9.07		28.61	24.94		25.72	29.72		34.39	36.27	
All Grades	N/A	N/A	N/A	8.88	7.64		26.09	23.56		26.46	30.13		38.58	38.67	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	8.55	13.29		41.03	48.27		50.43	38.44	
Grade 7	15.63	10.03		45.05	39.30		39.32	50.68	
Grade 8	17.92	16.37		41.04	40.55		41.04	43.07	
All Grades	14.06	13.31		42.46	42.54		43.48	44.15	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	6.84	15.03		40.46	52.60		52.71	32.37	
Grade 7	18.49	9.49		49.74	49.32		31.77	41.19	
Grade 8	18.21	14.61		45.09	51.89		36.71	33.50	
All Grades	14.62	13.04		45.24	51.26		40.15	35.70	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	7.98	8.67		58.69	64.45		33.33	26.88	
Grade 7	7.81	5.42		59.90	59.35		32.29	35.23	
Grade 8	13.01	12.59		65.90	59.70		21.10	27.71	
All Grades	9.53	8.99		61.42	61.06		29.05	29.95	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	12.54	16.47		49.57	49.13		37.89	34.39	
Grade 7	20.05	11.38		53.39	45.26		26.56	43.36	
Grade 8	22.83	15.11		49.71	46.35		27.46	38.54	
All Grades	18.50	14.30		50.97	46.85		30.53	38.85	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 2018-19, 31% of students met or exceeded standards for ELA. The local assessment of iReady was used to replace SBAC in 20-21. The percent of students that were on or above grade level was 28%. If we compare these scores, there was a 3% decrease for reading/ELA. This decrease was expected due to distance learning, lack of engagement, and other challenges that students faced during the pandemic.

2. One bright spot was in the area of exceeding standards. In 18-19 there were 7% of students in the exceeded category on SBAC. However, this doubled to 15% when examining the mid or above grade level in iReady.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	356	354	363	353	345	0	352	345	0	99.2	97.5	0.0
Grade 7	393	377	391	386	369	0	385	369	0	98.2	97.9	0.0
Grade 8	350	405	377	350	397	0	350	397	0	100	98	0.0
All Grades	1099	1136	1131	1089	1111	0	1087	1111	0	99.1	97.8	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2445.	2468.		5.40	5.51		9.66	15.07		26.70	31.59		58.24	47.83	
Grade 7	2488.	2469.		8.31	5.42		16.88	12.74		28.05	26.56		46.75	55.28	
Grade 8	2497.	2485.		8.86	7.56		11.71	11.84		26.86	23.43		52.57	57.18	
All Grades	N/A	N/A	N/A	7.54	6.21		12.88	13.14		27.23	27.00		52.35	53.65	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	7.67	7.83		23.30	33.91		69.03	58.26	
Grade 7	13.25	9.21		33.51	29.00		53.25	61.79	
Grade 8	10.29	11.08		28.29	25.44		61.43	63.48	
All Grades	10.49	9.45		28.52	29.25		60.99	61.30	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	5.68	6.67		29.83	44.06		64.49	49.28	
Grade 7	10.65	7.86		40.00	37.94		49.35	54.20	
Grade 8	11.14	7.56		46.00	37.78		42.86	54.66	
All Grades	9.20	7.38		38.64	39.78		52.16	52.84	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	6.25	6.38		35.80	42.90		57.95	50.72	
Grade 7	11.17	5.42		50.91	49.32		37.92	45.26	
Grade 8	8.86	7.56		48.86	50.13		42.29	42.32	
All Grades	8.83	6.48		45.35	47.61		45.81	45.90	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 2018-19, 19% of students met or exceeded standards for math. The local assessment of iReady was used to replace SBAC in 20-21. The percent of students that were on or above grade level was 19%. If we compare these scores, there was no change in math. While a decrease was expected, that's not what is seen.
2. iReady results indicate that 15% are two grade levels below standards and 37% are three or more grade levels below. This is also in alignment with SBAC, where previously a little more than half (54%) of the students did not meet standards.

