

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Creekside Early Learning Center	37-67967-6118723	December 19, 2022	April 19, 2023

Purpose and Description

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

The School Site Council (SSC) has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of instructional programs for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, SSC has adopted a Comprehensive Plan to support students which outlines three school goals, related actions, and expenditures to raise the academic performance of students not meeting standards.

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

The district's LCAP is the foundation of all expenditures incurred by the district. Based on the needs assessment and goals found in the LCAP, the school will use state, site-level supplemental/concentration funds to purchase curriculum, fund staff positions, provide collaboration time for teachers and purchase technology. The site was informed on November 28, 2022 that they would be receiving Title I Federal funding for the 2022-23 and 2023-24 school year.

Creekside Early Learning Center will meet ESSA requirements in alignment with Local Control and Accountability Plan (LCAP) and other federal, state, and local program by using performance data to analyze and address school needs. All stakeholders, including families, and staff, will be given opportunities to give input. The School Site Council (SSC) will review and approve the final plan in conjunction with the data analysis and stakeholder input. The AUSD School Board will approve the final plan.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) met on May 19, 2022 for the Annual Review and Update. The 2021-22 SPSA's progress on goals were reviewed, the SSC had the opportunity to review the SPSA

and give input. All input was gathered and analyzed. Updates were made on the 2022-24 SPSA in December 2022. Staff gave input on December 14, 2022. It was then reviewed and approved by the SSC on December 19, 2022. The Alpine School District School Board will approve the updated plan on January 11, 2023.

Resource Inequities.

The District has supported all inequities by providing all teachers with Bridges math training, purchasing and/or piloting necessary curriculum, providing teacher collaboration time and continuing to purchase Chromebooks to maintain 1:1 ratio to support iReady and other online support programs. There is a need for more resources to personalize the learning of the students and for teaching reading to students below grade level.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

LEA LCAP Goal #1: Effective Instruction and Curriculum- Provide equitable access to high-quality classroom curriculum and instruction in an inclusive environment that promotes student success.

SCHOOL Goal #1: By June 2023, 96% of kindergarteners exiting Creekside Early Learning Center (CELC) will be early on to above grade level in iReady Reading. 66% of the students exiting Creekside Early Learning Center will be early on to above grade level in iReady Math. In addition, 75% of all kindergarteners will meet their growth goals on iReady in ELA and math. By June 2022, 75% of CELC transitional kindergarteners will be proficient in early literacy and math skills.

Identified Need

To improve students' academic proficiency in reading and math to ensure readiness for kindergarten (transitional kinder to kindergarten) and readiness for first grade (kindergarten to first grade). CELC created a goal for 2021-22, however did not meet our goal. AUSD transitioned to using iReady for district-wide assessments in 2021-22. Progress on 2021-22 goals were measured using iReady verses the previous assessment. We were able to calculate a new baseline score for kindergarten in October 2022.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten iReady Reading	34% early to above grade level	96% early to above grade level
Kindergarten iReady Math	30% early to above grade level	66% early to above grade level
TK ESGI Reading	0% early on to above	75% early to above Early Literacy
TK ESGI Math	0% early on to above	75% early to above Early Math Skills

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2022-23: Implement English-Language Arts Program that is aligned to CCSS that includes state approved intervention and ELD program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Curriculum Purchased 2017-18	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Students will spend 20 minutes each day with a certificated teacher in a leveled reading group to meet the individual needs of each student.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
District Provided	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Implement Orton Gillingham Program daily in kindergarten and transitional kindergarten.
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Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
District Funded	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

ELL Students

Strategy/Activity

2022-23: Provide a bilingual aide for targeted instruction. ELL students will receive support in the classroom and participate in a 20 minute, small reading group rotation with a certificated teacher. Additionally, a bilingual aide provides pull-out and push in services for 40 minutes a day, and a ELL Specialist provides designated support services 180 minutes a day.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,058 40 minutes x 5 days Bilingual Aide \$5,305 180 minutes x 5 days ELL Specialist	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Provide an instructional aide for targeted support. RTI Tier II (supplemental support) students will receive 20 minutes a day of instruction in a reading rotation. Based on individual needs, intensive support will be provided in two 20 minute rotations of reading intervention.
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Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$ 16,581 80 minute IA x 3	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Teachers meet weekly to collaborate for approximately 50 minutes in order to support reading intervention. Data is analyzed and reading groups are designed based on specific reading needs addressed during Power Learning Time.
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Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
District Provided Minimum Days	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Provide professional development for teachers to collaborate and practice instructional/engagement strategies during staff meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Site Funded	CELC Site Funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Hold Student Accountability Meetings (SAM) three times a year in October, March, and June with teachers to re-address students' needs and create growth plans. A roving sub is provided for teachers to be released to meet with the principal.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$720 substitute teacher (\$240 x 3)	CELC Site Funds

