The Single Plan for Student Achievement

School: Creekside Oaks Elementary School

CDS Code: 31669516098610

District: Western Placer Unified School District

Principal: Scott Pickett

Revision Date: November 7, 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 11/19/13.

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School Vision and Mission

Creekside Oaks Elementary School's Vision and Mission Statements
Creekside Oaks Elementary is a school in which staff, families, community, and students work together to promote responsibility, personal integrity, and an enthusiasm for learning. Families and staff collaborate to create a nurturing, child-centered academic climate that will instill in children a life-long love of learning. The entire COES staff works together as a team with parents in a positive, productive, and professional manner to benefit students.

School Profile

Creekside Oaks Elementary School serves approximately 630 students in kindergarten through fifth grade within the city of Lincoln, CA. The diverse composition of the student body is 39% Hispanic, 49% Caucasian, and 12% other designations. English, Spanish, and Portuguese are the primary languages spoken in the community.

SCHOOL FACILITIES
Creekside Oaks Elementary School is located at 2030 First Street, Lincoln, California. The school is in the Western Placer Unified School District (WPUSD) and adopted the name Creekside Oaks Elementary School when grades K through 5 relocated to the new site in 1994. There are two kindergarten classrooms with an adjoinng kindergarten playground. Additional school facilities include 6 permanent classrooms and 26 portable classrooms that house classes in grades 1-5, science and music classes, and an SDC special education class. Creekside Oaks also has a front office, library, computer lab, and 6 offices and rooms that provide classes for speech, Title 1 reading, and an RSP program.

SCHOOL LEADERSHIP
Scott Pickett has been the principal of Creekside Oaks Elementary since the beginning of the 2011-2012 school year. He holds a Bachelor of Science degree, a clear single subject teaching credential, a Master of Arts Degree as well as a Clear Administrative Credential. He has served as an elementary school principal for ten years at four different schools all with varying types of student populations. With the participation of the school site council, ELAC committee, and staff members, progress toward meeting school goals is monitored through the analysis of effective instructional practices and assessment data to determine the most effective way to assure student learning.

SCHOOL INSTRUCTION
Creekside Oaks uses state and district approved curriculum and is in the ongoing process of fully aligning curriculum and instruction to the Common Core State Standards to assure that effective instructional materials and techniques are being provided to students. Because of the unique population of our students, teachers and staff provide differentiated instruction to meet those student needs. This instruction is provided through on-going analysis of student achievement data that clarifies what each student needs. Teachers collaborate regularly to determine the best way to help students achieve as much as possible.

Additional support services for helping students include a Special Day Class, a Resource Program, Speech and Language services, one Title I Reading Specialist, the equivalent of three full-time Title I Intervention Support Providers, a science teacher, and a Music teacher. A part-time psychologist provides limited support services in counseling and social skills training. Through community resources, counseling through Lighthouse Counseling Services is available to help students and families problem solve to meet student needs.

SCHOOL PROGRAMS & PRACTICES THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT
Creekside Oaks staff has implemented a program called Positive Behavior Intervention Support. This program promotes character traits of responsibility, respect, safety, and unity. The training clarifies student behavior expectations and creates a positive approach through reinforcement to help students make good behavior choices. It also creates consistency on the part of the staff and how to deal with students that do not follow expectations. Additionally the staff is currently being trained in the Love and Logic behavior strategies, which helps adults to deal with students through empathy, building positive relationships and teaching responsibility for one's actions.

Parents show their involvement in assisting with the School Site Council, Parent Teacher Organization (PTO), annual events, and regularly volunteering with classroom activities. Parents support the PTO activities such as educational/enrichment assemblies, purchasing of supplies/materials/equipment, rewards for positive behavior, and various fundraisers to assist COES. Many parents play an active role in the Art Docent program that benefits our students. COES also has a paid STAR Daycare Program on campus, an after school district grant funded program called CARE, and an after school chorus.

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).

There is a general sense of satisfaction for the performance of Creekside Oaks on the part of the parents. They feel welcome, that their child is generally getting a good education, and that we are creating a positive learning environment. Area to continue to improve based on survey results are related to students treating each other kindly, and continued improvement in academics.

