



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

| | |
|---|---|
| School Name | Cedarcreek Elementary School |
| Address | 27792 Camp Plenty Road Canyon Country CA 91351 |
| County-District-School (CDS) Code | 19649986022651 |
| Principal | Merly Soni |
| District Name | Saugus Union School District |
| SPSA Revision Date | |
| Schoolsite Council (SSC) Approval Date | |
| Local Board Approval Date | |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Cedarcreek's Vision

We are a dedicated, compassionate family that respects every scholar's ability to learn, persevere, and succeed.

Cedarcreek's Mission

Cedarcreek Elementary School's goal is to provide a consistent, safe and secure environment. Parents, teachers, students, and community members strive to provide a positive, challenging, and supportive atmosphere that fosters responsible, productive, and high-achieving citizens.

School Profile

Cedarcreek Elementary serves approximately 397 students in Transitional Kindergarten through 6th grade which begins in August and ends in June. We are dedicated to academic excellence and community involvement.

Our staff delivers Common Core State Standards-aligned instruction using a Direct Instruction model which ensures all students are presented new material with precise models and ample opportunity to practice with immediate feedback. Our Language for Learning is Cedarcreek's designated English language development program. Students in Transitional Kindergarten through sixth grade are grouped by English Language Proficiency levels in order to meet their language needs. English only students develop their Speaking and Listening skills through practice with the Common Core State Standards. During integrated times of the day, teacher present lessons that are developed with the language learner in mind with the use of multi leveled entry point sentence frames and academic vocabulary development. Students who begin Cedarcreek as Spanish only in Kindergarten will be reclassified as an English proficient student by the time they exit sixth grade.

Cedarcreek Elementary School offers a variety of after-school intervention and enrichment opportunities for our students. Math Boot Camp is offered to students who are at-risk receive an extended day with specific instruction that will allow them to meet grade-level proficiency levels. Art family paint nights are also offered free of charge in order to give students and their families the opportunity to use their creative sides and develop a different way of thinking. The district provides enrichment classes in a variety of topics, such as cooking, coding and karate.

Partners in Learning parent engagement series was created through a partnership with our Social Worker. These are a series of workshops dedicated to parent topics of interest. Our Latino Family Literacy program will be implemented to share the love of reading to our students. Books in both Spanish and English are shared.

Our school serves as the heartbeat of our community. Cedarcreek staff members work closely with our varied stakeholders such as our Parent Teacher Association (PTA), School Site Council, and our English Learner Advisory Committee (ELAC). In a joint effort with our parent community, Cedarcreek strives to best serve the academic, personal, and social needs for all of our students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was created and reviewed by Cedarcreek teachers and staff, School Site Council, and ELAC members. Cedarcreek teachers review at the beginning of the school year and then update throughout the year using CAASPP data and local measures. School Site Council reviews throughout the year on a bimonthly basis. The ELAC committee reviews the SPSA once in October and again in May.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|------------|------------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 59 | 76 | 50 |
| Grade 1 | 25 | 50 | 62 |
| Grade 2 | 34 | 47 | 56 |
| Grade3 | 35 | 39 | 48 |
| Grade 4 | 46 | 52 | 45 |
| Grade 5 | 50 | 59 | 58 |
| Grade 6 | 39 | 58 | 62 |
| Total Enrollment | 288 | 381 | 397 |

Conclusions based on this data:

1. Student enrollment in kindergarten has significantly decreased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 110 | 153 | 138 | 38.20% | 40.2% | 36.8% |
| Fluent English Proficient (FEP) | 37 | 37 | 40 | 12.80% | 9.7% | 10.7% |
| Reclassified Fluent English Proficient (RFEP) | 10 | | | 9.1% | | |

Conclusions based on this data:

1. 36.8% of the Cedar creek student population is EL in 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 33 | 40 | | 0 | 40 | | 0 | 40 | | 0.0 | 100.0 | |
| Grade 4 | 48 | 54 | | 0 | 54 | | 0 | 54 | | 0.0 | 100.0 | |
| Grade 5 | 46 | 57 | | 0 | 56 | | 0 | 56 | | 0.0 | 98.2 | |
| Grade 6 | 42 | 59 | | 0 | 59 | | 0 | 59 | | 0.0 | 100.0 | |
| All Grades | 169 | 210 | | 0 | 209 | | 0 | 209 | | 0.0 | 99.5 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2418. | | | 20.00 | | | 17.50 | | | 40.00 | | | 22.50 | |
| Grade 4 | | 2459. | | | 22.22 | | | 20.37 | | | 20.37 | | | 37.04 | |
| Grade 5 | | 2504. | | | 23.21 | | | 30.36 | | | 19.64 | | | 26.79 | |
| Grade 6 | | 2563. | | | 16.95 | | | 55.93 | | | 20.34 | | | 6.78 | |
| All Grades | N/A | N/A | N/A | | 20.57 | | | 32.54 | | | 23.92 | | | 22.97 | |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 20.00 | | | 65.00 | | | 15.00 | |
| Grade 4 | | 16.67 | | | 59.26 | | | 24.07 | |
| Grade 5 | | 21.43 | | | 66.07 | | | 12.50 | |
| Grade 6 | | 28.81 | | | 67.80 | | | 3.39 | |
| All Grades | | 22.01 | | | 64.59 | | | 13.40 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 10.00 | | | 55.00 | | | 35.00 | |
| Grade 4 | | 7.41 | | | 59.26 | | | 33.33 | |
| Grade 5 | | 12.50 | | | 64.29 | | | 23.21 | |
| Grade 6 | | 16.95 | | | 69.49 | | | 13.56 | |
| All Grades | | 11.96 | | | 62.68 | | | 25.36 | |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 12.50 | | | 82.50 | | | 5.00 | |
| Grade 4 | | 5.56 | | | 85.19 | | | 9.26 | |
| Grade 5 | | 17.86 | | | 71.43 | | | 10.71 | |
| Grade 6 | | 18.64 | | | 72.88 | | | 8.47 | |
| All Grades | | 13.88 | | | 77.51 | | | 8.61 | |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 17.50 | | | 70.00 | | | 12.50 | |
| Grade 4 | | 18.52 | | | 75.93 | | | 5.56 | |
| Grade 5 | | 16.07 | | | 69.64 | | | 14.29 | |
| Grade 6 | | 20.34 | | | 69.49 | | | 10.17 | |
| All Grades | | 18.18 | | | 71.29 | | | 10.53 | |

Conclusions based on this data:

1. Our CAASPP data was reported 2 years ago and we are currently relying on local data from i-Ready, NEXTgen Math, and Focused Interim Assessment Blocks.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 33 | 40 | | 0 | 40 | | 0 | 40 | | 0.0 | 100.0 | |
| Grade 4 | 48 | 54 | | 0 | 54 | | 0 | 54 | | 0.0 | 100.0 | |
| Grade 5 | 46 | 57 | | 0 | 57 | | 0 | 57 | | 0.0 | 100.0 | |
| Grade 6 | 42 | 59 | | 0 | 59 | | 0 | 59 | | 0.0 | 100.0 | |
| All Grades | 169 | 210 | | 0 | 210 | | 0 | 210 | | 0.0 | 100.0 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2438. | | | 12.50 | | | 50.00 | | | 12.50 | | | 25.00 | |
| Grade 4 | | 2493. | | | 22.22 | | | 25.93 | | | 40.74 | | | 11.11 | |
| Grade 5 | | 2491. | | | 12.28 | | | 19.30 | | | 40.35 | | | 28.07 | |
| Grade 6 | | 2547. | | | 22.03 | | | 23.73 | | | 33.90 | | | 20.34 | |
| All Grades | N/A | N/A | N/A | | 17.62 | | | 28.10 | | | 33.33 | | | 20.95 | |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 35.00 | | | 50.00 | | | 15.00 | |
| Grade 4 | | 31.48 | | | 55.56 | | | 12.96 | |
| Grade 5 | | 21.05 | | | 59.65 | | | 19.30 | |
| Grade 6 | | 33.90 | | | 49.15 | | | 16.95 | |
| All Grades | | 30.00 | | | 53.81 | | | 16.19 | |

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 15.00 | | | 60.00 | | | 25.00 | |
| Grade 4 | | 18.52 | | | 57.41 | | | 24.07 | |
| Grade 5 | | 12.28 | | | 49.12 | | | 38.60 | |
| Grade 6 | | 11.86 | | | 64.41 | | | 23.73 | |
| All Grades | | 14.29 | | | 57.62 | | | 28.10 | |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 15.00 | | | 65.00 | | | 20.00 | |
| Grade 4 | | 27.78 | | | 57.41 | | | 14.81 | |
| Grade 5 | | 5.26 | | | 61.40 | | | 33.33 | |
| Grade 6 | | 15.25 | | | 71.19 | | | 13.56 | |
| All Grades | | 15.71 | | | 63.81 | | | 20.48 | |

Conclusions based on this data:

1. Concepts is our greatest struggle of the three sections
2. 3rd graders from 2016-17 school year maintained in 4th grade; 2018/19 school year both were at 27%
3. Current i-Ready diagnostic data show approximately 70% of our students are at grade level or less than one year behind grade level in all domains.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|-------|---------------|--------|-------|------------------|--------|-------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 1414.4 | 1436.4 | | 1432.3 | 1448.6 | | 1372.6 | 1407.8 | | 18 | 32 | |
| 1 | 1439.5 | 1446.1 | | 1454.4 | 1461.6 | | 1424.1 | 1429.8 | | 14 | 13 | |
| 2 | 1512.7 | 1498.1 | | 1503.0 | 1498.2 | | 1521.8 | 1497.3 | | 12 | 20 | |
| 3 | 1495.8 | 1518.5 | | 1499.2 | 1517.5 | | 1491.8 | 1518.9 | | 17 | 11 | |
| 4 | 1502.6 | 1544.8 | | 1490.8 | 1547.9 | | 1513.7 | 1541.2 | | 19 | 26 | |
| 5 | 1529.5 | 1551.4 | | 1518.7 | 1543.9 | | 1539.9 | 1558.4 | | 22 | 21 | |
| 6 | 1548.0 | 1566.0 | | 1547.6 | 1564.5 | | 1547.5 | 1567.0 | | 13 | 22 | |
| All Grades | | | | | | | | | | 115 | 145 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 11.11 | 18.75 | | 22.22 | 40.63 | | 61.11 | 31.25 | | 5.56 | 9.38 | | 18 | 32 | |
| 1 | 0.00 | 0.00 | | 28.57 | 46.15 | | 71.43 | 46.15 | | 0.00 | 7.69 | | 14 | 13 | |
| 2 | 41.67 | 5.00 | | 41.67 | 85.00 | | 16.67 | 10.00 | | 0.00 | 0.00 | | 12 | 20 | |
| 3 | 17.65 | 27.27 | | 35.29 | 54.55 | | 41.18 | 9.09 | | 5.88 | 9.09 | | 17 | 11 | |
| 4 | 10.53 | 34.62 | | 47.37 | 53.85 | | 31.58 | 11.54 | | 10.53 | 0.00 | | 19 | 26 | |
| 5 | 18.18 | 33.33 | | 45.45 | 57.14 | | 27.27 | 4.76 | | 9.09 | 4.76 | | 22 | 21 | |
| 6 | 30.77 | 45.45 | | 30.77 | 40.91 | | 23.08 | 13.64 | | 15.38 | 0.00 | | 13 | 22 | |
| All Grades | 17.39 | 24.83 | | 36.52 | 53.10 | | 39.13 | 17.93 | | 6.96 | 4.14 | | 115 | 145 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 11.11 | 21.88 | | 38.89 | 40.63 | | 50.00 | 28.13 | | 0.00 | 9.38 | | 18 | 32 | |
| 1 | 14.29 | 23.08 | | 42.86 | 46.15 | | 42.86 | 23.08 | | 0.00 | 7.69 | | 14 | 13 | |
| 2 | 41.67 | 30.00 | | 50.00 | 70.00 | | 8.33 | 0.00 | | 0.00 | 0.00 | | 12 | 20 | |
| 3 | 29.41 | 54.55 | | 41.18 | 36.36 | | 23.53 | 0.00 | | 5.88 | 9.09 | | 17 | 11 | |
| 4 | 26.32 | 73.08 | | 42.11 | 23.08 | | 21.05 | 3.85 | | 10.53 | 0.00 | | 19 | 26 | |
| 5 | 36.36 | 71.43 | | 40.91 | 19.05 | | 22.73 | 4.76 | | 0.00 | 4.76 | | 22 | 21 | |
| 6 | 46.15 | 63.64 | | 23.08 | 36.36 | | 30.77 | 0.00 | | 0.00 | 0.00 | | 13 | 22 | |
| All Grades | 28.70 | 48.28 | | 40.00 | 37.93 | | 28.70 | 9.66 | | 2.61 | 4.14 | | 115 | 145 | |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 0.00 | 6.25 | | 22.22 | 40.63 | | 55.56 | 37.50 | | 22.22 | 15.63 | | 18 | 32 | |
| 1 | 0.00 | 0.00 | | 7.14 | 23.08 | | 64.29 | 53.85 | | 28.57 | 23.08 | | 14 | 13 | |
| 2 | 33.33 | 10.00 | | 41.67 | 40.00 | | 25.00 | 50.00 | | 0.00 | 0.00 | | 12 | 20 | |
| 3 | 0.00 | 18.18 | | 29.41 | 54.55 | | 47.06 | 18.18 | | 23.53 | 9.09 | | 17 | 11 | |
| 4 | 10.53 | 23.08 | | 26.32 | 34.62 | | 42.11 | 30.77 | | 21.05 | 11.54 | | 19 | 26 | |
| 5 | 18.18 | 33.33 | | 9.09 | 33.33 | | 63.64 | 23.81 | | 9.09 | 9.52 | | 22 | 21 | |
| 6 | 0.00 | 22.73 | | 61.54 | 50.00 | | 23.08 | 27.27 | | 15.38 | 0.00 | | 13 | 22 | |
| All Grades | 8.70 | 16.55 | | 26.09 | 39.31 | | 47.83 | 34.48 | | 17.39 | 9.66 | | 115 | 145 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 11.11 | 25.00 | | 88.89 | 68.75 | | 0.00 | 6.25 | | 18 | 32 | |
| 1 | 21.43 | 30.77 | | 78.57 | 61.54 | | 0.00 | 7.69 | | 14 | 13 | |
| 2 | 41.67 | 35.00 | | 58.33 | 65.00 | | 0.00 | 0.00 | | 12 | 20 | |
| 3 | 23.53 | 63.64 | | 58.82 | 27.27 | | 17.65 | 9.09 | | 17 | 11 | |
| 4 | 47.37 | 65.38 | | 42.11 | 34.62 | | 10.53 | 0.00 | | 19 | 26 | |
| 5 | 13.64 | 28.57 | | 81.82 | 66.67 | | 4.55 | 4.76 | | 22 | 21 | |
| 6 | 38.46 | 40.91 | | 53.85 | 59.09 | | 7.69 | 0.00 | | 13 | 22 | |
| All Grades | 26.96 | 40.00 | | 66.96 | 56.55 | | 6.09 | 3.45 | | 115 | 145 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 5.56 | 21.88 | | 83.33 | 68.75 | | 11.11 | 9.38 | | 18 | 32 | |
| 1 | 0.00 | 15.38 | | 92.86 | 69.23 | | 7.14 | 15.38 | | 14 | 13 | |
| 2 | 25.00 | 45.00 | | 75.00 | 55.00 | | 0.00 | 0.00 | | 12 | 20 | |
| 3 | 41.18 | 63.64 | | 52.94 | 36.36 | | 5.88 | 0.00 | | 17 | 11 | |
| 4 | 26.32 | 61.54 | | 57.89 | 38.46 | | 15.79 | 0.00 | | 19 | 26 | |
| 5 | 63.64 | 85.71 | | 31.82 | 9.52 | | 4.55 | 4.76 | | 22 | 21 | |
| 6 | 53.85 | 77.27 | | 38.46 | 22.73 | | 7.69 | 0.00 | | 13 | 22 | |
| All Grades | 32.17 | 52.41 | | 60.00 | 43.45 | | 7.83 | 4.14 | | 115 | 145 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 5.56 | 9.38 | | 77.78 | 78.13 | | 16.67 | 12.50 | | 18 | 32 | |
| 1 | 0.00 | 0.00 | | 78.57 | 69.23 | | 21.43 | 30.77 | | 14 | 13 | |
| 2 | 41.67 | 20.00 | | 50.00 | 80.00 | | 8.33 | 0.00 | | 12 | 20 | |
| 3 | 5.88 | 9.09 | | 70.59 | 63.64 | | 23.53 | 27.27 | | 17 | 11 | |
| 4 | 10.53 | 23.08 | | 68.42 | 61.54 | | 21.05 | 15.38 | | 19 | 26 | |
| 5 | 18.18 | 38.10 | | 72.73 | 52.38 | | 9.09 | 9.52 | | 22 | 21 | |
| 6 | 0.00 | 22.73 | | 76.92 | 68.18 | | 23.08 | 9.09 | | 13 | 22 | |
| All Grades | 11.30 | 18.62 | | 71.30 | 68.28 | | 17.39 | 13.10 | | 115 | 145 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 22.22 | 31.25 | | 38.89 | 40.63 | | 38.89 | 28.13 | | 18 | 32 | |
| 1 | 0.00 | 0.00 | | 50.00 | 69.23 | | 50.00 | 30.77 | | 14 | 13 | |
| 2 | 41.67 | 10.00 | | 58.33 | 90.00 | | 0.00 | 0.00 | | 12 | 20 | |
| 3 | 5.88 | 36.36 | | 76.47 | 63.64 | | 17.65 | 0.00 | | 17 | 11 | |
| 4 | 0.00 | 30.77 | | 89.47 | 61.54 | | 10.53 | 7.69 | | 19 | 26 | |
| 5 | 4.55 | 28.57 | | 86.36 | 61.90 | | 9.09 | 9.52 | | 22 | 21 | |
| 6 | 46.15 | 36.36 | | 53.85 | 63.64 | | 0.00 | 0.00 | | 13 | 22 | |
| All Grades | 14.78 | 26.21 | | 66.96 | 62.07 | | 18.26 | 11.72 | | 115 | 145 | |

Conclusions based on this data:

1. Listening and Speaking scores 2- 6th grade is a strength
2. 60% of our students are on Level 4 in oral language
3. 11% of the students who were able to finish the ELPAC prior to Covid were reclassified in 2020-21.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 381 | 72.2 | 40.2 | 0.3 |
| Total Number of Students enrolled in Cedar Creek Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 153 | 40.2 |
| Foster Youth | 1 | 0.3 |
| Homeless | 9 | 2.4 |
| Socioeconomically Disadvantaged | 275 | 72.2 |
| Students with Disabilities | 43 | 11.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 2 | 0.5 |
| American Indian | | |
| Asian | 1 | 0.3 |
| Filipino | 6 | 1.6 |
| Hispanic | 341 | 89.5 |
| Two or More Races | 8 | 2.1 |
| Pacific Islander | 2 | 0.5 |
| White | 19 | 5.0 |

Conclusions based on this data:

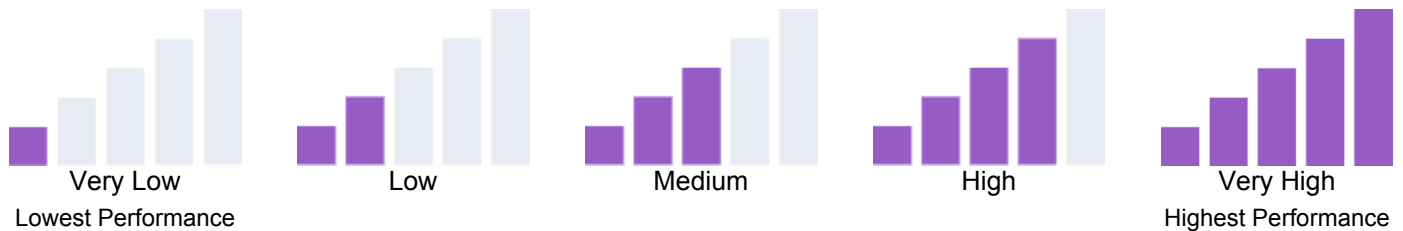
1. Our Hispanic population has grown to 75%.
2. The percentage of English Learners is only 50% so we know that many students are entering already knowing English.
3. The percentage of SD students has grown to 80%.

School and Student Performance Data

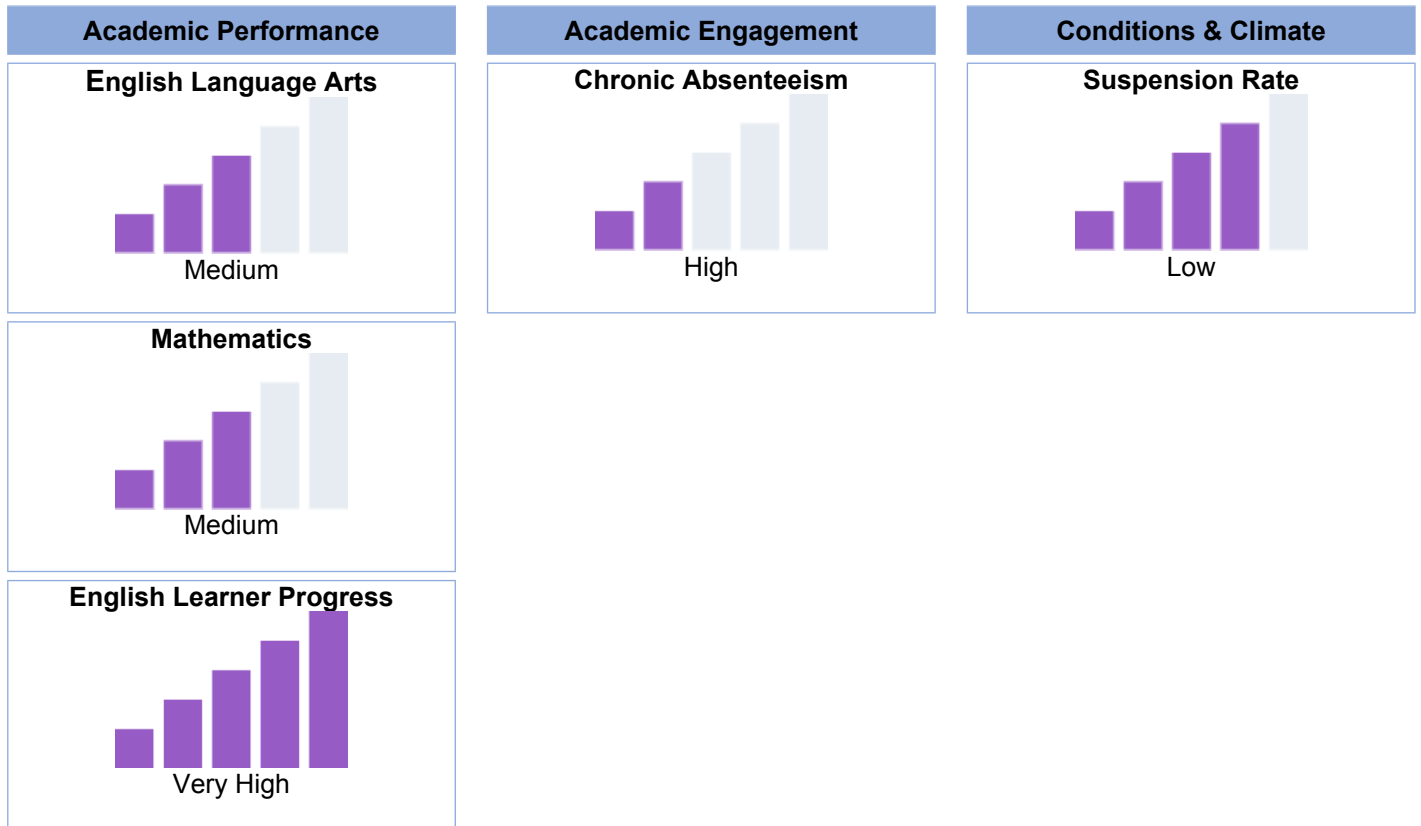
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