Strategy/Activity 9

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Orton Gillingham Training

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,825 (3 x \$1,275)	Educator Effectiveness Block Grant

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Increase rigor and strengthen instructional practices by providing professional development for teachers. Teachers to provide higher level questioning, strengthen instructional practices, gain a deeper understanding of common core standards utilizing the 5 Dimensional Framework, and implement Learning Targets and Success Criteria in all classrooms.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Site Funded	CELC Site Funds

Strategy/Activity 11

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Utilize technology to support student learning during Power Learning and in the classroom. Including Smart TVs, and Chromebooks (1:1 Chromebooks in Kindergarten & 5:1 Transitional Kindergarten Classroom).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$34,000 (100 Chromebooks)	Lottery Funds
\$500 (upgrades to technology)	PTA Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

Dual Language Students

Strategy/Activity

2022-23: Personalize learning in Spanish through the implementation of an online learning program, Raz Kids for use at home and at school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$354	CELC Site Funds

Strategy/Activity 13

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Implement district adopted math curriculum, Everyday Math and My Math (Spanish), incorporating open source materials to supplement, and incorporate writing into math on a daily or every other day basis. All TK and K teachers are piloting Bridges math during the 2022-23 school year. The teachers are provided time to collaborate and plan the pilot.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Curriculum Purchased 2016 (8 year subscription)	LCFF
\$2,778Bridges Math Pilot	Lottery Funds

Strategy/Activity 14

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: The principal and teachers will monitor Power Learning groups' progress through ongoing assessment, Student Accountability Meetings (SAM), grade level SMART goals, and allowing fluid movement of within grouping to address student needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Site Funded	CELC Site Funds (Accounted for in Strategy 8)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

ELL Students

Strategy/Activity

2022-23: English Language Learners (ELL) will receive highly effective, designated and integrated ELD instruction from a certificated teacher. ELL students will receive a minimum of 30 minutes of effective ELD daily, to be monitored by the principal through class schedules and observations. Integrated ELD instruction will be taught throughout the day adding scaffolding techniques into lessons for content area access. Designated instruction will be supported by an ELL aide for 40 minutes a day during the Pathways Reading Rotations. District adopted ELA curriculum with embedded ELA assessments will be used to monitor progress.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
District Funded ELA Curriculum Purchased 2017	LCFF

\$1,058 Bilingual Aide (40 min. x 5 days)
\$5,305 ELL Specialist (180 min. x 5 days)

LCFF (Accounted for in Strategy 4)
LCFF (Accounted for in Strategy 3)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

Students performing below grade level in ELA and math.

Strategy/Activity

2022-23: Certificated staff training and development in the area of student engagement, sensory strategies, and behavioral supports.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$12,000

Title I Funds

Strategy/Activity 17

Students to be Served by this Strategy/Activity

Students performing below grade level in ELA and math.

Strategy/Activity

2022-23: Classified staff training and development in the area of student engagement, sensory strategies, and behavioral supports.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$840 (8 x 5 x \$21 IA hourly rate)

Title I Funds

\$960 (\$120 x 8 for 1/2 subs)

Title I Funds

Strategy/Activity 18

Students to be Served by this Strategy/Activity

Students performing below grade level in ELA and math.

Strategy/Activity

2022-23: Provide materials and instructional tools to support students' development in ELA and math, including sensory materials, supplemental Orton Gillingham curriculum, and visual supports.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,100	Title I Funds

Strategy/Activity 19

Students to be Served by this Strategy/Activity

Students performing below grade level in ELA and math.

Strategy/Activity

2022-23: Title I Instructional aides to be utilized to support targeted, academic student goals one hour a day, 5 days a week.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,740 (2 x \$2,050 the remainder of 2022-23 school year)	Title I Funds

Strategy/Activity 20

Students to be Served by this Strategy/Activity

Students below in fine motor skill per local assessments.