School and Student Performance Data

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1519.2	1518.1	1502.5	1513.3	1518.0	1497.1	1524.5	1517.7	1507.5	104	78	107
7	1533.4	1540.7	1515.6	1525.1	1549.8	1507.5	1541.2	1531.1	1523.3	90	113	119
8	1540.1	1534.7	1522.5	1534.8	1524.6	1512.4	1544.8	1544.2	1532.1	69	103	81
All Grades										263	294	307

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	18.27	17.95	8.41	38.46	29.49	28.97	35.58	33.33	40.19	*	19.23	22.43	104	78	107
7	37.78	21.24	12.61	37.78	44.25	31.09	*	24.78	31.93	13.33	9.73	24.37	90	113	119
8	40.58	17.48	8.64	34.78	37.86	29.63	17.39	24.27	43.21	*	20.39	18.52	69	103	81
All Grades	30.80	19.05	10.10	37.26	38.10	29.97	22.43	26.87	37.79	9.51	15.99	22.15	263	294	307

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	30.77	35.90	19.63	48.08	30.77	37.38	17.31	17.95	27.10	*	15.38	15.89	104	78	107
7	47.78	48.67	21.01	33.33	30.97	34.45	*	11.50	26.89	*	8.85	17.65	90	113	119
8	55.07	32.04	17.28	37.68	31.07	33.33	*	22.33	34.57	*	14.56	14.81	69	103	81
All Grades	42.97	39.46	19.54	40.30	30.95	35.18	11.03	17.01	28.99	5.70	12.59	16.29	263	294	307

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	1.28	1.87	24.04	19.23	14.95	33.65	47.44	41.12	33.65	32.05	42.06	104	78	107
7	27.78	4.42	5.04	24.44	27.43	27.73	26.67	43.36	31.09	21.11	24.78	36.13	90	113	119
8	33.33	17.48	6.17	20.29	27.18	18.52	21.74	23.30	44.44	24.64	32.04	30.86	69	103	81
All Grades	21.67	8.16	4.23	23.19	25.17	20.85	28.14	37.41	38.11	27.00	29.25	36.81	263	294	307

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	28.85	11.54	12.15	62.50	56.41	54.21	*	32.05	33.64	104	78	107
7	35.56	10.62	5.04	52.22	69.91	56.30	12.22	19.47	38.66	90	113	119
8	42.03	10.68	9.88	52.17	64.08	59.26	*	25.24	30.86	69	103	81
All Grades	34.60	10.88	8.79	56.27	64.29	56.35	9.13	24.83	34.85	263	294	307

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	50.96	56.41	47.66	45.19	28.21	35.51	*	15.38	16.82	104	78	107
7	66.67	74.34	49.58	23.33	18.58	37.82	*	7.08	12.61	90	113	119
8	76.81	46.60	40.74	17.39	34.95	45.68	*	18.45	13.58	69	103	81
All Grades	63.12	59.86	46.58	30.42	26.87	39.09	6.46	13.27	14.33	263	294	307

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	12.50	3.85	5.61	23.08	43.59	21.50	64.42	52.56	72.90	104	78	107
7	35.56	7.96	13.45	24.44	45.13	28.57	40.00	46.90	57.98	90	113	119
8	37.68	25.24	13.58	20.29	31.07	25.93	42.03	43.69	60.49	69	103	81
All Grades	27.00	12.93	10.75	22.81	39.80	25.41	50.19	47.28	63.84	263	294	307

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	12.82	6.54	89.42	73.08	76.64	*	14.10	16.82	104	78	107
7	16.67	1.77	6.72	72.22	87.61	70.59	*	10.62	22.69	90	113	119
8	21.74	1.94	1.23	71.01	80.58	86.42	*	17.48	12.35	69	103	81
All Grades	13.69	4.76	5.21	78.71	81.29	76.87	7.60	13.95	17.92	263	294	307

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 and distance learning in 2020-21 school year. The conclusions are based on the 2018-2019 scores and dashboard.
2. In an initial review of EPLAC data, it appears approximately 10% of students scored an overall 4. While is this a decrease in comparison to 18-19, it is a large increase from the 19-20 school year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1118	**74.3**	**27.4**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	306	27.4
Foster Youth	7	0.6
Homeless	6	0.5
Socioeconomically Disadvantaged	831	74.3
Students with Disabilities	208	18.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	73	6.5
American Indian or Alaska Native	10	0.9
Asian	39	3.5
Filipino	20	1.8
Hispanic	790	70.7
Two or More Races	13	1.2
Native Hawaiian or Pacific Islander	30	2.7
White	135	12.1

Conclusions based on this data:

1. The dashboard does reflect enrollment and subgroup data from 2020-2021.

Over 76.8% of our students are economically disadvantaged, meaning they qualify for free or reduced lunch. In addition, we have 29.6% English Learners and 19.6% students with disabilities. All three categories increased from the 2018-19 school year.