Classroom Observations

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

The Creekside Oaks principal makes weekly classroom visits through out the campus. During those observations the school principal checks for teaching effectiveness and student engagement. Generally students are engaged and teachers are mostly using strategies that they have learned through their more recent professional development. Reminders are given to staff during staff meetings if there are strategies that some teachers are not utilizing in the classroom but should be.

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

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

   - Professional Learning Communities work together in grade level teams through out the year to analyze state, district, and grade level student assessment data and provide intervention to those students that need additional support.
   - The principal presents annual CST results to faculty to determine areas of need and identify students of need.
   - OARS – Online Assessment Reporting System provides teachers a way to analyze student scores and types of responses on assessments to determine types of interventions needed.
   - STAR reading tests through Renaissance Place measure student reading comprehension levels.
   - CBM (Curriculum Based Measurement) is used to measure progress in reading skills of English Learner students and determine areas of need.

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

   Teachers utilize data from assessments from the curriculum that they administer to make decisions on intervention and enrichment groups so that students can receive the targeted instruction necessary to address their needs.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

    All staff members of Creekside Oaks meet the requirements for Highly Qualified status.

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

    There are sufficient credentialed teachers and they have received the necessary professional development to effectively utilize the district adopted and state approved instructional materials.

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

    The Western Placer Unified School District is providing training for teachers to develop appropriate and effective implementation of the common core standards. Training includes an introduction to the common core in math and language arts. In math teachers may participate in additional trainings through analysis of the differences between previous standards and the common core standards. Teachers are also being given opportunity to create lesson plans in Language Arts that align with those standards. Local writing assessment prompts are being changed to also align with the common core standards. Teachers are given a chance to participate in additional training for GATE / differentiation strategies. Teachers at Creekside Oaks Elementary are also being trained in Love and Logic behavior strategies to create a more effective learning environment.

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

    The Western Placer Unified School District provides a peer coach who is available to work with individual teachers and teams of teachers to develop more effective instructional programs through lesson studies, analysis of the common core standards, and through coaching and observation. Additionally, the district staff development plan is focused on improving the alignment of instruction to the common core standards. Analysis of assessment data also gives teachers a picture of what areas of need students have to improve their learning and how teachers can modify instruction to help those students improve.

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

    Teachers in grade level teams collaborate on two early release Mondays each month and other times as needed to discuss effective teaching of the standards and of the analysis of student achievement data, identifying which students are in need of additional intervention, and which need additional learning through enrichment activities. Grade Level Teaching Teams or Professional Learning Communities find strength through collaboration by sharing ideas and jointly identifying ways to improve their instruction.

Teaching and Learning

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

    - The report card is aligned to standards.
    - Core subject areas, materials, instruction, and assessments are aligned with the content standards.
    - District adopted curriculum is used in language arts, math, science, social studies, and visual arts.
    - Teachers use supplemental materials where needed for specific grade/subject areas.

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

    English Language Arts 2 1/2 hours per day grades 1-3
    English Language Arts 2   hours per day grades 4-5

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

Grade levels in the Western Placer Unified School District have created district wide year long pacing guides for each member of a grade level to follow when teaching a subject. Creekside Oaks incorporates a reading/Title 1intervention schedule to support students reading at all levels and abilities. Grade levels also incorporate additional interventions at least twice a week. This is a result of our collaborations during our Early Release Day meetings.

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

- Houghton Mifflin has lessons for various levels of learning available in language arts and math.
- Supplemental materials may be approved by the School Site Council through categorical funds as available.
- Houghton Mifflin Math and Language Arts have supplemental materials and some online resources.
- Western Placer Unified School District Board of Trustees has annual resolution confirming instructional materials available to students.
- Decodable leveled books are used to assist students reading below grade level.
- Teachers receive new kits and texts for second language learners.

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

Opportunity and Equal Educational Access

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

- Grade level (Professional Learning Communities) meetings are held twice a month so teachers can evaluate student progress and determine proper interventions to provide additional support.
- Grade level teams provide universal access time where underperforming students can receive pre-teaching and re-teaching of concepts.
- All English Learner students from beginning to early intermediate levels receive ELD instruction for 30 minutes daily from a credentialed teacher.
- Student Success Team (SST) meetings are held to assist students/parents with ideas and guidelines for assistance at home and at school.

