School Year: **2025-26**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Creekside Elementary School	39685856104038	May 2, 2025	

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

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

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

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

This plan is being used by Creekside Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.
Strategies to Address Goal #1 for ESSA Compliance:
Regularly review and align curriculum with state standards.
Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.
Strategies to Address Goal #2 for ESSA Compliance:
Implement data-driven instructional practices to monitor student progress in ELA and Math.
Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.
Strategies to Address Goal #3 for ESSA Compliance:
Conduct regular climate surveys to gather feedback from students, families, and staff.
Analyze attendance and behavioral data to identify trends and implement interventions as needed.
Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Creekside Elementary 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

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection
The process began with a self-reflection phase in January 2025, during which 29 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review
In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement
The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement
Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

State Indicators California School Dashboard (Dashboard) Indicators:

Areas Needing Significant Improvement Based on Dashboard Data:

1. English Language Arts (Red)
   • Overall, students scored 75.4 points below standard, and performance was maintained (+1.5 points).

2. Mathematics (Red)
   • Overall, students scored 102.8 points below standard and declined by 3.1 points.

3. Suspension Rate (Orange)
   • 5.3% of students were suspended at least one day (increased by 0.4%).

4. English Learner Progress (Orange)
   • Only 41.2% of English Learners made progress toward English proficiency (maintained performance).

Steps Taken/Planned Across Indicators:
   • Teachers are working together across grade levels to improve instruction.
   • The school is using student data more to help guide teaching.
   • More family events are being planned and organized better to support learning and behavior.
   • The school is finding more ways to give teachers positive feedback and recognize their hard work.
   • Staff are getting more training to help them meet student needs and improve instruction.

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

Upon reviewing the available data, there are no state indicators at Creekside Elementary School where any student group performed two or more performance levels below the "All Students" performance. This suggests that while overall performance in certain areas is low, disparities between student groups are not as pronounced to the extent of differing by two or more performance levels.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement
Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Creekside Elementary School aims to enhance academic instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

- K-2 DIBELS Assessment
- 2nd-6th Grade Reading Inventory (RI)
- 3rd-6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts
- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics
- 5th Grade California Science Test (CAST)
- California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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

Based on the needs assessment which included a review of the California School Dashboard and local data, Creekside Elementary demonstrates significant areas in need of improvement, particularly in academic performance and equity gaps. The school is in the "Red" performance category for both English Language Arts (75.4 points below standard) and Mathematics (102.8 points below standard). All major student groups displayed "Below Typical Growth" in both ELA and Math, highlighting a continued need for targeted academic interventions and differentiated support strategies.

In response to these challenges, Creekside has prioritized two key areas for improvement: increasing family engagement and providing meaningful feedback and recognition for teachers. The school community acknowledges that family partnerships, while appreciated, are currently limited, and expanding engagement opportunities is essential for creating a stronger bridge between home and school. Additionally, teachers have expressed a desire for recognition and constructive feedback from a broader audience, which reflects Four Domains Practice 2.3. Strengthening these internal and external support structures is a strategic step toward improving student outcomes and closing performance gaps across subgroups.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:

- The 2023-2024 3rd - 6th CAASPP ELA Assessment
- The 2024 California Dashboard: ELA
- The 2024-2025 2nd-6th iReady MOY ELA Assessment
- The 2024-2025 K-2 MOY DIBELS Assessment
- The 2024-2025 2-6 MOY Reading Inventory (RI) Assessment
- The 2023-2024 3rd-6th CAASPP Math Assessment
- The 2024 California Dashboard: Mathematics
- The 2024-2025 K-6th grade iReady MOY Mathematics Assessment
- The 2023-2024 California Science Test (CAST)
- The 2024 California Dashboard: Science
- The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2024-2025 school year, 42% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. During the 2024-2025 school year, 40% of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2025-2026 school year, 47% of kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment. During the 2025-2026 school year, 45% of kindergarten-2nd grade English Learner students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
California Dashboard: ELA	All Students were Red on the 2024 California Dashboard. This was 75.4 points below standard. Maintained 1.5 points. English Learners were Yellow on the 2024 California Dashboard. This was	All student performance will reach the Yellow level by decreasing the distance from standard by 5.4 points or more on the 2025 California Dashboard.