2. The district applied for the Nutrition Services for the 2020-2021 school year, and was awarded district-wide qualification for free and reduced for all students.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Red
Mathematics Orange		

Conclusions based on this data:

1. The dashboard has not changed in this area and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

   Overall all indicators remained in the same color level, except chronic absenteeism which dropped to the red category. Chronic absenteeism is a major area of focus for this year. More monitoring and follow through on absenteeism will be conducted.

   This continues to be a need for the 2021-22 school year as we are seeing more absenteeism.

2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

   ELA and math indicators show that more attention is needed for individual students to help close the gaps in skills.

This continues to be a need for the 2021-22 school year as we are still seeing large gaps in grade-level skills. The need for individual support via iReady and afterschool tutoring is needed to address these deficiencies.

3.

The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

When looking at our suspension rate we can identify that we need to identify alternatives to suspension and become more preemptive with students' social/emotional needs. This was a focus in 2019-20 and unofficial data indicate that suspensions were reduced by 200% when compared to the previous year's Aug-March data.

However, as we returned in person, we have seen an increase in suspensions due to physical aggression and a lack of social skills after being out of school for almost a year and a half.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
46.1 points below standard	82.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.6 points	Maintained -0.9 points	5
1068	419	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	54.5 points below standard	123.5 points below standard
8	Maintained -2.3 points	Increased ++3.2 points
	830	211

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	No Performance Color
45.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	10.4 points above standard	8.7 points below standard
Declined Significantly -18.5 points	8	Declined -7.3 points	Declined Significantly -21.9 points
64		37	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
58.4 points below standard	10.2 points below standard	16.3 points below standard	2.2 points below standard
Declined -4.9 points	Increased Significantly ++18 points	Maintained ++1.4 points	Increased ++6.4 points
769	19	22	127

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
119.1 points below standard	17.3 points below standard	31.9 points below standard
Maintained -2.4 points	Increased +6.3 points	Declined -4.3 points
270	149	523

Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

   Our data shows that our student CAASPP success rate has declined in all subgroups. When looking at all students combined the overall decrease was 5.6 points but our Students with Disabilities did increase by 3.2 points along with our RFEP students who increased by 6.3 points. The EL students were able to maintain with only a 2.4 point decrease.

2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

   Both the African American and Asian student groups decreased the most, by 18.5 points and 8 points. This shows that there are subgroups that need more individual attention to be successful. Students reporting Two or More Races had a significant increase of 18 points, which indicates the focused attempt during the 2018-19 year was impactful. Our White and Asian groups have the highest scores, closest to meeting standards (only single-digit below standards).

3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

Looking specifically at Creekside Middle Schools data for English Learners we see that current English Learners average about 120 points below standards. This tells us that we need to continue focusing on vocabulary and language acquisition to help our English Language Learners overcome learning barriers. Our site needs to focus on language acquisition in all content areas so that our English Language Learners have opportunities all through the school day to close the achievement gap.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
5	1	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
91.4 points below standard	125.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.4 points	Maintained -1.3 points	5
1067	418	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	100.2 points below standard	174.3 points below standard
8	Maintained -0.6 points	Maintained -2.2 points
	829	210

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Orange	No Performance Color
100.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	31.1 points below standard	49.4 points below standard
Declined -7.1 points	8	Declined -3.5 points	Declined Significantly -30 points
64		37	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Yellow
104 points below standard	66.1 points below standard	51.7 points below standard	44.6 points below standard
Declined -3.7 points	Declined -14.5 points	Increased Significantly +17 points	Increased +9.7 points
768	19	22	127

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
160.4 points below standard	62.1 points below standard	78.7 points below standard
Maintained -0.5 points	Maintained +1.7 points	Maintained +0.2 points
269	149	523

Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

   Overall our students are not performing well on the mathematical section of the CAASPP test as the average student is scoring 91.4 points below standard, which is a decline of 3.4 points. Drilling down more closely our English Language Learners fall short of the standard by 160.4 points and our students with disabilities miss the standard by 174 points. This tells us we need to make a stronger effort in putting effective supports in place for our English Language Learners and our students with disabilities as well as make sure the curriculum being used is differentiated in a way that supports both these subsets of students.

2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

   Our White and Pacific Islander subgroups increased by 9.7 points and significantly increased by 17 points. Unfortunately, all other race subgroups declined, with a significant decrease of 30 points for the Filipino subgroup.