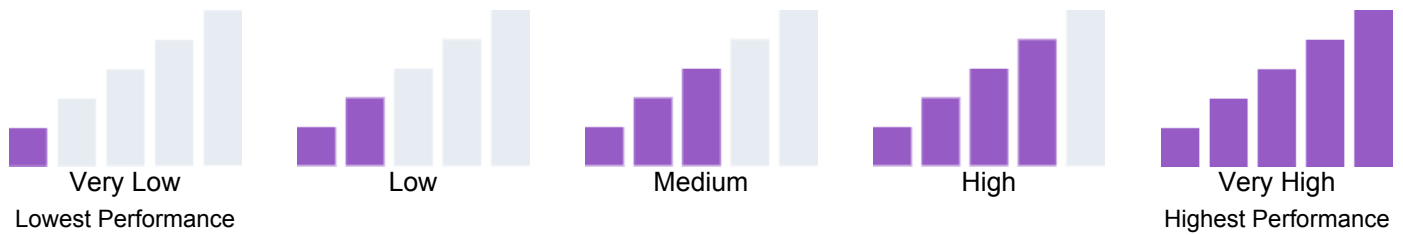
1. Chronic Absenteeism is high.
2. English Learners are making good progress.

School and Student Performance Data

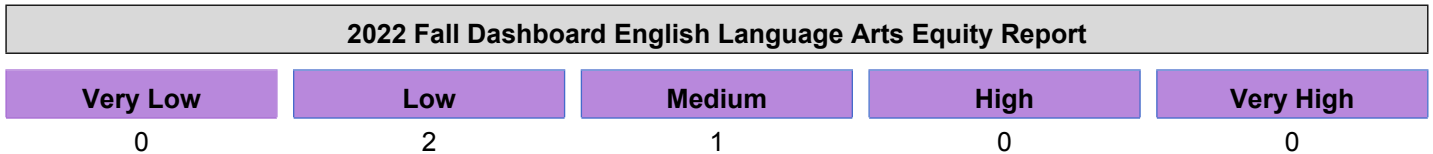
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

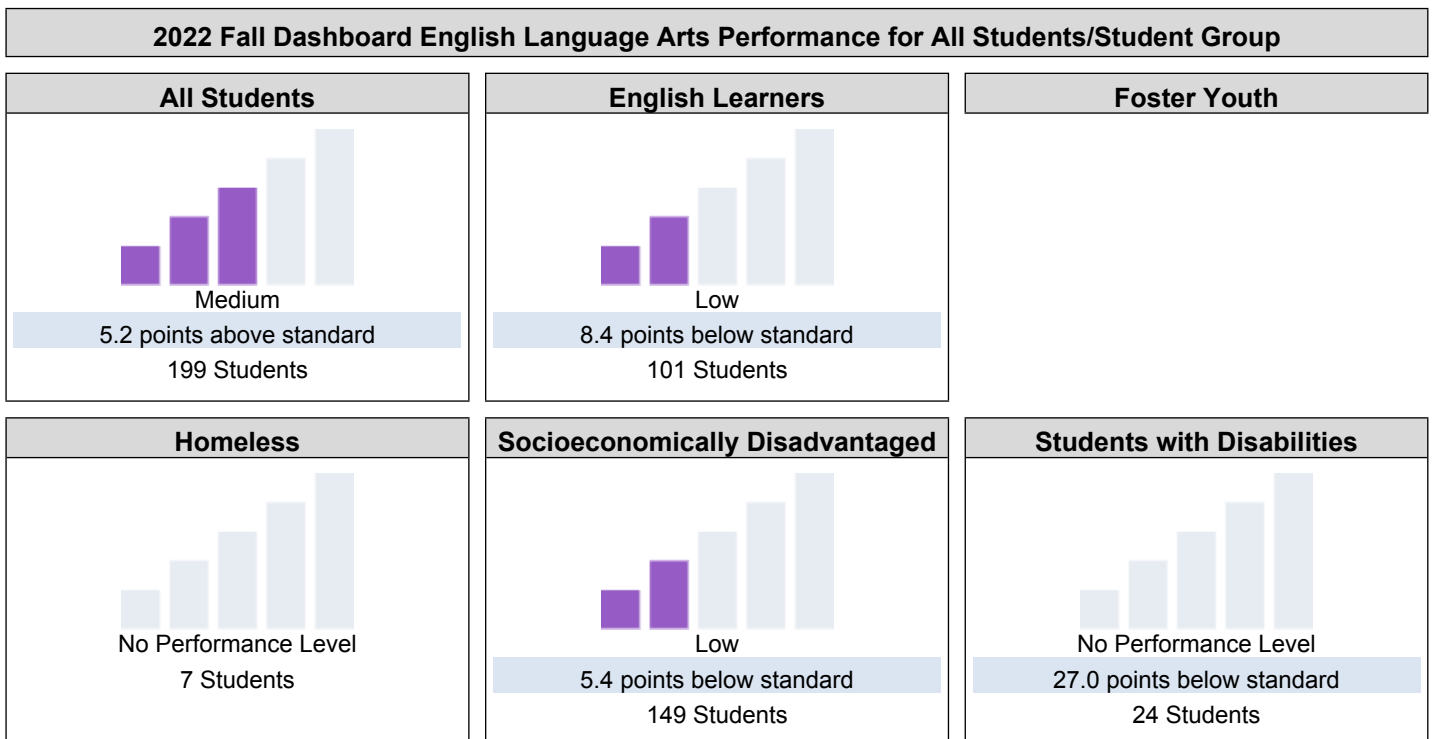
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



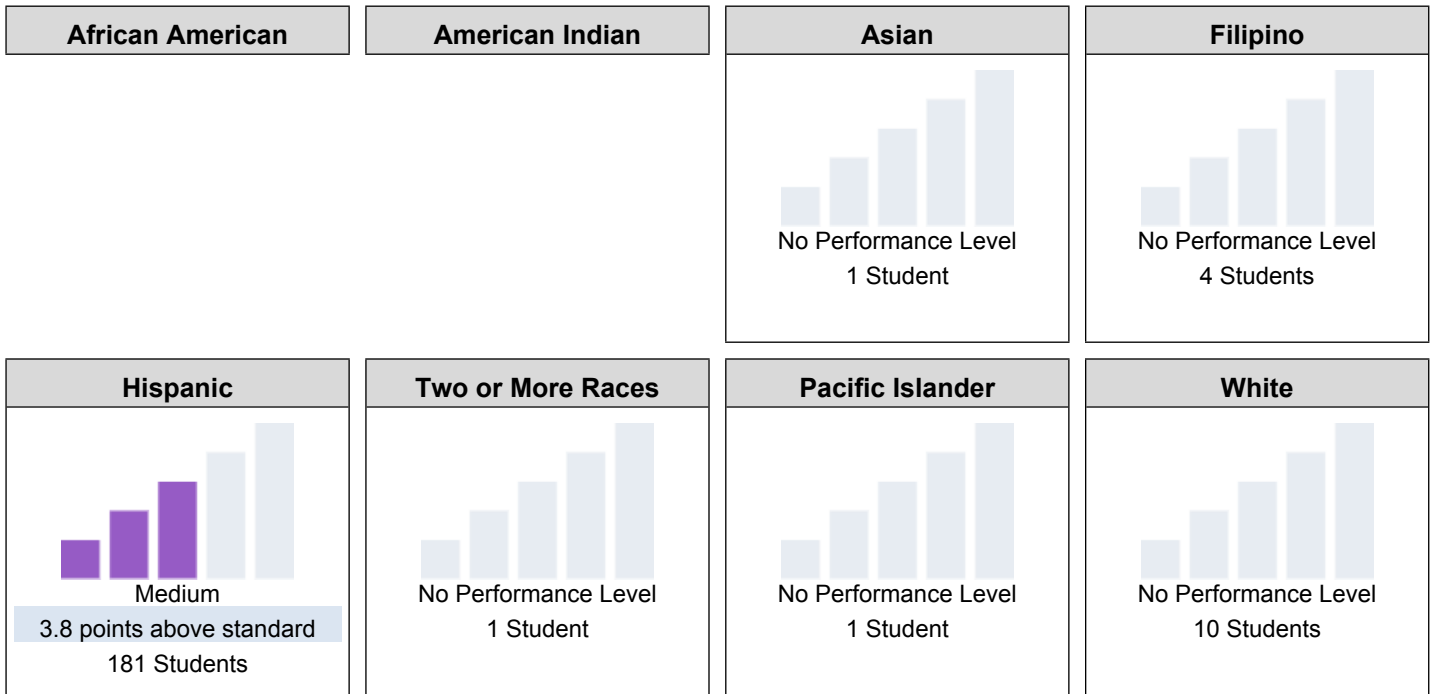
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 40.0 points below standard 67 Students | 54.0 points above standard 34 Students | 16.8 points above standard 85 Students |

Conclusions based on this data:

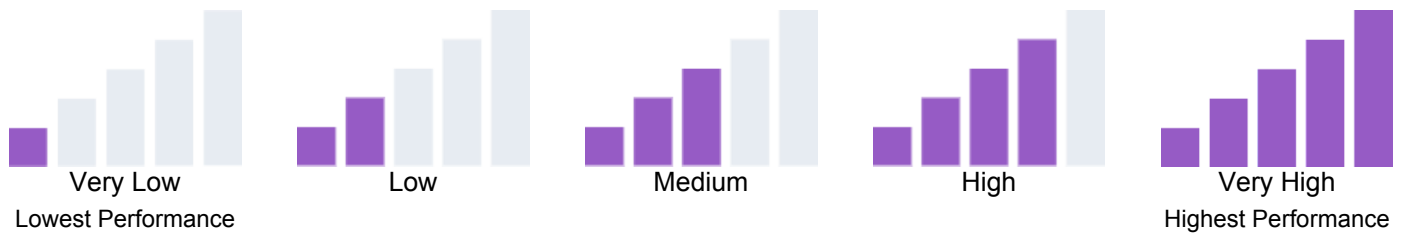
1. There is a need for extra support for our sub groups and RSP students
2. English Learners, socioeconomically disadvantaged and hispanic students are below standard
3. Reclassified EL students are above standard

School and Student Performance Data

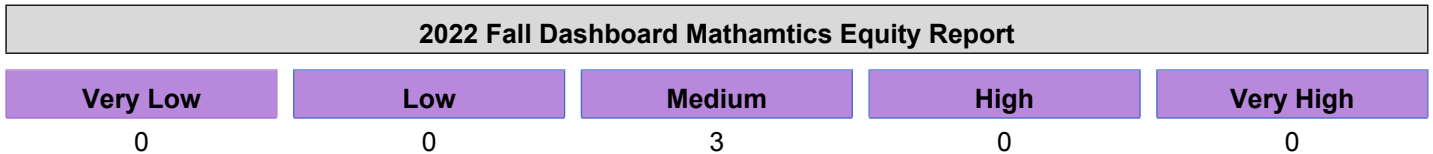
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

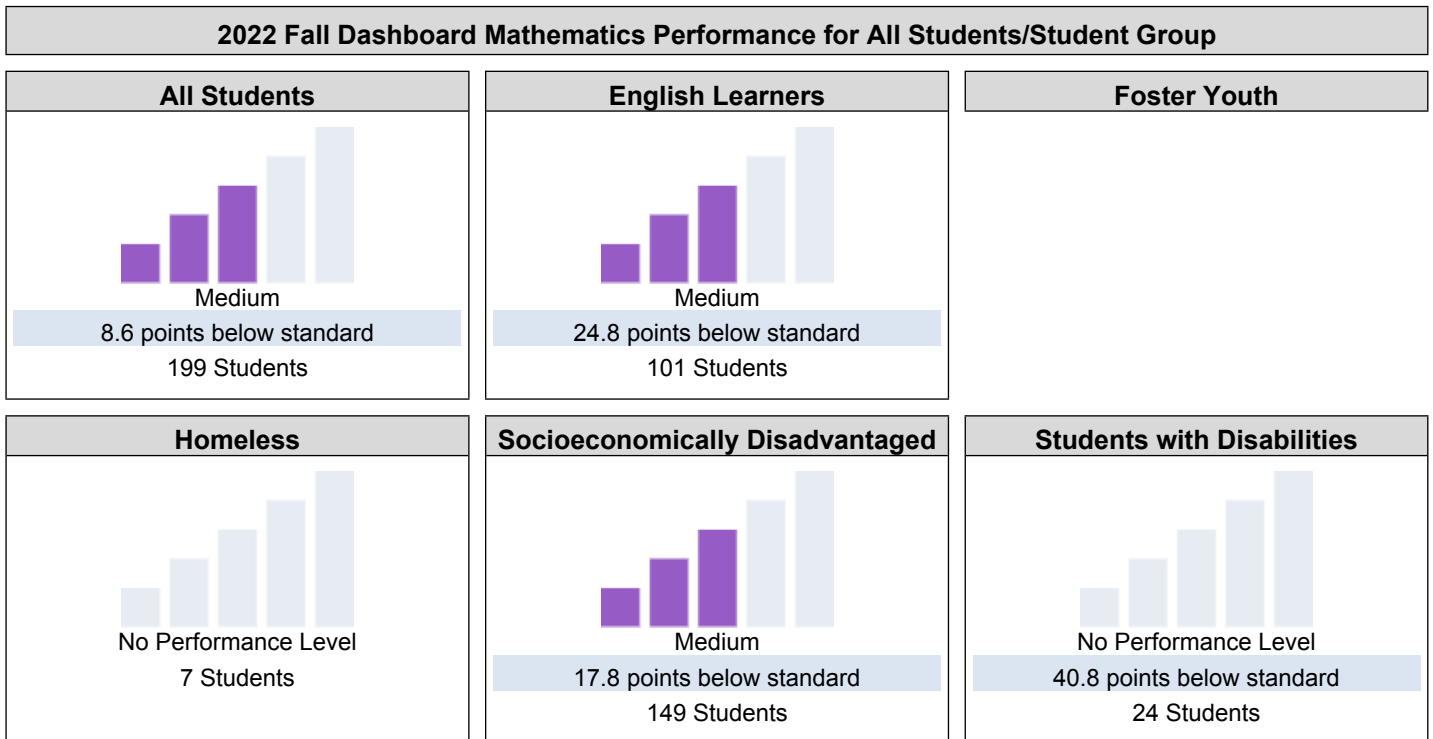
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



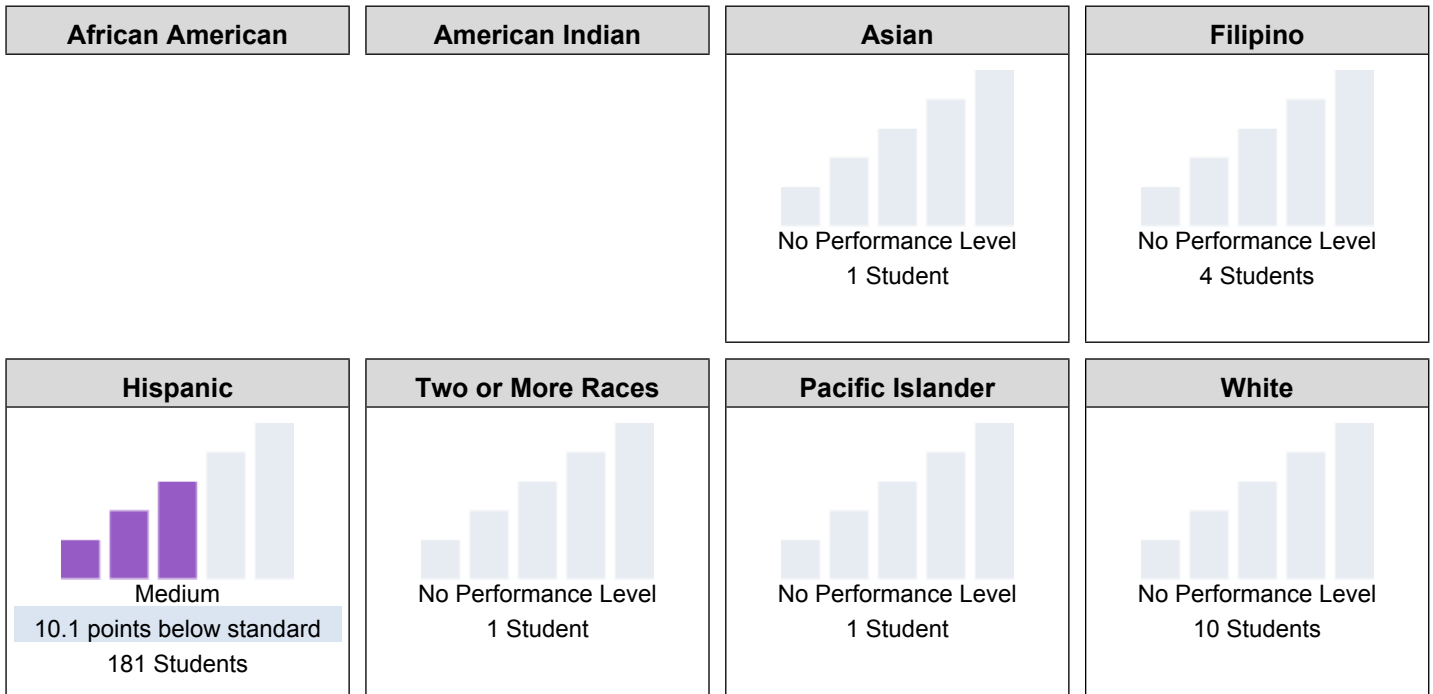
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 45.8 points below standard 67 Students | 16.6 points above standard 34 Students | 6.2 points above standard 85 Students |

Conclusions based on this data:

1. RSP students declined; while socioeconomically increased
2. ELs maintained, Hispanic group maintained
3. Overall, "all students" maintained

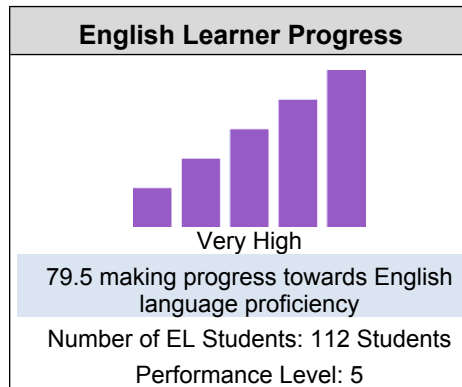
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 8.0% | 12.5% | 3.6% | 75.9% |

Conclusions based on this data:

- English Learners are making good progress towards English Language Proficiency

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

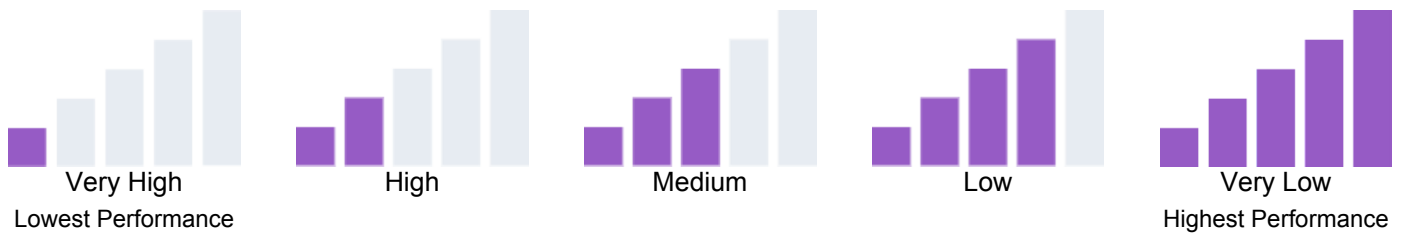
- 1.