14. Research-based educational practices to raise student achievement

Currently Creekside Oaks is implementing various practices to improve student achievement. One practice includes the use of Professional Learning Communities, where teachers meet at least twice a month to collaborate on improving instruction and developing interventions to re-teach students that need additional support. Additionally, Teachers have received some training on EDI (Explicit Direct Instrcution) strategies and employ them in the classroom. This includes effective ways to check for understanding and assure that students are all progressing. Currently our ELA lesson designs include various strategies that help students learn and develop vocabulary through utilizing various types of graphic organizers. Teachers also provide opportunity for students to analyze text and find answers from that text as they are reading and preparing to write about.

Parental Involvement

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

- S.T.A.R. day care program from 6:00 a.m.- 6:00 p.m. for academic, recreational and enrichment activities
- C.A.R.E. After School Program from 2:45-6:00 p.m. for academic, recreational, and enrichment activities
- Lighthouse Resource Center in the city of Lincoln services for family, parent, student counseling and guidance services.

- SST meetings to assess and assist student needs with faculty/parent input
- Parent/teacher conferences with minimum days set aside for this communication
- PCOE and WPUSD staff development available
- Special Education Speech, RSP, and SDC programs available
- Teacher notes/emails/communication systems are used to keep parents informed of student progress and address concerns.
- Parent and other volunteers in classrooms
- Instructional assistants for academics in Title I, SDC, and RSP as funds available
- Library time scheduled for all students weekly
- ELAC – meetings four times a year for parents of English Language Learners
- Lincoln Sun City volunteers participate in working with students to help them academically.

16. 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)

Funding

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

Title I staff (1 Teacher and 3 Intervention Support Providers) provide reading intervention support for students that are underperforming.

18. Fiscal support (EPC)

Fiscal support includes but is not limited to Title 1, EIA, SLIG and general fund dollars.

Description of Barriers and Related School Goals

There are some barriers to the school meeting its goals. One is that there is a limit to the services that can be provided. Students enter school with various levels of preparation and needs. Because of the limited supports, some students continue to struggle. Funding is limited which limits those supports. Additionally some parents are limited in their skills to understand how to support their Children at home with their homework and developing their reading skills. There is also a language barrier for some parents which affects their ability help their children with their school work.

School and Student Performance Data

Academic Performance Index by Student Group

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
| | All Students | | | White | | | African-American | | | Asian | | |
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	366	388	351	181	185	166	5	5	8	7	10	8
Growth API	792	817	794	831	844	835						
Base API	788	792	816	824	831	842				770		
Target	5	5	A	A	A	A						
Growth	4	25	-22	7	13	-7						
Met Target	No	Yes	No	Yes	Yes	Yes						

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	138	154	148	81	91	86	200	226	188	63	66	68
Growth API	731	784	752	697	753	705	756	777	753	728	754	698
Base API	740	731	783	705	697	752	746	756	775	715	728	753
Target	5	5	5	5	5	5	5	5	5			
Growth	-9	53	-31	-8	56	-47	10	21	-22			
Met Target	No	Yes	No	No	Yes	No	Yes	Yes	No			

Conclusions based on this data:

1. Based on the data, all the gains that were made in 2012 were lost in 2013. This was most likely due to an increase in class sizes and to layoff of staff at the site. Some teachers were also teaching in grade levels for the first time.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	99	99	100	100	100	100	100	100	100
Number At or Above Proficient	193	233	192	116	119	105	--	--		--	--	
Percent At or Above Proficient	53.0	60.1	54.7	64.8	64.3	63.3	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	99	100	100	100	100	97	99	100
Number At or Above Proficient	49	82	66	25	36	30	90	113	87	29	33	33
Percent At or Above Proficient	35.5	53.2	44.6	30.9	39.6	34.9	45.2	50.0	46.3	47.5	50.0	48.5
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	No	No	Yes	No	Yes	Yes	No	--	--	No

Conclusions based on this data:

1. Schoolwide scores dropped from the previous year.

2. Subgroup populations are lagging behind white and schoolwide scores.

3. English learners continue to be the lowest subgroup and need additional interventions to close the achievement gap.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	99	100	100	100	100	100	100	100
Number At or Above Proficient	211	249	196	120	128	110	--	--		--	--	
Percent At or Above Proficient	57.7	64.2	55.8	66.3	69.2	66.3	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	99	100	100	100	100	100	99	100
Number At or Above Proficient	64	90	65	35	52	35	103	131	85	33	38	32
Percent At or Above Proficient	46.4	58.4	43.9	43.2	57.1	40.7	51.5	58.0	45.2	52.4	57.6	47.1
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	No	No	Yes	No	No	Yes	No	--	--	No

Conclusions based on this data:

1. schoolwide scores dropped from the previous year.

2. All subgroup scores lag behind the white and school wide scores.

3. English learners continue to lag behind the rest and need possible support learning academic language.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					********	***			********	***	********
1			4	27	8	53	3	20			15
2			4	17	12	52	5	22	2	9	23
3	2	9	5	22	12	52	2	9	2	9	23
4	1	6	3	17	9	50	4	22	1	6	18
5	5	25	5	25	7	35	2	10	1	5	20
Total	8	8	21	21	49	49	16	16	7	7	101

Conclusions based on this data:

1. The largest amount of scores fall into the intermediate range. There is a need to provide additional support to EL students so that they progress to at least the Early Advanced and/or Advanced levels and they are continuing to grow one level each year of school.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results											Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning			
	#	%	#	%	#	%	#	%	#	%		#
K					7	41	3	18	7	41		17
1			4	24	8	47	5	29				17
2			4	16	13	52	6	24	2	8		25
3	2	8	5	21	13	54	2	8	2	8		24
4	1	5	3	15	11	55	4	20	1	5		20
5	6	29	5	24	7	33	2	10	1	5		21
Total	9	7	21	17	59	48	22	18	13	10		124

Conclusions based on this data:

1. The largest amount of scores fall into the intermediate range. There is a need to provide additional support to EL students so that they progress to at least the Early Advanced and/or Advanced levels and they are continuing to grow one level each year of school.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	**2011-12**	**2012-13**
Number of Annual Testers	114	125	101
Percent with Prior Year Data	100.0%	99.2%	100.0%
Number in Cohort	114	124	101
Number Met	62	71	52
Percent Met	54.4%	57.3%	51.5%
NCLB Target	54.6	56.0	57.5
Met Target	**No**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2010-11		**2011-12**		**2012-13**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	133	17	132	21	102	21
Number Met	25	--	28	--	15	--
Percent Met	18.8%	--	21.2%	--	14.7%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	**Yes**	*****	**Yes**	*****	**No**	*****

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	**2011-12**	**2012-13**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No

Conclusions based on this data:

1. English Learner students did not meet their AMAO objectives the past year. This shows that more intensive interventions and/or more time needs to be put in place to assure more growth on the part of our English Learner students.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	**2011-12**	**2012-13**
Number of Annual Testers	614	639	634
Percent with Prior Year Data	100	99.4	100.0
Number in Cohort	614	635	634
Number Met	339	400	369
Percent Met	55.2	63.0	58.2
NCLB Target	54.6	56.0	57.5
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2010-11		**2011-12**		**2012-13**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	530	222	515	251	473	266
Number Met	113	104	122	142	112	139
Percent Met	21.3	46.8	23.7	56.6	23.7	52.3
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	**2011-12**	**2012-13**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	**No**	**No**	**No**

Conclusions based on this data:

1.

School and Student Performance Data

CAHSEE (English-Language Arts)

2012-13 Grade 10 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

CAHSEE (Mathematics)

2012-13 Grade 10 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

School and Student Performance Data

CAHSEE (English-Language Arts)

2012-13 Grade 11 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

CAHSEE (Mathematics)

2012-13 Grade 11 Combined Test by Subgroup							
	#Tested	**#Passed**	**% Passed**	**#Not Passed**	**% Not Passed**	**Avg. Score**	**% Prof. and Above**
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

School and Student Performance Data

CAHSEE (English-Language Arts)

2012-13 Grade 12 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

CAHSEE (Mathematics)