3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

Our current English Language Learners struggle with math, this could be a result of the increase in the amount of reading on the performance assessment. Throughout the school year, we need to help our EL students build their academic language in the area of mathematics, this will help the students improve their ability to perform on the assessment as they emerge in their understanding of a second language. Our students who have been reclassified maintained their performance level, again pointing the language barrier our emerging English speakers face. Although our reclassified students are still performing at 62 points below standard they are outperforming the average student population which falls at 91.4 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
49.1 making progress towards English language proficiency
Number of EL Students: 271
Performance Level: Low

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.

2019 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
21.7	29.1	7.0	42.0

Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

   This data indicates that 21.7% of our EL students decreased on ELPI level, illustrating the need to focus on Language development and support through academic language.

2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

   On the other hand, 42% of EL students progressed at least on ELPI level. This shows that the stabilization of the ELD classes for each grade level is supporting a significant number of students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	0	0	1

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
11.2	13.4	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +4.6	Increased Significantly +5.7	7
1215	344	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
61.5	12.2	16.6
13	Increased Significantly +4.7	Increased Significantly +6.6
	957	241

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Blue	No Performance Color
8.2	Less than 11 Students - Data Not Displayed for Privacy	2.5	0
Increased +7.1	8	Maintained -0.1	Maintained 0
73		40	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Orange
12.4	4.3	7.7	11.3
Increased Significantly +4.7	Increased +0.5	Increased +7.7	Increased +3.9
884	23	26	141

Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

   In each of the student groups we show between 11-16% absenteeism, we need to work to reduce this number as absenteeism has a direct correspondence to student learning. When they are chronically absent they have large gaps in their learning. Working to reduce absenteeism is an important step for our site.

2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

   Our Asian subgroup maintained with 2.5% chronic absenteeism. All other race subgroups had an increase in absenteeism, illustrating a need to focus on tracking and following up with students in these categories.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	2	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
13.9	17.9	25
Maintained +0.1	Maintained -0.1	Increased +8.3
1264	351	12

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Yellow
28.6	15.2	15.3
14	Maintained +0.2	Declined Significantly -6.9
	994	248

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	No Performance Color
20	Less than 11 Students - Data Not Displayed for Privacy 8	2.4	19
Declined -0.5		Declined -2.6	Increased +19
80		41	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Yellow
14.4	11.1	11.5	9.6
Maintained 0	Maintained 0	Declined -1.8	Declined -2.1
915	27	26	146

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	13.9	13.9

Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

   Overall the suspension rate at Creekside Middle School maintained with only 0.1% increase. With the support of PBIS and using other alternatives to redirect behavior and prevent and teach the rules and expectations, suspension rates did not increase by more than a tenth of a percent. We continue to introduce and teach school-wide rules and expectations to help all of our students have a safe academic learning environment. There has been a lot of improvement in student behavior overall at Creekside but we still have room to grow.

   Our WEB program runs Youth Court, which is a restorative justice program at Creekside. Students have been encouraged by this program as they are learning to be more reflective of their behavior and actions.

   If the suspension rate was pro-rated to compare August to March, the suspensions decreased from 180 suspensions to 60 suspensions or reduced by 66% according to Aeries.

2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

   We had a significant decrease in Students with Disabilities of almost 7%, which puts them below our EL subgroup, currently at 17.9%. This will be an area of focus for this year. We spent time and resources into translating documents to ensure students understand the expectations as they are being reviewed. We have also started to add other types of activities including visual projects to include our EL subgroup.

3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

Looking at the suspension rates based on race and ethnicity we can see that our suspension rate for each race has declined or maintained, except for Filipino. Our African American group continues to have the highest rate at 20%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English-Language Arts

LEA/LCAP Goal

LCAP Goal:
*PJUSD will prepare students to be college and career ready.
*PJUSD will provide highly qualified employees, technology and Common Core aligned materials to ensure all students will meet their potential.