School and Student Performance Data

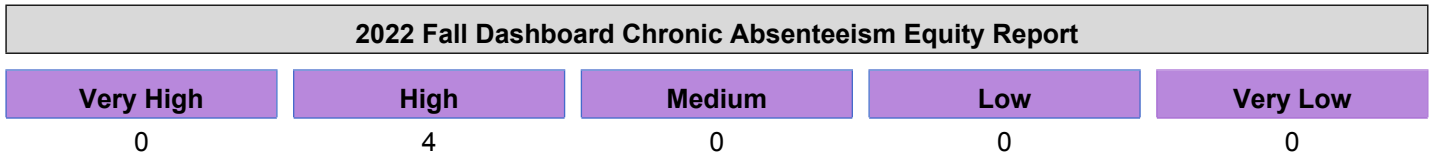
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

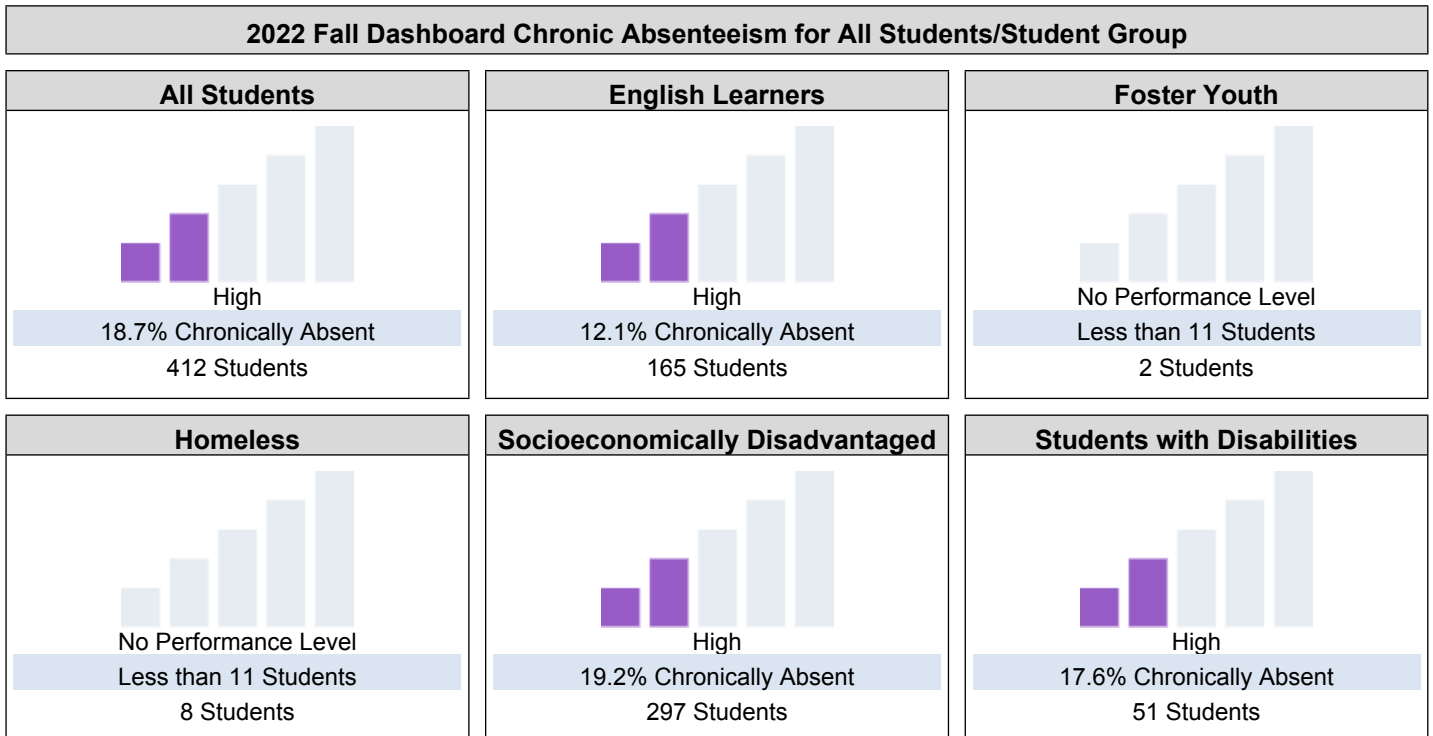
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



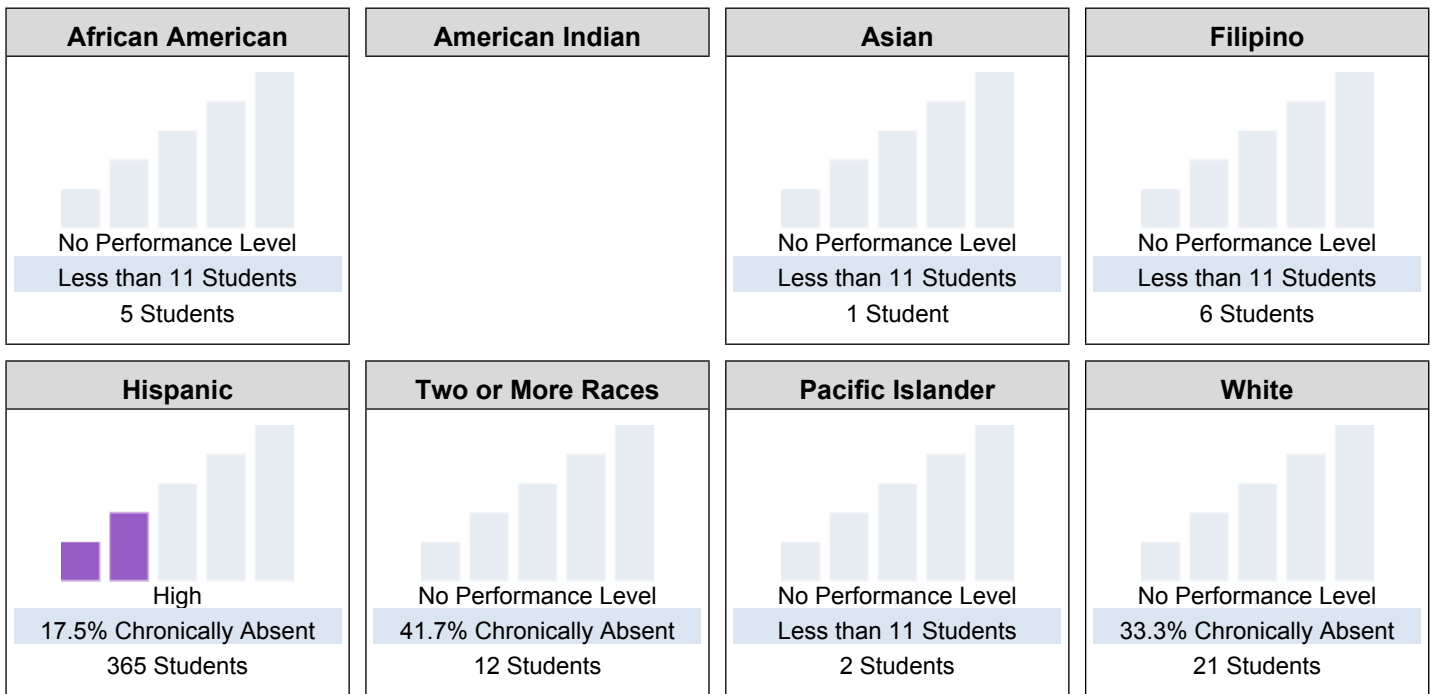
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

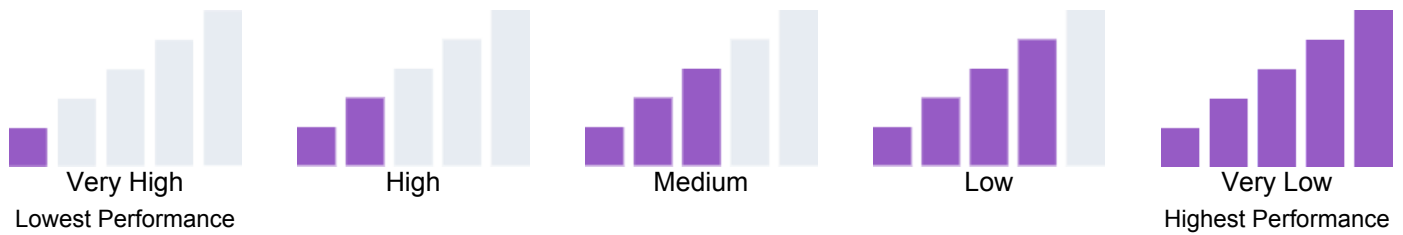
1. English Learners have a high rate of absences
2. Socioeconomically Disadvantaged students have a high rate of absences.

School and Student Performance Data

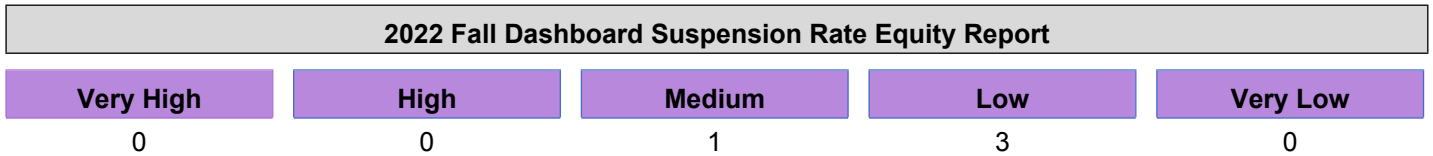
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

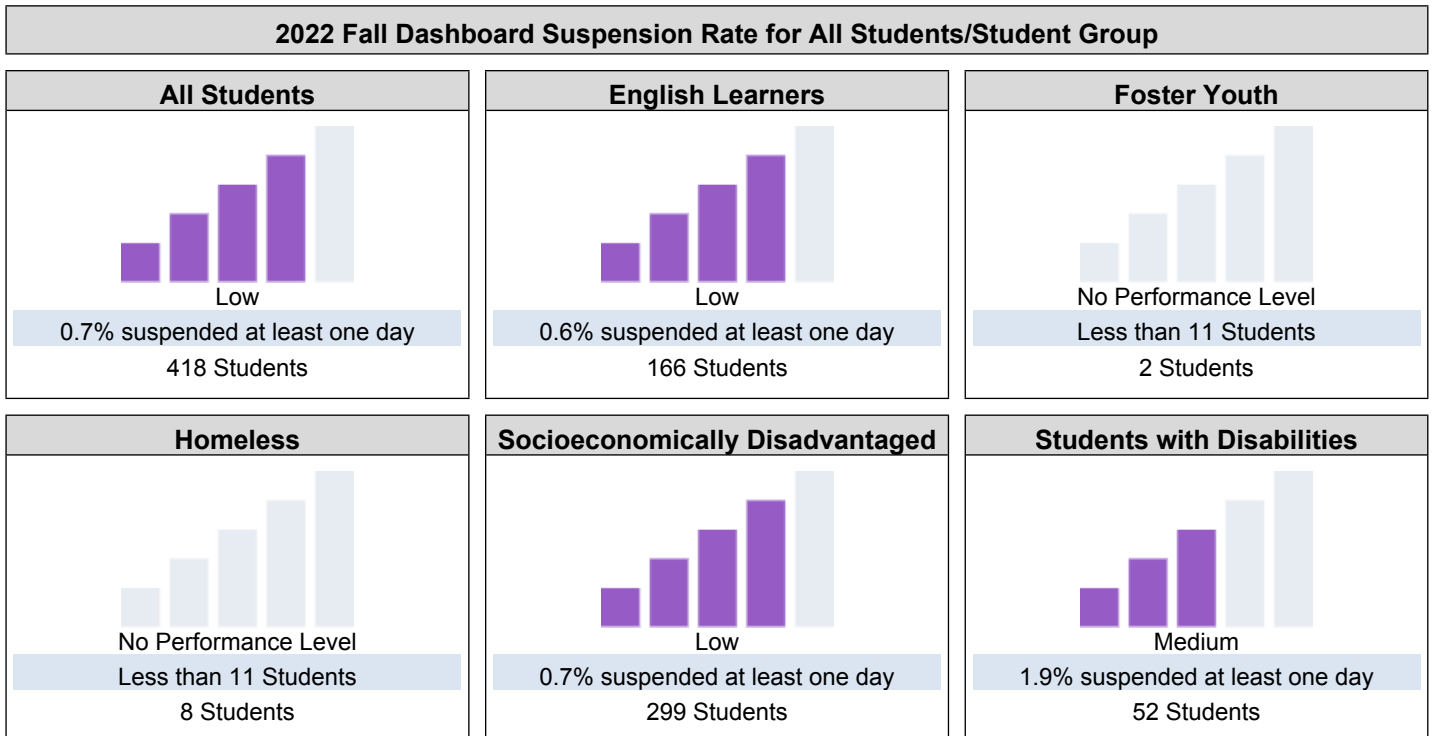
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