Strategy/Activity

2022-23: Provide students and teachers with instructional materials and tools to support fine motor skills for writing.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$649.72	Title I Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students performing below grade level in ELA and math.

Strategy/Activity

2022-23: Teachers will utilized iPads to align and drive instruction to improve student learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,620.28 (\$301.69 x 12)	Title I Funds

Strategy/Activity 21

Students to be Served by this Strategy/Activity

Students performing below grade level in ELA and math.

Strategy/Activity

2022-23: A roving sub will be utilized for teacher release time to analyze student data, update student goals, and update Beyond SST in order to improve student progress.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$720 (\$240 x 3)	Title I Funds

Goal 2

LEA LCAP Goal #2: Safe and Respectful Environments- Ensure all school sites are safe and have healthy and welcoming climates for staff, students, and their families so that all students feel connected and are motivated to attend and ready to learn.

SCHOOL Goal #2: Pupil Engagement- The school will improve student engagement, create a sense of connectedness and safety; By June, 2023, attendance rate will increase to 96% and the number of students with chronic absenteeism will decrease by 3%. Reported and confirmed incidents of bullying will be collected and documented.

Identified Need

We did not reach our goal to improve our attendance rate. Our attendance rate decreased by from _____ to 93.6%. We almost met our chronic absentee rate Toal. It reduced by 4%. The 2020-21 chronic absentee rate was 19% and the 2021-22 chronic absentee rate was 15%.

Previous attendance rates: 2018-19 94.5%; 2019-20 94.1%. Chronic absenteeism rate 2018-19 25%; 2019-20 25%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate 2021-22	93.6%	96%
Chronic Absenteeism Rate 2021-22 School Year	15%	12%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Chronically Absent Students

Strategy/Activity

2022-23: Work with Student Services and the District Social Worker to determine chronic absentee students and implement a plan to lower chronic absentee rates and work with parents of chronic absentee students, providing incentives for improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
District Provided	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Hold Spirit Assemblies, with a focus on student achievement and attendance, will be held a minimum of four times a year. Incentives given for good and improved attendance.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$200 Site Funded	CELC Site Funds/PTA Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Chronically Tardy Students

Strategy/Activity

2022-23: Encourage behavior change for families who are consistently tardy. Attendance clerk will utilize the All Call system to alert parents of absences. Meet with families as warranted.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Site Funded	CELC Site Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Promote, track, and monitor attendance. Recognize students for good and/or improved attendance. Brag tags to be distributed to students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Site Funded	CELC Site Funds/PTA Funded (accounted for in strategy 2)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Send out attendance letters and adhere to SART and SARB like policies for kindergarten. Share attendance data with parents in the letters, monthly newsletters and school events.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Site Funded	CELC Site Funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Reduce bullying incidents by working with Student Services to implement their recommended anti-bullying program for students and related PD for staff.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Site Funded	CELC Site Funds

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

2022-23: Reduce bullying incidents and behavior reports through the implementation of school-wide PBIS, and district-wide implementation of MTSS. Train incoming staff on the PBIS, MTSS, and restorative practices. Inform and educate students on bullying: recognizing bullying, responding to bullying, reporting bullying, and how to prevent bullying.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Site Funded	CELC Site Funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-2023: Reduce behavior reports by supporting Social Emotional Learning (SEL) and student engagement by participating in in district-wide kindness themes and activities.

Monthly Kindness Themes/Activities

	Source(s)
Site Funded	CELC Funds

Strategy/Activity 9

Students to be Served by this Strategy/Activity

All

Strategy/Activity

2022-23: Provide engaging STEAM activities/lessons a minimum of 1 time a week.

Proposed Expenditures for this Strategy/Activity

	Source(s)
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AEF Funded	AEF Funds
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Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Site Funded	CELC Site Funds

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

2022-23: Reduce behavior reports by supporting Social Emotional Learning (SEL) through School-wide implementation of 7 Mindsets, a SEL curriculum.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
District Funds	District Funds

Goal 3

LEA LCAP Goal #3: Equitable and Culturally Responsive Systems- Ensure systems and processes to eliminate barriers to student success and are equitable and culturally responsive to the needs of our students and their families.

SCHOOL Goal #3: By June 2023, Creekside Early Learning Center will Increase parent participation by 5% from 2020-21 school year.