2012-13 Grade 12 Combined Test by Subgroup							
	#Tested	**#Passed**	**% Passed**	**#Not Passed**	**% Not Passed**	**Avg. Score**	**% Prof. and Above**
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

Planned Improvements in Student Performance

<u>School Goal #1</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
Develop and continually upgrade a well articulated K12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.
SCHOOL GOAL #1:
By June of 2014 70% of all significant student subgroups will score at grade level as measured by the STAR reading assessment of renaissance learning.
Data Used to Form this Goal:
CST Reading Comprehension scores and previous STAR reading scores from the 2012-13 school year.
Findings from the Analysis of this Data:
Reading comprehension continues to be an area of great need. Vocabulary development, fluency and developing strategies specific to reading comprehension are necessary to improve comprehension.
How the School will Evaluate the Progress of this Goal:
STAR Reading scores at the end of the first and second trimester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Alignment of Instruction with Common Core Standards: • Teachers collaborate in PLC and other meetings to insure effective and appropriately aligned instruction • Materials are analyzed by the staff for alignment to the standards or make adjustments as needed.	Ongoing	Teachers/Principal	Teacher Collaboration Days with substitutes	0001-0999: Unrestricted: Locally Defined	Title I	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of Instructional Strategies/Materials: • Annual fee for Accelerated Reader • STAR Assessment Incentives • Increase library book selection and materials including expository reading materials • Enrichment Materials for GATE or High Achievers • Additional instructional materials and programs as needed to address changes in standards and in meeting needs of our EL, Socioeconomically Disadvantaged, and low achieving students. • Purchase additional technology equipment and devices as needed	2013-2014 School year	Principal Coordinator Librarian	Subscription fee	4000-4999: Books And Supplies	School and Library Improvement Program Block	3,600
			Prizes	0001-0999: Unrestricted: Locally Defined	General Fund	750
			Materials / Books / Technology	4000-4999: Books And Supplies	School and Library Improvement Program Block	2,500
			Materials / Books	4000-4999: Books And Supplies	Economic Impact Aid	1,000
			Materials / Programs	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,822
Extended Learning Time: • Hiring Title 1 teacher to proivde reading groups for students underperforming • Hire 6 part-time Intervention Services Providers to work with the Title 1 teacher • Computer Lab 2013-2014 School year • Grade level PLC intervention • Increase hours of librarian (15 min before school, 30 min after school) • Purchase additional computer equipment and technology as needed	2013-2014 School year	Classroom Teachers Teachers	Upkeep and materials for the lab	4000-4999: Books And Supplies	Title I	500
			Increased Librarian Hours	2000-2999: Classified Personnel Salaries	Title I	3,500
			Title 1 Teacher 85%	1000-1999: Certificated Personnel Salaries	Title I	85,000
			Intervention Services Providers	2000-2999: Classified Personnel Salaries	Economic Impact Aid	36,302

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Development: • Workshops/in-services in target areas in English Language Arts. • District, and in-services focus on developing lesson plans aligned to the CCSS (Common Core Standards) and a higher level Depth of Knowledge • Additional trainings as needed to be determined • Love and Logic staff training to provide improved learning environments • Grade level collaborations for lesson plan development and data analysis	All year 2013-2014	Faculty	Workshop substitutes	0000: Unrestricted	Title I	10,000
			Cost of additional trainings	5800: Professional/Consulting Services And Operating Expenditures	Title I	70,000
Involvement of staff, Parents and Community: • SST Coordinator • ELAC / Title I parent meetings and communications • SCHOOLS and Parent Volunteers • Teacher meetings with individual students progress and goal setting • Additional parent support programs to be determined	2013-2014 School year	Teacher / Principal	Stipend	2000-2999: Classified Personnel Salaries	Title I	1,000
			Materials for ELAC and Title 1 parent meetings	4000-4999: Books And Supplies	Title I	3,000
			Substitutes for teacher meetings	1000-1999: Certificated Personnel Salaries	Title I	3,300
			Parent support programs	5800: Professional/Consulting Services And Operating Expenditures	Title I	20,000
Monitoring Program Implementation: • PLC Meetings • Utilize OARS to monitor student achievement • ESGI Assessment Data • CBM Assessment Data	2013-2014 School year	Kindergarten Principal/Teachers	Yearly subscription ESGI	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	1,000