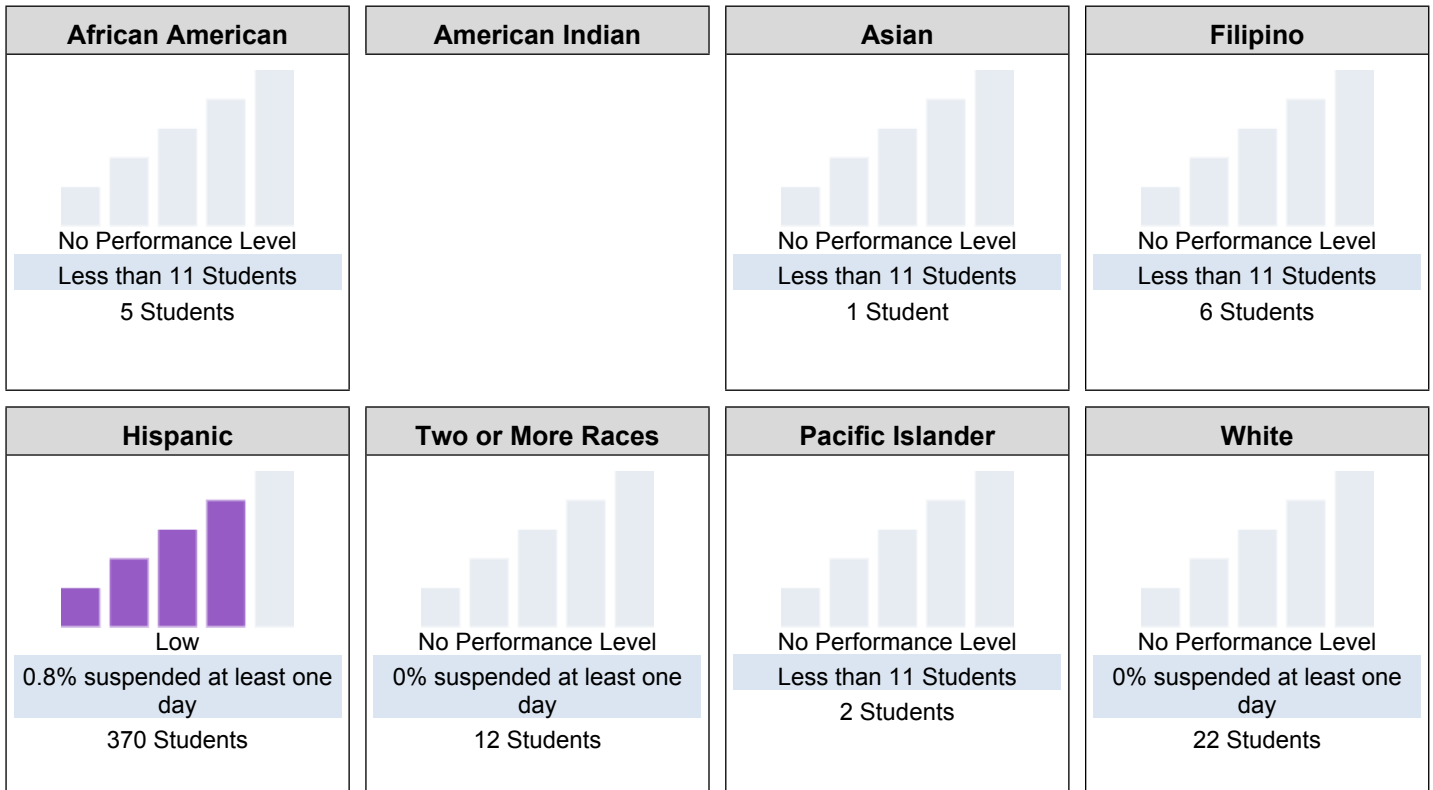
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our PBIS program is working

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Achievement Gap

Goal Statement

By June 2024, all students will make at least 5% growth in their i-Ready proficiency. Number of students at or above grade level will increase by at least 5% as measured by the end of year diagnostic assessment. Number of students in specified groups in green will increase by at least 10% as measured by the diagnostic assessment. Number of students in the specified groups below in the red will decrease by 10% on the diagnostic assessment:

English Learners

Socioeconomically disadvantaged

Hispanic

LCAP Goal

Achievement Gap-Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas English Language Arts (ELA), Mathematics, Science, Social Science.

Basis for this Goal

After conducting a comprehensive needs assessment summary tool, this goal was drafted on the following:

2021-2022 Dashboard Data:

Chronic Absenteeism was High (18.7% were chronically absent)

English Language Arts was Medium (5.2 points above standard)

Math, was Medium (8.6 points below standard).

Suspension rate was low.

CAASPP Data:

ELA

In grade 3, 37.50% met or exceeded standards in 2021-2022. In 2018-2019, 50.00% students in grade 3 met or exceeded standards.

In grade 4, 42.59% met or exceeded standards in 2021-2022. In 2018-2019, 59.61%students in grade 4 met or exceeded standards.

In grade 5, 53.57% met or exceeded standards in 2021-2022. In 2018-2019, 43.86%students in grade 5 met or exceeded standards.

In grade 6, 72.88% met or exceeded standards in 2021-2022. In 2018-2019, 63.75%students in grade 6 met or exceeded standards.

Math

In grade 3, 62.50% met or exceeded standards in 2021-2022. In 2018-2019, 56.06% students in grade 3 met or exceeded standards.

In grade 4, 48.15% met or exceeded standards in 2021-2022. In 2018-2019, 39.21%students in grade 4 met or exceeded standards.

In grade 5, 31.58% met or exceeded standards in 2021-2022. In 2018-2019, 28.07% students in grade 5 met or exceeded standards.

In grade 6, 45.76% met or exceeded standards in 2021-2022. In 2018-2019, 50.62%students in grade 6 met or exceeded standards.

California Dashboard 2021-2022:

Student Groups:

English Language Arts, two focus groups were English Learners Socio Economically Disadvantaged as they scored Low.

Math, the focus groups were English Learners, Hispanic, and Socio Economically Disadvantaged as they scored Medium.

English Learner progress toward English Language Proficiency was very high 79.5%.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|---|
| -iReady Diagnostic Assessment Reading (ELA) | <p>2023 end of the year diagnostic indicates 50% of students on grade level.</p> <p>2023 end of the year diagnostic indicates 38% of English Learners on grade level.</p> <p>2022-2023 end of year diagnostic assessment shows 42% of socioeconomically disadvantaged students on grade level.</p> <p>2023 end of the year diagnostic indicates 38% of Hispanic students on grade level.</p> | <p>2023-2024 students who meet or exceed standards will increase by at least 5% as measured by the end of year diagnostic assessment. The number of students in specified groups in green will increase by at least 10% as measured by the diagnostic assessment.</p> |
| i-Ready Diagnostic-Math | <p>Math</p> <p>2022-2023 end of year diagnostic assessment shows 45% of all students on grade level.</p> <p>2022-2023 end of year diagnostic assessment shows 28% of EL students on grade level.</p> <p>2022-2023 end of year diagnostic assessment shows 40% of socioeconomically disadvantaged students on grade level.</p> <p>2022-2023 end of year diagnostic assessment shows 29% of hispanic students on grade level.</p> | <p>2023-2024 students who meet or exceed standards will increase by at least 5% as measured by the end of year diagnostic assessment. The number of students in specified groups in green will increase by at least 10% as measured by the diagnostic assessment.</p> |
| i-Ready Diagnostic -Reading (ELA) | <p>2022-2023 end of year diagnostic assessment shows 15% of all students scored two or more grade levels below standard (In the red).</p> <p>2022-2023 end of year diagnostic assessment shows 17% of socioeconomically disadvantaged students scored two or more grade levels below standard (In the red).</p> <p>2022-2023 end of year diagnostic assessment shows 20% of English Learners students scored two or more grade levels below standard (In the red).</p> | <p>2023-2024 students who score two grade levels below standard (In the red) will decrease by 10% as measured by the end of the year diagnostic assessment. The number of students in specified groups in red will decrease by at least 10% as measured by the diagnostic assessment.</p> |
| i-Ready Diagnostic- Math | <p>2022-2023 end of year diagnostic assessment shows 11% of all</p> | <p>2023-2024 students who score two grade levels below standard (In the red) will decrease by 10% as</p> |

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|---|---|
| | <p>students scored two or more grade levels below standard (In the red). 2022-2023 end of year diagnostic assessment shows 12% of socioeconomically disadvantaged students scored two or more grade levels below standard (In the red). 2022-2023 end of year diagnostic assessment shows 14% of English Learners students scored two or more grade levels below standard (In the red).</p> | <p>measured by the end of the year diagnostic assessment. The number of students in specified groups in red will decrease by at least 10% as measured by the diagnostic assessment.</p> |

Planned Strategies/Activities

Strategy/Activity 1

Deepen PLC implementation and practices and some examples include:

- CAPS Training (guest teacher costs for 2 teachers)
- Additional collaboration time for grade levels
- Release time for extra duty / extra pay for instructional planning
- Materials and supplies to support intervention and core instruction for unduplicated count student groups
- Conferences, professional development
- Intervention TOSA will provide Tier III support
- Paraeducators will provide support with Tier II.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Administrator and Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 16,000 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Extra duty extra pay for teacher planning and professional development |
| Amount | 4000 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |

| | |
|-------------------------|--|
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Instructional supplemental materials |
| Amount | 12,500 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Supplemental tutoring - extra hours for supplemental tutoring |
| Amount | 5000 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Science hands on supplies for Garden - 21st century learning science standards |
| Amount | 7,000 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Additional instructional assistant cost - RTI, Kinder support, Parent Engagement, 21st Century Edible School Yard implementation, professional development |
| Amount | 12,568 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Support students in accessing 21st century learning with the Edible Schoolyard |
| Amount | 50,895 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Small group targeted intervention |
| Amount | 2000 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Home to school rotating books |
| Amount | 3000 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 4000-4999: Books And Supplies |

Description

Increase library books and loan to home books specifically with culturally relevant titles and non-fiction as well as general literature books

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Parent Engagement Core Services

Goal Statement

By June 2024, the percentage of Educational partners (parents, staff, students) who feel that our school promotes all Educational Partners in decisions that impact programs offered at school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Engage parents in the school community and decision making process to create a core instructional program for the Basic Conditions of Learning necessary for all students.