	63.3 points below standard. There was an increase of 9.0 points.	English Learner students will achieve performance in the Yellow level by reducing the distance from standard by at least 3 points on the 2025 California Dashboard.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 18.64% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. During the 2023-2024 school year, 12.77% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2024-2025 school year, 23.64% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA. During the 2024-2025 school year, 17.77% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 20% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2024-2025 school year, 12% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2025-2026 school year, 27% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2025-2026 school year, 17% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP Mathematics	During the 2023-2024 school year, 8.67% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics. During the 2023-2024 school year, 2.08% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.	During the 2024-2025 school year, 13.67% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics. During the 2024-2025 school year, 7.08% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.
K-6 iReady MOY Mathematics Assessment	During the 2024-2025 school year, 13% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2024-2025 school year, 7% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2025-2026 school year, 18% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2025-2026 school year, 12% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
California Dashboard: Mathematics	All Students were Red on the 2024 California Dashboard for Mathematics. This was 102.8 points below standard. English Learners were Red on the 2024 California Dashboard for	All students will perform in the Orange performance level and demonstrate growth by decreasing the distance from standard by 4 or more points on the 2025 California Dashboard for Mathematics.

	Mathematics. This was 95.1 points below standard.	English Learner students will perform in the Yellow performance level and reduce the distance from standard by at least 3 points on the 2025 California Dashboard for Mathematics.
5th Grade California Science Test CAST	During the 2023-2024 school year, 12.12% of 5th grade students met or exceeded standards on CAST Assessment in Science. During the 2023-2024 school year, 0% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.	During the 2024-2025 school year, 17.2% of 5th grade students will meet/exceed standards on the CAST Assessment in Science. During the 2024-2025 school year, 5% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.
California Dashboard: Science	All Students: No Performance Color in 2024 All Students performed 23.6 points below standard. English Learners: No Performance Color in 2024. English Learners performed 32.5 points below standard.	All students will demonstrate progress by reducing the distance from standard by 3 or more points on the 2025 California Dashboard for Science. English Learner students will decrease the distance from standard by at least 3 points on the 2025 California Dashboard for Science.
California Dashboard: English Learner Progress Indicator	41.2% of students made progress toward English language proficiency, resulting in a Yellow performance level on the 2024 California Dashboard.	Based on the 2025 California School Dashboard, 46.1% of English Learner students will demonstrate progress toward English language proficiency by achieving a Green performance level.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students. Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons.	All Students	$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

	* Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitors own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.			
1.2	MTSS Data Conferences and Analysis Provide release time for teachers to: * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor- tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement.	All Students		$12138 Title I 1150 Teacher Sub Subs for MTSS Data Conferences $3031 Title I 3000 Benefits Sub Benefits
1.3	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District ELA/Math/Science/SS Initiative Professional Developments Include: * Training on data analysis and progress monitoring aligned with benchmark assessments in ELA and Math. *Integrated literacy and disciplinary literacy workshops focused on improving reading comprehension across content areas. *Science and Social Studies content integration strategies aligned with inquiry-based and culturally responsive teaching. *MTSS-aligned curriculum mapping and intervention planning sessions. *Universal Design for Learning (UDL) strategies to differentiate instruction across all tiers.	All Students		$0 Title I 5800 Prof and Operating/Consultants Professional Development Consultants/Vendors

	Site ELA/Math/Science/SS Based Initiative Professional Developments Include: *Targeted PLC (Professional Learning Community) sessions for analyzing student work and adjusting Tier 1 instruction. *Strategy-based coaching cycles to support standards-based lesson design and formative assessment practices. *Site-specific PD on integrating SEL into core instruction and using restorative practices to support Tier 2 and Tier 3 needs. *Workshops on using intervention tools and digital platforms for targeted academic support.		
1.4	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies: • Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions. • AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	All Students	$0 Title I 4300 Materials List AVID Supplies:
1.5	MTSS (Multi-Tiered System of Supports) Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: • Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. • Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. • Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This	All Students	$0 Title I 1120 Teacher Temp Timecards for Certificated Staff $0 Title I 3000 Benefits Benefits for Certificated Staff

	involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. • Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support. • Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework. • Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts. • Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation. • Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students. • Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework. • Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		
1.6	ELD instruction	English Learners	

	Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.		
1.7	Instructional Support District ELD Coaches will provide support to classrooms teachers of EL Students.	English Learners	
1.8	Bilingual Para-educators Certificated Staff, Para educators and additional Classified staff will provide support for instruction of the core for identified EL students on a more consistent basis.	English Learners	$0 Title I 2120 Para Temp Para Educator Timesheets $0 Title I 3000 Benefits Para Educator Timesheets
1.9	Educational Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components: • Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. • Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. • Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. • Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. • Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.	All Students	$13605 Title I 5800 Prof and Operating/Consultants Assembly Vendors

	• Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. • Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.		
1.10	The Site Based, Title I Reading Intervention Teacher will implement targeted, data-driven small group reading interventions for students performing below grade level in foundational literacy skills. Using progress monitoring tools and benchmark assessments, the teacher will adjust instruction to meet individual student needs and accelerate reading growth. Collaboration with Staff: The intervention teacher will collaborate regularly with classroom teachers through grade-level PLC meetings to analyze student data, co-develop intervention plans, and align instructional strategies. They will also coordinate with the site MTSS team to ensure students receive appropriate tiered supports and to help monitor academic and behavioral interventions. Support for Student Achievement: By delivering intensive, evidence-based reading interventions and working in close partnership with staff, the Title I Reading Intervention Teacher will play a critical role in closing achievement gaps, increasing student confidence, and improving overall reading proficiency. Regular communication with families will also be prioritized to reinforce literacy strategies at home.	Students identified through MTSS Tier 2 and Tier 3 intervention data	$90365 Title I 1900 Other Cert Salaries Reading Intervention Teacher Salary $31324 Title I 3000 Benefits Reading Intervention Teacher Benefits
1.11	The District Math TOSA will play a pivotal role in advancing math initiatives for grades 3-6, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based mathematical strategies. Serving as an intervention teacher and resource, the Math TOSA will enhance math instruction to improve educational outcomes for grades 3-6 students. The Math TOSA will provide targeted, Tier 2 supplemental math instruction to identified students in grades 3–6 using a data-driven and collaborative approach. Support will primarily be delivered using	Students identified through MTSS Tier 2 and Tier 3 intervention data	$ Central Title I 1900 Other Cert Salaries Centrally funded Math Intervention TOSA

a push-in model during core instruction times, supplemented with small-group intervention as needed.

Math TOSA Organizational Consistencies:
- Primarily support grades 3-6
- Select two grade levels to provide targeted support
- Tiered support in two ways-
- Push-in support to students within targeted grade level that are performing within the yellow/red band on (explore/refine days)
- Pull-out support only for students in the Low Performing/Low Growth (red) band
- Minimum 20 minutes/2 days weekly
- Attend & participate in all data conferences for grades 3-6
- Attend & participate in all SSTs for students who are receiving intervention support from the TOSA.

Modeling Lessons and Small Group Instruction:
* Available to model or co-teach iReady or problem-solving lessons.
* Support teachers in delivering effective lessons.
* Provide flexible, short-term small group instruction

Collaboration/Scheduling/Planning:
* Work with site administrators to give input on professional development based on needs.
* Work with the site principal to develop schedules for interventions, math support visits, and data conferences.
* Maintain consistent communication and interaction with administrators.

Assessment Support:
* Assist in iReady testing as needed.
* Progress monitors own intervention students every 3 to 6 weeks.
* Provide assistance to teachers with testing timelines.

Annual Review

SPSA Year Reviewed: 2024-25

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS Assessment	During the 2024-2025 school year, 51% of Kindergarten-2nd grade	During the 2024-2025 school year, 42% of Kindergarten-2nd grade

Metric/Indicator	Expected Outcomes	Actual Outcomes
	students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.	students performed at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
California Dashboard: ELA	All Students will be Orange on the 2024 California Dashboard. Distance from standard will decrease by a minimum of 5 points.	All Students performed Red on the 2024 California Dashboard. Distance from standard maintained with an increase of 1.5 points.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 23% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 23.64% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 25% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 20% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2024-2025 school year, 12% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
CA Dashboard: Mathematics	All Students performed red on the 2024 California Dashboard.	All Students performed red on the 2024 California Dashboard.
K-6th iReady MOY Mathematics Assessment	During the 2024-2025 school year, 25% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2024-2025 school year, 13.67% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
3rd- 6th Grade CAASPP Mathematics	During the 2023-2024 school year, 15% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics.	During the 2023-2024 school year, 13.67% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.
California Science Test: CAST	This data point was not used on the 2024-2025 SPSA	No performance color given in 2024
CA Dashboard: English Learner Progress Indicator	52.1% will be making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	41.2% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Analysis