Goal 1

Creekside will meet (within 3%) or exceed the Stanislaus county average for meets/exceeds standards on the CAASPP in the area of ELA for all grade levels.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	35% are meeting	+3 % increase

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners (EL, LTEL, RFEP, SPED)

Strategy/Activity

Creekside will provide staff training for our teachers that will directly support our students (both EL and our general population). This training will support AVID strategy implementation, develop academic reading and writing abilities. Counseling and incentives will be held for EL students. Subs will be used to cover ELPAC testing as to not take away from instructional time. Staff will be used to assist with translations and make sure that students understand the expectations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

5,000	Title I 4000-4999: Books And Supplies Materials and Supplies
5,000	Title I 5000-5999: Services And Other Operating Expenditures Service Agreements
3,000	Title I 1000-1999: Certificated Personnel Salaries Sub stipends

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Creekside will implement AVID strategies that will help all of our students improve their understanding of the English Language and provide students with structures in writing. The focus for WICOR will be on engagement strategies for distance learning. To support our students we will be providing our teachers with ongoing professional development throughout the school year to help them learn how to use the AVID strategies and make explicit connections to the learning strategy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5,000	CSI 1000-1999: Certificated Personnel Salaries Stipends
5,000	Title I 4000-4999: Books And Supplies Books and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

PJUSD has incorporated a district-wide college and career portfolio for all students. At Creekside, students begin to focus their direction on learning about the levels of college and the expectations for each level of college prepare students differently for the different work fields. Working with site staff and leadership, Creekside will continue to refine the portfolio expectations for each student in

all grade levels for the 2020-21 school year. By continuing to refine the expectations we will keep the project up to date so students are well prepared for their future.

Participating in this helps students to prepare for long-term goals and realized the importance of their understanding of language. Completing this project should help motivate students to perform to the best of their ability of the CAASPP assessment.

Subs days were provided to allow teachers time to plan, prepare, and refine the Student Digital Portfolio. Additionally, teachers were paid to come in before school started to prepare the calendar and lessons around College and Career Readiness and Career Artifacts.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
3,000	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers/Teacher Stipends
3,000	Title I 4000-4999: Books And Supplies Books and supplies and fieldtrips

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners (EL, LTEL, RFEP, SPED)

Strategy/Activity

Support ELD classes embedded in the Master Schedule to specifically support Level 1 and 2 English Learners. Teachers will receive ongoing training and support for the curriculum (Read180 and System44). Expand ELD supports and curriculum into SDC classes. When needed teachers will be provided substitutes to allow time to plan, analyze data, and modify pacing guides. Ongoing training in the area of teaching strategies to support our EL learners will be on-going.

Students who fall into Level 3 and Level 4 in English Language Acquisition will also participate in our AVID Excel class, this is designed to provided students with more support and structure in learning the Academic Language. Teachers for this program will attend AVID conferences to learn AVID strategies to be implemented in the classroom. Teachers will also receive ongoing training throughout the entire school year.

Evidence by increased student scores in Lexile level and ELPAC scores.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2,000	Title I 1000-1999: Certificated Personnel Salaries Sub stipends
4,000	Title I 5000-5999: Services And Other Operating Expenditures Conferences and workshops

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide site based intervention for students targeting ELA. This may include after school, Saturday school, and an intervention room that focuses on academic and behavioral interventions. (ie. PAUSE, No Red Ink, iReady, Intervention room.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
7,000	Title I 5000-5999: Services And Other Operating Expenditures Licensing agreement (No Red Ink)
6,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Licensing agreement
3,000	Title I 4000-4999: Books And Supplies Materials/supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

CMS did not meet Goal #1 based on iReady data. iReady data shows 28% on or above grade level. Each grade level was about the same percentage. The continued structuring of the ELD program has had an overall positive effect on student learning. Students have reported feeling more supposed academically, even though the test results may not show growth. Read180 and System 44 have provided students with a means to access language at their pace and close the achievement gap.

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

Due to teacher shortage, the TOSA - EL coordinator role was not filled. Activity 1 was adjusted to shift those roles to other staff members and cover increasing sub costs. Materials and supplies were added in each activity to address needs for materials and supplies. Activity #5 was adjusted to include broader interventions. To increase engagement and exploration of college awareness, more college field trips will be added for Activity #3 and the budget increased to $10,000.

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

No major changes were made.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal:
*PJUSD will prepare students to be college and career ready.
*PJUSD will provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential.

Goal 2

Creekside will increase proficiency in mathematics to meet or exceed the Stanislaus county average (within 3%) for meets/exceeds standards on the CAASPP in the area of Math for all grade levels and subgroups.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	20% of students are testing at the meets/exceeds level of the CAASPP Assessment	Being within 3%+/- of the county average.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Creekside will provide math teachers with structured collaboration time to do the following activities (but not limited):

- Dissect grade level mathematics standards to continue building expertise
- Working together to incorporate AVID strategies that will best support their curriculum and provide students access to the curriculum.
- Look at test scores to determine where students are struggling and how to best support the students in the areas of needed growth.