Basis for this Goal

76% of parents who responded to our 2023 LCAP Connectedness Survey agreed that the school promotes educational partner participation in decision making that affects school. 76% of students agreed that the school promotes educational partner participation in decision making that affects school. 67% of staff members agreed that the school promotes educational partner participation in decision making that affects school. A partnership between all educational partners is invaluable for our students, and therefore this will be a big focus area for next school year.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|-------------------------------------|--|--|
| Community-LCAP Connectedness Survey | In spring of 2023, 76% of parents agreed that the school promotes educational partner participation in decision making that affects school. | In spring of 2024, 81% of parents will agree that the school promotes educational partner participation in decision making that affects school. |
| Staff-LCAP Connectedness Survey | In spring of 2023, 67% of staff agreed that the school promotes educational partner participation in decision making that affects school. | In spring of 2024, 72% of staff will agree that the school promotes educational partner participation in decision making that affects school. |
| Student-LCAP Connectedness Survey | In spring of 2023, 76% of students agreed that the school promotes educational partner participation in decision making that affects school. | In spring of 2024, 81% of students will agree that the school promotes educational partner participation in decision making that affects school. |

Planned Strategies/Activities

Strategy/Activity 1

Increase engagement opportunities for all community members.

Families:

Parent workshops on PBIS, SEL, and academics

Family Paint Nights

Latino Literacy Project

Project 2 Inspire

Coffee with the Principal

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Teachers and Administrator, Social Worker
Office Manager and Assistant

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 3,000 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | parent workshops |
| Amount | 2,000 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | childcare |
| Amount | 8,000 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | CABE Project 2 Inspire Workshop |
| Amount | 1000 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Professional Development for Staff - Latino Family Literacy |
| Amount | 3795 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Parent Nights and Events |

| | |
|-------------------------|-------------------------------|
| Amount | 3,140 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Parent Engagement Support |

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Student Engagement, Attendance and Wellness

Goal Statement

June 2024, the chronic absenteeism percentage of ALL students will decrease by 5%. The following student groups will decrease by 10%:

Hispanic

Socio Economically Disadvantaged

LCAP Goal

Student Engagement and Wellness create school environments that are responsive to student and stakeholder SEL needs to increase their engagement and attendance and connectedness to learning and the school.

Basis for this Goal

2022-2023 LCAP Connectedness Survey data indicated that 54% of students agree that school is a happy place where people are friendly, kind, and are all part of school events. 54% of students indicated that they look forward to coming to school. This is a focus area for Cedar creek.

As evidenced by California Dashboard Data our absentee rate for all students is 18.7%. English Learners chronic absentee rate is 12.1%

Socio Economically Disadvantaged chronic absentee rate is 19.25%

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---------------------------|--|--|
| LCAP Connectedness Survey | 2022-2023 LCAP Connectedness Survey data indicated that 54% of students agree that school is a happy place where people are friendly, kind, and are all part of school events. | 2023-2024 LCAP Connectedness Survey data indicated that 75% of students will agree that school is a happy place where people are friendly, kind, and are all part of school events. |
| LCAP Connectedness Survey | 2022-2023 LCAP Connectedness Survey data indicated that 54% of students look forward to coming to school. | 2023-2024 LCAP Connectedness Survey data will indicate that 75% of students look forward to coming to school. |
| Chronic Absenteeism Data | 2021-2022 California Dashboard Data indicated that our absentee rate for all students is 18.7%. Hispanic chronic absentee rate is 17.5% Socio Economically Disadvantaged chronic absentee rate is 19.25% | 2023-2024 California Dashboard Data will indicate that our absentee rate for all students will decrease by 5%. 2023-2024 California Dashboard Data will indicate that our absentee rate for Hispanic students will decrease by 10%. 2023-2024 California Dashboard Data will indicate that our absentee rate for socioeconomically |

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|----------|--|
| | | disadvantaged students will decrease by 10%. |

Planned Strategies/Activities

Strategy/Activity 1

Full implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness and staff PDs in PBIS.

Examples include:

Incentives/awards

Guest Speakers

Materials and supplies to increase student engagement

Assemblies for students

Staff to support an increase in student engagement

Professional development for classified staff to increase student engagement

Increase student leadership opportunities

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 school year

Person(s) Responsible

Administrator, Certificated Staff, Classified Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 50,000 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Professional Development - Capturing Kids Hearts |
| Amount | 3500 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Supplies for PBIS and Student-School Connectedness |
| Amount | 5000 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |

| | |
|-------------------------|---|
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Student Assemblies/Workshops to increase attendance |
| Amount | 2605 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Professional Development Additional Hours |
| Amount | 12,200 |
| Source | Title I Part A: Basic Grants Low-Income and Neglected |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Professional Development Additional Hours |
| Amount | 5000 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Incentives to increase student attendance |

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

English Learner Academic Achievement

Goal Statement

June 2024, the percentage of English learner students who demonstrated proficiency toward the English Language will increase to 85% as measured by the California Dashboard.

LCAP Goal

English Learner Academic Needs-Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Basis for this Goal

2021-2022 California Dashboard indicated that 79.5% of English Learners demonstrated progress towards English Proficiency. On the i-Ready Diagnostic for reading 19% of EL students scored at or above grade level. There is a sense of urgency to work to increase this percentage.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------------------|--|--|
| California Dashboard - ELPI | 2021-2022 California Dashboard indicated that 79.5% of English Learners demonstrated progress towards English Proficiency. | 2023-2024 California Dashboard will indicate that 85.0% of English Learners demonstrated progress towards English Proficiency. |
| i-Ready Diagnostic for Reading | 2023-On the i-Ready Diagnostic for reading 19% of EL students scored at or above grade level. | In 2023-2024 on the i-Ready Diagnostic for reading 30% of EL students will score at or above grade level. |

Planned Strategies/Activities

Strategy/Activity 1

Increase language acquisition through small group language supports:
Activities include:
ELPAC support afterschool (Bootcamp)
Release time for teacher planning targeting needs of English learners
Goal setting with ELs
Professional development
Incentives and rewards for student achievement and reclassification

Students to be Served by this Strategy/Activity

All EL students and LTEL population

Timeline

2023-2024

Person(s) Responsible

Teachers and Administrator

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 3000 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | ELPAC Bootcamp - after school |
| Amount | 3000 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | LTEL Goal Setting - Additional hours for teachers |
| Amount | 2000 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Supplemental Materials for language acquisition |

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Equity and Diversity

Goal Statement

June 2024, the percentage of Educational Partners (parents, staff, students) who feel that students see their family's culture represented in the school will increase to at least 80% as measured by the LCAP Connectedness Survey.

LCAP Goal

Diversity and Understanding -Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

Basis for this Goal

In the 2023 LCAP Connectedness Survey, 57% of parents indicated that they saw their family's culture represented at school and in their child's learning, and 37% of students indicated that they saw their family's culture represented at school and in their learning.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------------------------|---|---|
| LCAP Connectedness Survey - Parents | In the 2023 LCAP Connectedness Survey, 57% of parents indicated that they saw their family's culture represented at school and in their child's learning. | The 2024 LCAP Connectedness Survey, will indicate that 80% of parents see their family's culture represented at school and in their child's learning. |
| LCAP Connectedness Survey - Students | In the 2023 LCAP Connectedness Survey, 37% of students indicated that they saw their family's culture represented at school and in their learning. | The 2024 LCAP Connectedness Survey, will indicate that 80% of students see their family's culture represented at school and in their learning. |
| LCAP Connectedness Survey Completion | 21% family survey completion | At least 30% family survey completion |

Planned Strategies/Activities

Strategy/Activity 1

Increase family engagement through cultural celebrations:
Cultural Evening Events ie Taste of Cedar creek
Family engagement workshops
Childcare
Light Dinner
Books and materials

Students to be Served by this Strategy/Activity

| |
|-----------------------------|
| Staff, Students and Parents |
|-----------------------------|

Timeline

| |
|-----------|
| 2023-2024 |
|-----------|

Person(s) Responsible

| |
|--|
| Admin. Staff students and educational partners |
|--|

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 500 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Childcare for parent workshop events |
| Amount | 1000 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | workshop materials |

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 9

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 10

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 11

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 12

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas English Language Arts (ELA), Mathematics

Increase i-Ready schoolwide % met in ELA to 43% Tier I increase Math to 34% Tier I by June of 2023.

Using i-Ready ELA diagnostic, by June of 2023, the number of students in Tier 1 will increase by 4%.
Using i-Ready ELA diagnostic, by June 2023, the number of students in Tier 3 will decrease by 4%.