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

ELA:
Our District ELA TOSA has been focused upon pushing into classrooms to support small group, targeted instruction, as well as pulling students from class to work with them in her classroom. Groups have been fluid. When a student met their phonological awareness metric, they were exited from the small group and worked in the classroom on reading comprehension skills with the teacher of record.
Our middle of the year iReady reading assessment shows an increase of 5% of our 3rd through 6th grade students meeting or exceeding the proficiency standards.
Our middle of the year K-2 DIBELS reading assessment data shows a 6% increase in students meeting or exceeding the proficiency standards.

All teachers K-6 participated in MTSS data conferences along with admin to delve into student data after the MOY and EOY assessments.

Math:
Working with the iReady consultants to provide professional development, support, and coaching yielded good growth for our MOY data.
Our middle of the year iReady Math assessment shows an increase of 10% of our kindergarten through 6th grade students early on grade level or mid or above grade level.

All teachers K-6 participated in MTSS data conferences along with admin to delve into student data after the BOY and MOY assessments.

English Learners:
We created a schedule for our bilingual para educators after determining that the schedule that was used by our para educators did not provide adequate time in the classroom with our Level 1 and Level 2 English Learners. We hired two fully dedicated bilingual para educators after 3 months of school. The former para educators transferred to other school sites. We are seeing a lot of small group support in the classroom. These para's are dedicated 6 hrs per day for support with students. The previous positions were only four hours for bilingual support and four hours for community outreach and support. So we have more support for our students now.
We have worked with our District ELD coach and had a professional development event at our site to review designated ELD time and expectations. Also a review of good first instructional practices for our ELL students.
We worked with District coaches to bring in professional development during a staff meeting for how to structure and utilize small group instruction within their classroom.
We had five students RFEP this year

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

ELA:
We were unable to hire a fully qualified teacher for one grade level vacancy, which made it necessary to have our teacher who we planned on as our site based reading intervention teacher to go into the classroom. We were unable to hire a site based reading intervention teacher.
Due to a large increase in funds available due to the salary of a reading intervention teacher not coming out of our allocation, we went to the school site council and allocated resources into different categories. We purchased supplemental materials for our English Learner students so we can provide more support for their English Language development.

Reading Inventory is no longer supported and thus, no assessment data. We have switched over to STAR assessment. Our state CAASPP scores for mathematics is very low overall for the 2023-24 school year.

Based on the CA Dashboard our English Learner Progress increased 0.9%. Our students are not improving at the rate we set as a goal.

We planned to purchase two Promethean Boards in the SPSA, but were informed that the District had a plan to refresh that technology. With the support of the Title 1 Coordinator, I met with our School Site Council to determine a better use of the funds. The monies were invested in curriculum and books for our EL students and for ELA goals.
Our Comprehensive Needs Assessment, conducted with WestEd, found the following:
There is a low turnout for family engagement events, except for parent-teacher conferences and Back to School Night, and Pancake Breakfast outreach.

Math:
The goal we set for the MOY iReady math assessment was 20% of K-6th grade students will perform at or above grade level for 2024-2025. 13% of our K-6th grade students performed at or above grade level on the MOY iReady math assessment. Overall, students performed at 15% at or above grade level for the 2023-2024 school year. This is a decrease of 2%, overall, from the prior year.
The All student group is in the RED for the 2022-2023 CAASPP test with 10% at or above grade level. The goal for the 2023 school year was for our students to reach ORANGE, with 15% of our students at or above grade level. Our students performed in the RED, with 8.67% met or exceeded, which is a decrease of 1.33%, overall. We do have a District Math TOSA, who is focused primarily on 3rd-6th grade math intervention. The current model is primarily student pull-out, rather than push-in. We are seeing gradual improvement in the push in model this year, with a focus to see greater push intervention the following year.

English Learners:
Based on the CA Dashboard our English Learner Progress increased 0.9%.
Our students are not improving at the rate we set as a goal.
We planned to purchase two Promethean Boards in the SPSA, but were informed that the District had a plan to refresh that technology. With the support of the Title 1 Coordinator, I met with our School Site Council to determine a better use of the funds. The monies were invested in curriculum and books for our ELL students and for ELA goals.
Many classrooms only teach the whole class, rather than differentiate with small group, targeted intervention. We continue to work on developing teacher capacity with small group instruction.