SPED teachers afforded time to dissect their Number Worlds curriculum to align with the grade-level curriculum. Also, when incorporating AVID strategies, SPED teachers requested additional supplies to help scaffold these strategies to support students at their learning levels.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
3,000	Title I 1000-1999: Certificated Personnel Salaries Substitute teachers
2,000	Title I 4000-4999: Books And Supplies Books and supplies for special education

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide tutors to provide small group instruction for students who are struggling.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
11,000	Title I 2000-2999: Classified Personnel Salaries Arches Tutors/AVID Tutors

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

Provide professional development to continue ongoing support of Common Core & Instructional Materials, this includes AVID strategies. This includes making real-world connections by inviting professionals in math-related industries to present to math classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
6,000	CSI 5800: Professional/Consulting Services And Operating Expenditures CSI: Math consult

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide site based intervention for students focused on math. This may include after school, Saturday school, and an intervention room that focuses on academic and behavioral interventions. (ie. PAUSE, iReady, Intervention room.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10,000	Title I 1000-1999: Certificated Personnel Salaries Teacher stipends

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The 2018-19 testing data showed that we were very far from reaching this goal. We do have quite a few supports in place for our students but they have not shown to be as effective as expected. We need to look at the structure of our supports for students who are in the math program, as well as, work to provide our teachers time to plan and work on developing their curriculum. Outside support through the county office is being brought in to support teachers and administrators in fine-tuning mathematics instruction.

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

Due to the increasing cost of subs and printed materials, Activity #1 expenditures were increased.

For activity #3, to support the professional development of math teachers, teachers will work with math consultants to focus on standards alignment and pacing development. In addition, math teachers will be sent by grade-level teams to the Mathematics Mindset Conference by Jo Boaler.

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

REMOVED ACTIVITY: Provide a team of teachers with structured collaboration time to create materials that will support both the students at home and the parents to support their students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

LCAP Goal:
*PJUSD will prepare students to be college and career ready.
*Provide high quality employees, technology, and ccss aligned materials to ensure all students will meet their potential.
*Provide a safe and welcoming environment where students attend and are connected to their schools.

Goal 3

Increase the number of EL students that are reclassifying, including long-term English Learners.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CAASPP Results	In the Area of English Language Arts our current English Learners average score is 121 points below standard.	As a whole our English Language Learners will improve their achievement scores by 10% as they work to close the achievement gap.
2019 CAASPP Results	In the area of mathematics our English Language Learners are averaging 165 points below standard.	As a whole our English Language Learners will improve their achievement scores by 10% as they work to close the achievement gap.
RFEP Rate	7th = 2/144 = 1.3% 8th = 3/159 = 1.8%	5% RFEP Rate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Long Term English Learners.

Strategy/Activity

The number of LTELs will decrease by 8% (reclassify 8% of EL students). TOSA will educate ELs in the reclassification criteria and current English proficiency levels through individual/class presentations. TOSA will compare 18-19 ELPAC scores to 19-20 ELPAC scores

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
3,000	Title I 4000-4999: Books And Supplies Materials and Supplies
10,000	Title I 5000-5999: Services And Other Operating Expenditures Service Agreements and materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Continue current maintenance agreement for Read 180/System 44 program. Para support in core classes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1,507	Title I 4000-4999: Books And Supplies Materials and Supplies
31,026	Title III 2000-2999: Classified Personnel Salaries Classified Salary (para)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Compare all scores, analyze grades, and use multiple data points to identify appropriate placement for all EL students. Including release time.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2,000	Title I 4000-4999: Books And Supplies Supplies and incentives
2,000	Title I 1000-1999: Certificated Personnel Salaries Teacher stipends/sub time

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Summer planning to include designated and integrated ELD supports. This includes supplies and materials to incorporate these supports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
10,000	CSI 1000-1999: Certificated Personnel Salaries Teacher stipends
5,284	Title III 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Special Education Students
EL Students

Strategy/Activity

SPED teachers will be trained on how to incorporate designated ELD into their day. Summer planning or teacher release time will be used for planning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2,000	Title I 4000-4999: Books And Supplies Materials

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The goal for reclassification was not met; more student reclassified than the previous year. There is a continued need to support EL students in the classroom and with academic language development.

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

Activity #3 was added to assist with the duties of the TOSA-EL coordinator position.

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

The cost of Para-professional were updated to reflect current costs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

LCAP Goal:

- Preparing students to be college and career ready.
- Safe and welcoming environment where students attend school and are connected to their schools.