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
Develop and continually upgrade a well articulated K12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.
SCHOOL GOAL #2:
By June of 2014 at least 70% of all students, including students in each significant subgroup will score at grade level as measured by the STAR Math assessments.
Data Used to Form this Goal:
Based on previous scores on the district math assessments.
Findings from the Analysis of this Data:
Although math scores are somewhat higher than reading scores, there continues to be a need to address math achievement for all students.
How the School will Evaluate the Progress of this Goal:
Progress will be measured by scores for STAR Math at the end of first and second trimesters.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Common Core Standards: • Teachers collaborate in grade level PLC meetings to assure that instruction is aligned with standards	During the 2013-14 school year.	Principal / Teacher	Substitute Costs	1000-1999: Certificated Personnel Salaries	Title I	2,500
Improvement of Instructional Strategies/Materials: • Enrichment materials for High Achievers or GATE Students • Additional Instructional Materials as needed to address	All year	Principal, Teachers	Cost of the materials	4000-4999: Books And Supplies	General Fund	1,000
			Materials Costs	4000-4999: Books And Supplies	Title I	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students working below grade level • Purchase of additional technology, equipment and devices as needed • Additional programs as needed to be determined			Additional programs	5800: Professional/Consulting Services And Operating Expenditures	Economic Impact Aid	20,000
Extended Learning Time: • Computer Lab • Purchase of additional computer equipment/technology as needed		Classroom Teacher	Lab equipment upkeep	4000-4999: Books And Supplies	General Fund	1,000
Staff Development: • Workshops/in-services in target areas such as OARS, HSP math, Professional Learning Communities, GATE etc. • District in-services on CCSS (Common Core Standards); understanding how to teach mathematical concepts aligned to the common core standards and Depth of Knowledge • District Trainings that focus on understanding the common core standards, their depth and complexity • Additional trainings as needed for curriculum development • Love and Logic staff training to provide improved learning environments • Grade level collaborations for lesson plan development and data analysis	All year 2012-2014	Faculty	Sub Costs	1000-1999: Certificated Personnel Salaries	Title I	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Staff/Parents/Community: • Meetings, communication, conferences • SST Coordinator • SCHOOLS and Parent Volunteers • Adult English Classes for parents		Parents Title I Staff Principal District	Stipend	1000-1999: Certificated Personnel Salaries	Title I	1,000
Monitoring Program Implementation: • PLC and other Meetings to do an ongoing analysis of student achievement growth through out the year • Utilize OARS to monitor student achievement • STAR Math to monitor student progress towards meeting goal	All year	Faculty/Principal	Subsititutes	1000-1999: Certificated Personnel Salaries	Title I	3,000
			STAR Math	5000-5999: Services And Other Operating Expenditures	Title I	1,100

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Attendance
LEA GOAL:
Foster a safe, caring environment where individual differences are valued and respected.
SCHOOL GOAL #3:
The Average Daily Attendance for the 2013-2014 school year at Creekside Oaks will be 95.75.
Data Used to Form this Goal:
School site and district attendance data were used to form this goal.
Findings from the Analysis of this Data:
Last year Creekside Oaks Average Daily attendance was 95.47%. The need is to continue to improve average daily attendance so that students are at school with the ability to learn.
How the School will Evaluate the Progress of this Goal:
The office staff will keep track of attendance monthly to monitor the progress to accomplishing this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development and professional collaboration: • Discussion in staff meetings regarding district attendance policies and procedures.	August of the 2013-14 School Year	Teachers/Principal				
Involvement of staff, parents and community: • Monthly newsletter for parent education • Attendance telephone line • Title I/ELAC parent meeting • Attendance Letters sent home	monthly during the 2013-14 school year.	Principal Parents/Staff Principal/Attendance Clerk	Paper costs, ink Rewards for monthly attendance drawings		School and Library Improvement Program Block School and Library Improvement Program Block	100 216