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.

ELA:
For the 2025-2026 school year, our reading intervention for students in grades K-6 will focus on the science of reading. We will continue a cultural shift from broad remediation to skill-specific small group interventions based on student data (e.g., phonics, fluency, comprehension). Focused instruction tailored to specific deficits is more effective than general ELA support. Progress monitoring will happen three times throughout the school year, BOY, MOY, and EOY. We will continue the work with data conferences and including our district coaches and curriculum supports in the discussion and professional development. After receiving input from teachers during the MOY data conferences, it was determined that a whole site approach to scheduling interventions is needed so teachers can better plan out their uninterrupted blocks for math and ELA in the daily schedule. This is called WIN time. What I Need. We are also working as a leadership team to address the prep schedule in order to better facilitate WIN time where schedule optimization can occur across the school site. Action step 1.10 with a focus on bringing a site based, Title 1 funded reading intervention teacher to support our 4th-6th grade students primarily. We currently have a District Funded TOSA with a focus upon our K-3 grade. We also feel that continued professional development is critical to support our teachers with research based, proven, ELA strategies. Also, ensuring our prep schedule to focus upon our primary grades getting more time to not only collaborate, but also to platoon is an area we are focusing upon to help improve our overall student achievement. What to modify: Instead of pull-out sessions, we will continue to have teachers embed intervention in the classroom for real-time support.
This supports Tier 1 instruction, reduces stigma, and helps generalize strategies across contexts.

Math:
We brought in an iReady lesson study for three days to the site during the 2024-2025 school year. The focus was upon 5th grade, which has historically shown a lower increase in overall improvement in math, as compared to other grade levels. Our iReady consultants also did learning walks and helped provide a focus for instruction during the 2024-2025 school year, as well as for the 2025-2026 school year.
We are partnering with iReady for a lesson study in April with our 5th grade team. We will continue to build professional development into our staff meetings and utilizing available Title 1 funds to support increases in the delivery of lessons that will support our students' math achievement. We also feel that professional development is critical to support our teachers with research based, proven, ELA strategies. We are focusing our prep schedule as well, so that we can create intervention blocks using the WIN strategy so that students are not pulled for intervention during any type of Core Instruction. Also, we are collaborating with our math coaches to support with small group, targeted intervention with our teachers, as well as create a comprehensive plan for our 2/3 and 5/6 combo classes for the 2025-2026 school year. These teachers and students need focused support due to the complexities of structuring instruction, and often are the newest teachers to the profession. We will also continue to shift from general math support to focused small-group instruction targeting key skill gaps (e.g., number sense, operations, fractions, problem solving). Finally, we will strategically use math interventionists for: Push-in support during core instruction and embed math vocabulary instruction into lessons, especially for multilingual learners or students with language-based needs.

English Learners:
We have several goals to help modify and improve our English Learner outcomes. We made a purchase of a curriculum for ELL learners entitled Language Power, along with Professional Development to help with the roll out. We will provide more support and also check on the progress of our ELD schedule during Designated ELD time. We will continue to empower staff and foster an ELL-friendly culture school-wide by training all staff in designated and sheltered instruction along with best strategies for ELL learners.
We have a family resource room planned for our English Learner parents, along with Parent Cafe and Jump into English, with the goal of increasing parent engagement at the school by creating a welcoming environment. We will continue to bring in more professional development of how teachers can differentiate instruction and to train our teachers in the upper grades of how to lead small group instruction. We have recalibrated our bilingual aid support this year, focusing on PD for our paras, to work with level 1 and level 2 students. We also have encouraged all teachers to focus on at least

one level 3 student to move them to level 4. We also have improved our scheduling process and procedures and brought Language Power curriculum into the classroom for our designated ELD 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 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Social-Emotional Behavioral**
> Creekside Elementary will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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

> Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among [name orange and red student groups within this indicator] on the CA Dashboard.
> To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group Yellow. 34.3% chronically absent.. Which is a decrease of 10.7 points.	The All-Student group will maintain a Yellow performance level by reducing the chronic absenteeism rate by 3% or more on the 2025 California School Dashboard.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group Orange. 5.3% suspended at least one day. Which is an increase of 0.4 points.	The All-Student group will reduce the suspension rate by 1% or more, improving from the Orange to Yellow performance level on the 2025 California School Dashboard.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 87% Tier 2 TIF Score 85% Tier 2 TIF Score 81%	2025-2026 Local Data: Tier 1 TFI Score 92% Tier 2 TIF Score 90% Tier 2 TIF Score 86%
PBIS Recognition	[TBD] for the 2024-2025 School Year	Gold for the 2025-2026 School Year

| Panorama Survey | Add the baseline based on your school's specific goal(s) of the Panorama Student Survey | |

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: • Lead the implementation of PBIS within the school. • Coordinate efforts across the school community including administrators, teachers, staff, students, and families. • Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. • Data Collection and Analysis: • Collect and analyze behavior data to identify trends and areas of concern. • Use data to make informed decisions about interventions and supports. • Monitor the effectiveness of PBIS strategies and interventions over time. • Developing and Implementing PBIS Systems: • Establish clear behavioral expectations (behavioral matrix) for all areas of the school. • Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. • Design and implement proactive strategies to prevent challenging behaviors. • Training and Professional Development: • Provide training to staff on PBIS principles, strategies, and practices. • Support staff in implementing PBIS strategies in their classrooms and across the school environment. • Collaborate with outside experts and resources to improve staff training. • Supporting Staff and Students: • Offer guidance and resources to teachers and staff for implementing behavior interventions. • Provide direct support and guidance to students who require additional behavioral support.	All Students	$0 Title I 5800 Prof and Operating/Consultants Family and Community Engagement

	• Foster a positive and inclusive school culture through PBIS initiatives. • Family and Community Engagement: • Involve families in PBIS activities and initiatives. • Communicate PBIS principles and expectations to families and gather their input and support. • Collaborate with community organizations • Evaluation and Continuous Improvement: • Regularly evaluate the effectiveness of PBIS practices and interventions. • Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. • Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)			
2.2	Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components: • Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. • Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. • Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. • Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development.	All Students	$0 Title I 5800 Prof and Operating/Consultants See Goal 1, Action 1.9	

They can facilitate open discussions and create awareness among students.

- Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.

- Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.

- Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.

Annual Review

SPSA Year Reviewed: 2024-25

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism	Yellow with at least a decrease of 5% for the 2024-2025 school year. Which would lead to 40% or less chronically absent for the 2024-2025 school year.	Yellow which was 34.3% chronically absent. Which is a decrease of 10.7 points.
CA Dashboard - Suspension Rate	Yellow with a decrease in suspensions of 2 points.. Which is a decrease of 2.9% points or less suspended for the 2024-2025 school year.	Orange with 5.3% suspended at least one day. Which is an increase of 0.4 points.
PBIS Recognition	2024-2025 Local Data: Tier 1 TFI Score 80% Tier 2 TIF Score 50% Tier 2 TIF Score 85%	2024-2025 Local Data: Tier 1 TFI Score 87% Tier 2 TIF Score 85% Tier 2 TIF Score 81%
Panorama Survey	3rd-6th grade students will have a 85% completion on their Winter Panorama data for the 2024-2025 school year.	3rd-6th grade students had a 92.6% completion rate on their Winter Panorama data for the 2024-2025 School Year

Analysis

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

We have an excellent Tier 2 PBIS program for our students with higher needs. This includes Check In/Check Out, behavior plans for students, conflict mediation, and counseling and therapy services. The SEL team meets twice per month to review strengths and areas for improvement and to review student data.

Our Tier Fidelity Indicators for PBIS are the following:
Tier 1 87%
Tier 2 85%
Tier 3 81%

We implemented a school store for students to purchase rewards and incentives using ROAR bucks.

We started a school game room for students who have modeled the ROAR values to be able to use once per month

We have a monthly PBIS activity that students can use during lunch to purchase hot cocoa, or a dance party, lemonade, and otter pops.
We were able to provide classroom support to help with small group intervention and behavioral support. The support was very appreciated by teachers and enabled many to begin small groups in their classroom while the para support relieved some of the concern of classroom management and also support for student learning.

We saw a decrease in chronica absenteeism, with ALL Student Group Yellow. 34.3% chronically absent.. Which is a decrease of 10.7 points.

We had an increase in student participation in the Panorama Survey from 85% to 92.6%.