Identified Need

We did not reach our goal to increase parent participation by 5%. Our volunteer hours have decreased over the last year (due to COVID).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer Hours	12 hours a day (prior to COVID) 2,160 hours a school year	5% increase to 2,268

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All

Strategy/Activity

2022-23: Hold informational Parent/Community meetings throughout the school year to engage parents as partners:

Curriculum Night: September 2022

TK Surveys November 2022

Parent/Teacher Conferences: November 2022

Open House: March 2023

Kindergarten tours: May 2023

Kindergarten Information Night: May 2023

Dual Language Parent Information Nights: February, March, May 2023

Pastries with the Principal: Minimum of 4 x a year

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Site Funded	CELC Site Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All

Strategy/Activity

2022-23: Increase parent/community engagement by hosting/offering evening events for families to attend.

Back to School BBQ-August 2022 (when funding permits)

Patriot Day Event- September 2022

Fall Festival- October 2022 (hosted by SHES)

Turkey Trot- November 2022
 Book Fair- December 2022
 Las Posadas- December 2022
 Father Daughter Dance- February 2023 (hosted by SHES)
 Pizza with Pete- February 2023
 Mother Son Science Event- March 2023 (hosted by SHES)
 Spring Fling- May 2023
 Western Days- May 2023 (hosted by BOES)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Site Funded	PTA/CELC Site Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All

Strategy/Activity

2022-23: Communicate/update families on CELC's programs, events, meetings, and important dates through weekly Apptegy messaging, monthly newsletters, digital marquee and maintaining CELC's Website and social media account(s).

Proposed Expenditures for this Strategy/Activity

	Source(s)
District Funded	LCFF

Annual Review

SPSA Year Reviewed: 2019-20

ANALYSIS

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

Goal 1: The percentage of kindergarten students meeting early to above grade level on iReady in ELA for 2021-22 was 83% and in Math 70% of students. We did not meet our 96% goal. The district has restructured our instructional aide time that we utilize for student support. We have had difficulty filling the positions and keeping the staff. The staff attrition rate for part time classified employees is high. The deficit in support and lack of consistency of subs and/or portions filled for your Power Hour support time has made it challenging.

Goal 2: The percentage of attendance decrease from ____ in 2020-21 to 93.6% in 2021-22. We did not meet our goal of 96%. The percentage of chronic absenteeism in 2020-21 was 25% and in 2021-22 it decreased by 10 to 15%. We did meet this goal; however the decrease in chronic absenteeism is largely due to independent study contracts sent out for 1 or more absences. We anticipate an increase in 2022-23 because the criteria has changed and we can now only send out independent study contract for 3 or more days. We will continue to work with Student Services and the District Social Worker to come up with strategies and incentives to improve attendance and chronic absenteeism.

Goal 3: The number of volunteer hours during school years with COVID restrictions were much lower than previous years. Prior to COVID, our campus averaged 2,260 hours per school year (about 12 hours a day). We have get our goal to increase by 5% from our typical years, which would be a total of 2,268 hours for the 2022-23 school year. We are using an electric volunteer sign in system (Raptor) that will allow us to get an accurate number.

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

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.

Additional strategies/activities have been added in the following goals:

Goal 1: Chromebooks continue to be purchased by the District to support student learning. The number purchased each year is based on enrollment and how many need to be replaced due to age and capability. We now have 1:1 student to Chromebook ratio in kindergarten and 6:1 in transitional kindergarten (TK). We are limiting screen time in TK.

We received Title 1 funding since the last SPSA review. We have added strategies 16-20 to address the needs of our Title 1 population that is below grade level in ELA and math, fine motor/writing, and need SEL in order to be successful in the classroom.

Goal 2: Social worker interns have been added to help assist the District Social worker to support students. A Social Emotional Learning (SEL) curriculum, 7 Mindset is being implemented in the classrooms a minimum of one day a week. We previously used Sanford Harmony. We continue to gather social emotional resources to increase tools to support student learning. The District will continue work on MTSS social emotional learning. CELC continues implemented participate in district wide Kindness activities.

Goal 3: This year, we added a TK survey for parents in order to gather data for incoming families that have a student eligible for TK.

Budget Summary

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

Budget Summary

Table 34

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 27,630
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$68,233

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$ 0

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 (\$)
Lottery	\$36,788
Educator Effectiveness	\$3,825
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of state or local funds included for this school: \$40,603

Total of federal, state, and/or local funds for this school: \$68,223