Goal 4

Creekside Middle School will maintain the PBIS program and work to continually improve in weak areas to ensure students have a positive school culture. Through PBIS we will continue to build a culture of academic achievement and positive student interactions.

Identified Need

Creeekside is currently a CSI school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	The California Dashboard provides us with a look at our suspension rate, in the 2018-19 school year 13.9% of students at Creekside have been suspended at least one time.	By the end of our third year as a PBIS school we expect to see a decrease in overall suspension by at least 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Continue to include student leadership classes, such as WEB, ASB, and PNN, in the Master Schedule. Teachers will continue to update the curriculum for use in the WEB classes, including the Youth Court program to support PBIS. The site will ensure additional trainings for WEB teachers as needed. As a part of the WEB program, the students participate in special training. WEB students will also receive incentives for supporting the program as well as incentives to

provide other students as they work to build relationships on campus. WEB stipends for teacher advisors.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5,000	Title I 4000-4999: Books And Supplies Materials and Supplies
3,500	Title I 1000-1999: Certificated Personnel Salaries Stipend

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide structure calibration time for the PBIS team to (but not limited to):

- Investigate Data on student behavior and absenteeism using our school-wide Panther Intervention Log, Aeries and SWIS as well as student observation.
- Develop lesson plans and information to provide students to teach the school-wide and classroom expectations.
- Create other resources for students and staff as necessary.
- Classroom walkthroughs to observe students and teachers using the PBIS program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2,000	LCFF - Base 1000-1999: Certificated Personnel Salaries Substitute Teachers
1,000	LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures Conferences and Workshops

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Maintain the upkeep on PBIS infrastructure, including PBIS materials; these may include but are not limited to:

*Incentives for the ROARS store, for school-wide activities, for attendance
*Materials for assemblies, reward ceremonies to reward positive behavior, and for student group and/or parent group meetings to improve school climate

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
20,000	LCFF - Base 4000-4999: Books And Supplies Materials and Supplies
7,000	LCFF - Base 4000-4999: Books And Supplies Workbooks and supplies
2,000	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

CMS will continue to provide enrichment opportunities for students to engage with school, this may include music, STEM, Clubs, sports activities, and field trips.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
15,000	Title I 4000-4999: Books And Supplies Other equipment and supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Find ways to develop students social skills and their abilities to help them solve challenges and problems, ideas to address this include (but are not limited to):

* finding curriculum to help repeat behavior offenders develop their social skills and learn to come to peaceful and cooperative solutions.
* provide students who feel victimized classes to teach them how to stand up for themselves and find their inner strength.
* finding curriculum to reinforce digital citizenship and address cyberbullying
* creating more videos to help provide students with visuals in how to work through conflict.
* provide more reward day activities.
* seek out more ways to reward good behavior.
* continue to fund the ROARS stores so that students can use their ROARS tickets and feel positively reinforced for their behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
51,367.20	Title I 2000-2999: Classified Personnel Salaries Student Assistance Specialist Services

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We made great progress in our implementation of PBIS in the 2019-20 and 2020-21 school years and need to continue to work on getting our systems in place as we progress in Tiers and providing supports for our students. We have seen some behaviors improve, others need to continue to improve. Our programs such as WEB are working to support our PBIS system.

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

Activity #4 was added to support enrichment opportunities for students.

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

The cost of SAS was updated to reflect current costs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parental Involvement

LEA/LCAP Goal

LCAP Goal:
* PJUSD will cultivate meaningful partnerships with parents, families and community stakeholders in order to support student success in school.

Goal 5

Communicate Expectations for Improvement and Inclusive Participation of Stakeholders. Creekside will host School Site Council (SSC) and English Learners Advisory Committee (ELAC) visitations, Parenting Nights, and NEU/PBIS Parent activities during the 2021-22 school year.

Identified Need

Strengthen parent engagement specifically after pandemic

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Arrange for two classroom visitations for School Site Council, ELAC, and incoming 6th grade parent groups. Survey of site council, ELAC, and incoming 7th grade parent members.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1,000	Title I 1000-1999: Certificated Personnel Salaries Substitutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Advertise through Facebook, school website, Peachjar (newsletter), and Aeries Communications, the opportunities for parent training/workshops. Determine incentives/rewards for parental participation. Provide materials, child care, and food for parents and families to participate in academic programs and events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1,500	Title I 4000-4999: Books And Supplies Transportation and Materials
15,000	Title I 5900: Communications Postage/Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

While we did offer opportunities for parents to participate in school events we had very few actually participate. Our ELAC group continues to be our strongest group on campus. We need to find a way to communicate with parents in a way that will increase their desire to participate in school events.