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
according to district timelines • Rewards from local businesses for good or perfect attendance			Materials Rewards for drawings		General Fund General Fund	50 800
Auxiliary services for students and parents: • Kindergarten Orientation Day to be held prior to the beginning of school. This day helps to orient kindergarten students, as well as their parents, with the district's attendance program. • Awards / incentives to encourage better attendance	August and during the 2013-14 school year	Principal/Teachers Attendance	paper costs, postage Certificates and prizes		General Fund General Fund	100 100
Monitoring program implementation and results: • Weekly meetings with the principal and attendance clerk. • Analysis of goals in School Site Council Meetings and monthly District Administrator meetings	During the 2013-14 school year.	Principal/Attendance Clerk Principal and SSC Principal				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #4:	
Data Used to Form this Goal:	
Findings from the Analysis of this Data:	
How the School will Evaluate the Progress of this Goal:	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
All Students will meet their proficiency Targets in English Language Arts by the end of the 2013-14 school year as measured by the STAR Reading assessment from Renaissance Learning

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Coordinate EL programs with district program specialist for interventions	Aug 2013 to June 2014	Principal	Bi-Monthly monitoring of EL Students through CBM Assessment	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	3,795

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #3**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in	
SCHOOL GOAL #5:	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	General Fund	1,050.00
	School and Library Improvement Program	316.00
0000: Unrestricted	Title I	10,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	750.00
0001-0999: Unrestricted: Locally Defined	Title I	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	100,800.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid	36,302.00
2000-2999: Classified Personnel Salaries	Title I	4,500.00
4000-4999: Books And Supplies	Economic Impact Aid	1,000.00
4000-4999: Books And Supplies	General Fund	2,000.00
4000-4999: Books And Supplies	School and Library Improvement Program	6,100.00
4000-4999: Books And Supplies	Title I	8,500.00
5000-5999: Services And Other Operating	School and Library Improvement Program	1,000.00
5000-5999: Services And Other Operating	Title I	1,100.00
5800: Professional/Consulting Services And	Economic Impact Aid	20,000.00
5800: Professional/Consulting Services And	Title I	105,822.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Economic Impact Aid	57,302.00
General Fund	3,800.00
School and Library Improvement Program Block	7,416.00
Title I	233,222.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	10,000.00
0001-0999: Unrestricted: Locally Defined	3,250.00
1000-1999: Certificated Personnel Salaries	100,800.00
2000-2999: Classified Personnel Salaries	40,802.00
4000-4999: Books And Supplies	17,600.00
5000-5999: Services And Other Operating Expenditures	2,100.00
5800: Professional/Consulting Services And Operating	125,822.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	259,774.00
Goal 2	40,600.00
Goal 3	1,366.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Scott Pickett	[X]	[ ]	[ ]	[ ]	[ ]
Kim Kimsey	[ ]	[ ]	[ ]	[X]	[ ]
Monique Ristau	[ ]	[ ]	[ ]	[X]	[ ]
Mandi Nielsen	[ ]	[ ]	[ ]	[X]	[ ]
Tracy Hofstetter	[ ]	[ ]	[ ]	[X]	[ ]
Stephanie Cassidy	[ ]	[X]	[ ]	[ ]	[ ]
Kellie Rafferty	[ ]	[ ]	[ ]	[X]	[ ]
Isabelle Keeling	[ ]	[X]	[ ]	[ ]	[ ]
Shannon Burns	[ ]	[X]	[ ]	[ ]	[ ]
Karen Anderson	[ ]	[ ]	[X]	[ ]	[ ]
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

[ ]   State Compensatory Education Advisory Committee

              _____
                             Signature

[X]   English Learner Advisory Committee

              _____
                             Signature

[ ]   Special Education Advisory Committee

              _____
                             Signature

[ ]   Gifted and Talented Education Program Advisory Committee

              _____
                             Signature

[ ]   District/School Liaison Team for schools in Program Improvement

              _____
                             Signature

[ ]   Compensatory Education Advisory Committee

              _____
                             Signature

[ ]   Departmental Advisory Committee (secondary)

              _____
                             Signature

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

              _____
                             Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on October 30, 2013.

Attested:

Scott Pickett
_____   _____   _____
        Typed Name of School Principal   Signature of School Principal   Date

Kellie Rafferty
_____   _____   _____
        Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date