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

While we have strength in the Tier 2 and Tier 3 category with SEL, we are looking to expand our Tier 1 Universal to include more activities and in class lessons from our counselor and therapist. We did not have any assemblies scheduled this year, and many of the after school clubs that we had planned, we could not staff due to low teacher interest.

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.

Our needs assessment showed that our stakeholders really want an increase in family events, which would also impact student SEL We are currently focused upon scheduling one assembly per trimester, along with one family/student event per month, which we are calling Final Friday.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement
Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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

Based on a comprehensive needs assessment conducted in conjuction with Wested, opportunities for parent involvement were identified when collecting data from various stakeholders, such as teachers, parents, classified staff, and the leadership team.

The summary of the CNA states, "The Creekside school community holds great appreciation for the partnerships established with families. However, these partnerships are currently somewhat limited. Due to a scarcity of opportunities for family engagement, the school community faces challenges in fostering deliberate and meaningful connections between school and home. Expanding opportunities for family involvement could strengthen the connection between school and home, allowing for more collaborative efforts in supporting student success and creating a more cohesive learning environment. Building stronger school-to home connections is essential for a holistic approach to education, where families and educators work in unison toward shared educational goals." Steps were have taken to address this area includes a plan for Final Friday events once a month to increase parent engagement and involvement in their students' education. We are also creating a classroom for entitled Family Engagement Room. We envision a parent cafe meeting which is a parent education workshop and parent resource center, which will include a technology training when appropriate. We also hold ELAC meetings in this room as we build capacity with parent leadership in our school community.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-Community Organized Events/Activities	All students	$500 Title I: Parent Involvement 4325 Food For Meetings

		Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community. Food for meetings		Food for parent events
	3.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All students	$500 Title I: Parent Involvement 5715 Print Shop Newsletters and communication with families $500 Title I: Parent Involvement 4328 Warehouse Supplies Paper and other warehouse supplies for parent involvement $300 Title I: Parent Involvement 2120 Para Temp Para support for after school events such as Back to School Night and Open House and other parent engagement activities $392 Title I: Parent Involvement 4300 Materials Supplies for meetings $118 Title I: Parent Involvement 3000 Benefits Benefits for para educator
	3.3	Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities. Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation. Fingerprinting for volunteers	English Learner	$1500 Title I: Parent Involvement 5800 Prof and Operating/Consultants Fingerprinting for parent volunteers
	3.4	Student-Led Family Engagement Events – Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation. Home-School Partnerships – Develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Analysis

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

We had difficulty at the beginning of the year with our ELAC committee to be formed due to low turnout. However, we had an excellent turnout for ELAC meeting #3 and have a functioning committee with good parent turnout.
We had Jump Into English hosted at our site and 8 parents completed Level 3.
We had an excellent turnout to our Trunk or Treat Event and our Lunch on the Lawns. Also, our Awards Assemblies had an excellent turnout. Our 2nd Lunch on the Lawn had over 300 parents show up. We also had our first movie night with about 50 students who joined us, along with their families.

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

We did not require an expediture for Jump into English as originally planned. The Level 3 Jump into English with consultants was paid for through central office funds. However, the parents did meet at the school library at Creekside Elementary.

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.

We will continue to enhance meaningful parent engagement by increasing participation in family workshops and school events, with a focus on supporting student academic achievement and well-being.This will include a monthly family engagement event, including a math and science night at the beginning of the school year. Offer workshops on topics like helping with homework, understanding the curriculum, supporting social-emotional learning, or navigating technology at home. This can give parents the tools they need to engage with their child's education.Host themed nights where families can participate in learning activities together. These can be fun ways to integrate learning into home life.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Comprehensive Support & Improvement for 2024-2025
The Comprehensive Support & Improvement CSI Goal is to enhance academic achievement and well-being outcomes for all students by implementing targeted interventions, fostering a positive school climate, and engaging stakeholders collaboratively. Through these efforts, we aim to ensure that every student reaches their full potential academically, socially, and emotionally. This goal and plan will be used to meet federal CSI planning requirements.

Exited for the 2025-2026 School Year - See Analysis Below

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1 - All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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

CDE CA Dashboard Data for the 2023-24 school year indicated that Creekside school is either in the red or orange in each of the following indicators: English Language Arts (Red), Mathematics (Red), English Language Progress Indicator ELPI (Red) and Suspension Rate (Orange). No performance gaps were identified as reported on the 2023 CA Dashboard. Creekside identified a performance gap in the area of Chronic Absenteeism. Students of Two or More Races performed two performance levels below the "All Students" group, demonstrating a performance level (Red) whereas the All-Student group performance level is reported as (Yellow).