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

No changes made at this time.

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

No changes made at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

LCAP Goal:
PJUSD will support student safety and child welfare.

Goal 6

Creekside will implement proactive programs to support mental health and wellness of students; this may include social emotional learning.

Identified Need

There is additional need to support students in the area of social emotional learning based on the discipline and referral data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Maintain up to five days of SAS services to support students' mental health and wellness by teaching mindfulness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
51,367.20	CSI 2000-2999: Classified Personnel Salaries Student Assistance Specialist Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Advisory curriculum did not previously include social-emotional learning components. More release time was required to adjust the pacing calendar and plan lessons to modify the advisory curriculum to include social-emotional learning components. Additionally, extra time was needed to modify lessons to meet the demands of distance learning. Lastly, the increase in sub pay increased the cost in this area.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5,000	Title I 1000-1999: Certificated Personnel Salaries Teacher stipends
5201.80	Title I 4000-4999: Books And Supplies Materials and supplemental curriculum

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Implement social emotional curriculum to support all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
21,800	CSI 4000-4999: Books And Supplies Curriculum/Materials

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The previous goal of enhancing technology in the classroom was met. Therefor the goal was ended and transitioned to new needs.

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

No changes at this time.

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

No changes at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Intervention Through Summer Programs

LEA/LCAP Goal

*PJUSD WILL PREPARE STUDENTS TO BE COLLEGE AND CAREER READY.
*PJUSD WILL PROVIDE A SAFE AND WELCOMING ENVIRONMENT WHERE STUDENTS ATTEND AND ARE CONNECTED TO SCHOOL.

Goal 7

Creekside will implement a summer program focused on closing the achievement gap and addressing the skill gap due to school closures.

Identified Need

Address academic gaps due to school closure.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Creekside will implement a summer program focused on closing the achievement gap and addressing the skill gap due to school closures.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
30832.80	CSI 1000-1999: Certificated Personnel Salaries Summer School

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Creekside will implement a summer school program aimed to support struggling students.

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

N/A

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

N/A

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$125,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$388,386.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
CSI	$125,000.00
Title I	$191,076.00
Title III	$36,310.00

Subtotal of additional federal funds included for this school: $352,386.00

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

State or Local Programs	Allocation ($)
LCFF - Base	$36,000.00

Subtotal of state or local funds included for this school: $36,000.00

Total of federal, state, and/or local funds for this school: $388,386.00

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

Expenditures by Funding Source

Funding Source	Amount
CSI	125,000.00
LCFF - Base	36,000.00
Title I	191,076.00
Title III	36,310.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	80,332.80
2000-2999: Classified Personnel Salaries	144,760.40
4000-4999: Books And Supplies	109,292.80
5000-5999: Services And Other Operating Expenditures	32,000.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00
5900: Communications	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI	45,832.80
2000-2999: Classified Personnel Salaries	CSI	51,367.20
4000-4999: Books And Supplies	CSI	21,800.00
5800: Professional/Consulting Services And Operating Expenditures	CSI	6,000.00

1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000.00
4000-4999: Books And Supplies	LCFF - Base	27,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	32,500.00
2000-2999: Classified Personnel Salaries	Title I	62,367.20
4000-4999: Books And Supplies	Title I	55,208.80
5000-5999: Services And Other Operating Expenditures	Title I	26,000.00
5900: Communications	Title I	15,000.00
2000-2999: Classified Personnel Salaries	Title III	31,026.00
4000-4999: Books And Supplies	Title III	5,284.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,000.00
Goal 2	32,000.00
Goal 3	66,817.00
Goal 4	106,867.20
Goal 5	17,500.00
Goal 6	83,369.00
Goal 7	30,832.80

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Catherine Aumoeualogo	Principal
Loren Bach	Classroom Teacher
Sara Drabert	Other School Staff
Vanessa Martinez	Parent or Community Member
Lisa Minton	Other School Staff
Veronica Santos	Classroom Teacher
Monica Schut	Parent or Community Member
Mia Galvan	Secondary Student
Ella Townsend	Secondary Student
Paige Anderson	Secondary Student
Margarita Carrillo	Parent or Community Member
Kimberly Jelinek	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.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 1/24/22.

Attested:

Principal, Catherine Aumoeualogo on 1/24/22

SSC Chairperson, Loren Bach on 1/24/22