Describe the steps the LEA will take to address the areas of low performance for the school to improve student outcomes:
(Short description of what you will do to improve student outcomes)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Language Arts CAASPP (distance from standard)	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in English Language Arts for the following groups: The All-Student group will increase by one performance band from "Red" to "Orange" and decrease the distance from standard by 5 points.	All Students were Red on the 2024 California Dashboard. This was 75.4 points below standard. Maintained status with an increase of 1.5 points. English Learners were Yellow on the 2024 California Dashboard. This was 63.3 points below standard. There was an increase of 9.0 points.
Mathematics CAASPP (distance from standard)	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in Mathematics for the following groups: The All-Student group will increase by one performance band from "Red" to "Orange" and decrease the distance from standard by 5 points.	All Students were Red on the 2024 California Dashboard for Mathematics. This was 102.8 points below standard. English Learners were Red on the 2024 California Dashboard for Mathematics. This was 95.1 points below standard.
English Learner Progress Indicator - ELPI	The 2024 CA Dashboard English Learner Progress Indicator will increase by 5% from 40%- 45% moving the performance level from Red to Orange.	41.2% of students made progress toward English language proficiency, resulting in a Yellow performance level on the 2024 California Dashboard.
Suspension Rate	Creekside will reduce the suspension rate for "All" students moving the performance level from Orange to Yellow as measured by the 2024 CA Dashboard.	2024 CA Dashboard Suspension Indicator: ALL Student Group Orange. 5.3% suspended at least one day. Which is an increase of 0.4 points.

Analysis

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

We were able to provide classroom support to help with small group intervention and behavioral support. The support was very appreciated by teachers and enabled many to begin small groups in their classroom while the para support relieved some of the concern of classroom management and also support for student learning.
With the lack of available ESSER funds this year, the Title 1 money helped provide educational opportunities for our students through study trips.

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

We were unable to secure teachers for the after school clubs plan we had. Also, the allocation in Action Step 1.1 for conferences were higher than needed and under-utilized by mid-year. As a result, I asked the school site council to approve action step 1.3 and 1.4 at School Site Council (SSC) meetings, and reallocate funds into study trips and additional classroom support.

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.

We are planning for professional development earlier in the school year and plan PD for the summer and breaks, when we will be allowed to take teams to conferences to enhance our instructional practices.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$154,273.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$154,273.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$150,463.00
Title I: Parent Involvement	$3,810.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $154,273.00

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 ($)
Central Title I	$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $154,273.00

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
Central Title I	0.00
Title I	150,463.00
Title I: Parent Involvement	3,810.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	0.00
1150 Teacher Sub	12,138.00
1900 Other Cert Salaries	90,365.00
2120 Para Temp	300.00
3000 Benefits	34,473.00
4300 Materials	392.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	500.00
5715 Print Shop	500.00
5800 Prof and Operating/Consultants	15,105.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
1120 Teacher Temp	Title I	0.00

1150 Teacher Sub	Title I	12,138.00
1900 Other Cert Salaries	Title I	90,365.00
2120 Para Temp	Title I	0.00
3000 Benefits	Title I	34,355.00
4300 Materials	Title I	0.00
5800 Prof and Operating/Consultants	Title I	13,605.00
2120 Para Temp	Title I: Parent Involvement	300.00
3000 Benefits	Title I: Parent Involvement	118.00
4300 Materials	Title I: Parent Involvement	392.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
4328 Warehouse Supplies	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	150,463.00
Goal 2	0.00
Goal 3	3,810.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Brian Heck	Principal
Kimberly Solari	Classroom Teacher
Rebecca Pisano	Classroom Teacher
Mara Minick	Classroom Teacher
Silvia Rosas	Parent or Community Member
Denise Sanders	Parent or Community Member
Sammantha Mendez	Parent or Community Member
Shalilah Bess	Parent or Community Member
Luz Martin	Other School Staff
Vanessa Jara	Parent or Community Member

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/2/2025.

Attested:

Signature	Role
Brian Heck	Principal, Brian Heck on 5/6/2025
Rebeccca Pisano	SSC Chairperson, Rebeccca Pisano on 5/6/2025