Using i-Ready Math diagnostic, by the end of the year June of 2023, the number of students in Tier 1 will increase by 4%.
Using i-Ready ELA diagnostic, by June 2023, the number of students in Tier 3 will decrease by 4%.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------------|--|---|
| EOY i-Ready Diagnostic | Tier 3 will decrease by 4 % points Tier 1 will increase by 4% points. | Tier 3 decreased by % points Tier 1 increased by % points. |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| Math and Language Arts: All teachers and Administration will participate in the PLC process | Math and Language Arts: All teachers and Administration participated in the PLC process | Extra duty extra pay for teacher planning and professional development 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 8000 | Extra duty extra pay for teacher planning and professional development 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 8000 |
| | | Instructional supplemental materials 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 2500 | Instructional supplemental materials 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 2500 |
| | | Supplemental tutoring 5800: Professional/Consulting Services And Operating Expenditures Title I Part | Supplemental tutoring 5800: Professional/Consulting Services And Operating Expenditures Title I Part |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|---|---|
| | | A: Basic Grants Low- Income and Neglected 12,500 | A: Basic Grants Low- Income and Neglected 12500 |
| | | Purchase data management software for TK, K and 1s 4000- 4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 1800 | Purchase data management software for TK, K and 1s 4000- 4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 1800 |
| | | Science hands on supplies for Garden 4000-4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 5000 | Science hands on supplies for Garden 4000-4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 5000 |
| | | Hourly instructional assistant cost - RTI, Kinder support, Parent Engagement, Garden and Culinary Activities 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 5000 | Hourly instructional assistant cost - RTI, Kinder support, Parent Engagement, Garden and Culinary Activities 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 5000 |
| | | Hourly instructional assistant cost for extra training 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low- Income and Neglected 2000 | Hourly instructional assistant cost for extra training 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low- Income and Neglected 2000 |
| | | Small group intervention 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1500 | Small group intervention 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1500 |
| | | Home to school rotating books 4000-4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 2000 | Home to school rotating books 4000-4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 2000 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|---|---|
| | | Increase library books and loan to home books specifically with culturally relevant titles and non-fiction as well as general literature books 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 3000 | Increase library books and loan to home books specifically with culturally relevant titles and non-fiction as well as general literature books 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 3000 |
| | | Intentional CIP Days 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 700.00 | Intentional CIP Days 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 700 |
| | | Extra duty extra pay for grade level collaboration and leadership coaches 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5000.00 | Extra duty extra pay for grade level collaboration and leadership coaches 5000 |
| | | Instructional assistant salaries to support ELD and New comers. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 20,000.00 | Instructional assistant salaries to support ELD and New comers. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 20000 |
| | | Substitute costs for administering the state required ELPAC assessment 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,000.00 | Substitute costs for administering the state required ELPAC assessmen 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000 |
| | | ELD Summer School 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,500.00 | |
| | | Supplemental Materials 4000-4999: Books And Supplies LCFF - Supplemental 500.00 | Supplemental Materials 4000-4999: Books And Supplies LCFF - Supplemental 500.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| | | ELA ELD and Math intervention materials and supplies 7000-7439: Other Outgo Title I Part A: Basic Grants Low-Income and Neglected 4000 | ELA ELD and Math intervention materials and supplies 7000-7439: Other Outgo Title I Part A: Basic Grants Low-Income and Neglected 4000 |
| <p>Science: Cedarcreek teachers use a variety of materials to support their instruction. Science Coaches (1 primary and 1 upper) are being trained by the district to lead the implementation of the NGSS Standards and provide support to staff in planning 5E lessons. Teachers use Stemsscopes for their instruction. All teachers are using a variety of hands on activities, reading, and problem solving to help students make meaning. Supplemental project based science materials providing a hands on learning experience will be used to enrich and supply realia for language development in science and all subject areas.</p> | <p>Cedarcreek teachers used a variety of materials to support their instruction. Teachers used Stemsscopes for their instruction. All teachers are using a variety of hands on activities, reading, and problem solving to help students make meaning. Supplemental project based science materials providing a hands on learning experience were used to enrich and supply realia for language development in science and all subject areas.</p> | <p>Substitute costs for planning NGSS curriculum 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 500.00</p> | <p>Substitute costs for planning NGSS curriculum 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 500</p> |
| | | <p>Materials and supplies 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 3000.00</p> | <p>Materials and supplies 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 3000</p> |
| <p>Social Studies: Pace and find other instructional resources including Scholastic News. More PD's to align SS standards with ELA RI standards and design project based learning opportunities.</p> | <p>Social Studies: Teachers used culturally responsive lessons provided shared by the district.</p> | <p>1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 500.00</p> | <p>1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 500</p> |
| | | <p>4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected</p> | <p>4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected</p> |
| | | <p>4000-4999: Books And Supplies Title I Part A:</p> | <p>4000-4999: Books And Supplies Title I Part A:</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| | | Basic Grants Low- Income and Neglected | Basic Grants Low- Income and Neglected |
| | | 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low- Income and Neglected | 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low- Income and Neglected |
| | | 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low- Income and Neglected | 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low- Income and Neglected |
| | | 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 20000 | 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected |
| | | Extra duty, extra pay/ substitute for arts integration 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low- Income and Neglected | Extra duty, extra pay/ substitute for arts integration 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low- Income and Neglected |
| Technology: Teachers will be provided with opportunities for planning and staff development throughout the school year in order for them to stay current on new resources and uses of technology in the classroom. Teachers in grade 1 and 2 will be provided with two new chrome books per class in order for there to be enough in each classroom for small group centers. | Technology: Teachers provided with opportunities for planning and staff development throughout the school year in order for them to stay current on new resources and uses of technology in the classroom. Teachers in grade 1 and 2 were provided with 1 to 1 ratio in order for students to work on i-Ready and Next Gen lessons/assessments. | 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected | 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected |
| | | 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected | 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected |

Analysis

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

The i-Ready usage minutes per month increased in reading and math schoolwide.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers used stemsopes for science and shared slides from the district for social studies

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No changes at this time.

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

No changes at this time.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Increase meaningful and purposeful student and parent engagement and engage parents in the school community and decision making and provide a core instructional program for learning. Increase parent engagement social and learning activity at CedarCreek to 75% agree or strongly agree as measured by the Parent Connectedness survey and conference attendance.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| attendance Sign in sheets at parent/family events | Average of 25 families attend | Average of 75 families attended Family Paint Nights |
| California Dashboard | 5% or less chronically absent | 18.7% are chronically absent |
| Class Room communication data | 100% of our staff use Parent Square | 100% of our staff use Parent Square |
| LCAP School Safety and Connectedness Survey | 55 parents participate with an 84% connected and informed | 71 Parents participated with 99.6% connected and informed |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|---|
| Engage Parents in Education, home school activities, conferences and goal setting. | Engaged Parents in Education, home school activities, conferences and LTEL goal setting conferences with the principal, and family paint nights. | 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 3000 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 2,000 | 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 3000 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 2000 |
| School Climate: Implement school-wide PBIS using an incentive program (prizes and awards) | School Climate: Implemented school-wide PBIS using an incentive program (prizes and awards) | PBIS Incentives 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 640 | PBIS Incentives 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 640 |
| Create virtual Coffee with the Principal dates to connect to parents | Hosted Coffee with the Principal sessions to connect with parents | Social Emotional Learning Program None Specified None Specified 1000 | Social Emotional Learning Program None Specified None Specified 1000 |
| Provide Counseling services to support school | | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| engagement and student achievement. | <p>Hosted Family Paint Nights three times per year.</p> <p>The school social worker provided counseling services to support school engagement and student achievement.</p> | <p>Assembly 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 1000</p> <p>2000-2999: Classified Personnel Salaries LCFF - Supplemental 5000</p> <p>Extra duty/ Extra pay for teacher reps 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 4000</p> | <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 1000</p> <p>2000-2999: Classified Personnel Salaries LCFF - Supplemental 5000</p> <p>Extra duty/ Extra pay for teacher reps 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 4000</p> |
| <p>Parental Engagement:</p> <p>Provide interpretation and translation for Home-School communication.</p> <p>Provide Parent Ed</p> <p>Provide childcare for meetings (as necessary)</p> <p>Provide instructional resources for parent/families (Open Library times, parent education nights)</p> <p>Home/ School Connection Newsletters and Activities</p> <p>Provide Family Literacy Activities</p> | <p>Parental Engagement:</p> <p>Provided interpretation and translation for Home-School communication.</p> <p>Provided Parent Ed</p> <p>Provided childcare for meetings (as necessary)</p> <p>Provided instructional resources for parent/families (Open Library times, parent education nights)</p> <p>Home/ School Connection weekly newsletters</p> <p>Provided Latino Literacy 10 week course</p> | <p>Parent Support Activities 2000-2999: Classified Personnel Salaries LCFF - Supplemental 6000</p> <p>Extra duty, extra pay 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 3000</p> <p>Childcare for parent meetings, classes 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1000</p> <p>Open Library Cost 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 4000</p> <p>Parent Education Class 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-</p> | <p>Parent Support Activities 2000-2999: Classified Personnel Salaries LCFF - Supplemental 6,000</p> <p>Extra duty, extra pay 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 3000</p> <p>Childcare for parent meetings, classes 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1000</p> <p>Open Library Cost 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected Open Library Cost</p> <p>Parent Education Class 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|--|--|
| | | Income and Neglected 5000 | Income and Neglected 5000 |
| | | Parent Education Communications 5900: Communications Title I Part A: Basic Grants Low-Income and Neglected 1000 | Parent Education Communications 5900: Communications Title I Part A: Basic Grants Low-Income and Neglected 1000 |
| | | Family Literacy Development 4000- 4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 4000 | Family Literacy Development 4000- 4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 4000 |
| | | Planning and Leading Student and Family Engagement Activities 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 5000 | Planning and Leading Student and Family Engagement Activities 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 5000 |

Analysis

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

The monthly Coffee with the Principal sessions were very productive. They helped establish a community feel between our English Learners. Family Paint Nights was also impactful as a minimum of 75 families attended each time.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Coffee with the Principal had an average attendance of 13 families each month.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No changes at this time.

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

No changes at this time.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Provide an appropriate basic condition of learning that enhances student engagement, attendance and social emotional learning, as measured by the school connectedness survey and SWIS data. Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) as measured by attendance, student connectedness survey and PBIS SWIS data. Increase attendance to 96% and connectedness to 80%.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---------------------------------|-------------------|---------------------------------------|
| Attendance Rate | increase by 4% | chronic attendance decreased by 8.58% |
| School connectedness to culture | increase by 4% | decreased by 7% |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| Provide new teachers opportunities for growth by offering professional development through the district, outside conferences, and virtual professional development. | Provided new teachers opportunities for growth by offering professional development through the district, outside conferences, and virtual professional development. | Professional Development 7000-7439: Other Outgo Title I Part A: Basic Grants Low-Income and Neglected 4000 | Professional Development 7000-7439: Other Outgo Title I Part A: Basic Grants Low-Income and Neglected 4000 |
| Provide PD for deeper understanding and implementation of PBIS. | Provided PD for deeper understanding and implementation of PBIS. | Supplies 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 3500 | Supplies 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 3500 |
| Celebrate SUSD board approved cultural months. | Celebrated SUSD board approved cultural months. | | |
| Teachers and students will access the Sanford Harmony SEL lessons for use in the classroom. | Teachers and students utilized the Harmony SEL lessons for use in the classroom. | | |
| School based social worker will monitor student well being and provide opportunities for students to connect. | School based social worker monitored student well being and provided opportunities for students to connect. | | |
| Home visits when needed will be made by the school Principal and | Home visits when needed were made by the school Principal and Student Support Service personnel. | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|------------------------------------|----------------------------|--------------------------|----------------------------------|
| Student Support Service personnel. | | | |

Analysis

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

All teachers implemented Harmony SEL with fidelity. The principal added attendance

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies/activities were effective as we did see a decrease in our chronic attendance create.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No changes at this time.

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

No changes at this time.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

EL students will be reclassified at a minimum of 10% of the tested population; RFEP students will achieve at least a 5% gain in local measures in ELA and Math

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|--|
| ELPAC results and i-Ready or CAASPP results | As evidenced by the ELPAC, i-Ready diagnostic or CAASPP RFEP rate will increase to 6% | As evidenced by the ELPAC, i-Ready diagnostic or CAASPP, RFEP rate increased to 34% of our EL Students got reclassified. |

Strategies/Activities for Goal 4

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <p>Provide intensive intervention for LTEL students.</p> <p>English Language Development (ELD):</p> <p>In order to increase students English language development teachers will be provided Intentional Collaborative Instruction Planning five times throughout the year for data analysis of Systematic ELD Unit assessments. In addition, instructional assistants will be scheduled to support English Language Development and Newcomers supporting both the "Language for Learning" program and small group newcomers instruction. Extra resources may be made available to teachers to support ELD programs. To further support our</p> | <p>Provided intensive intervention for LTEL students.</p> <p>English Language Development (ELD):</p> <p>In order to increase students English language development teachers provided Intentional Collaborative Instruction Planning five times throughout the year for data analysis of Systematic ELD Unit assessments. In addition, instructional assistants were scheduled to support English Language Development and Newcomers supporting both the "Language for Learning" program and small group newcomers instruction. Extra resources were available to teachers to support ELD programs. To further support our students needing extra language</p> | <p>Literacy and ELA PD 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 6000</p> <p>5800: Professional/Consulting Services And Operating Expenditures 6000</p> <p>ELA PD /Literacy 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 5000</p> | <p>Literacy and ELA PD 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 6000</p> <p>5800: Professional/Consulting Services And Operating Expenditures 6000</p> <p>ELA PD /Literacy 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 5000</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| <p>students needing extra language support an ELD Summer School will be provided. Substitute/release time for teachers will be provided so that teachers can administer the state ELPAC assessment.</p> <ul style="list-style-type: none"> • create a book share loan program of take home books • establish supplemental intervention • provide at home hands on science related to school wide focus of environmental sustainability | <p>support an ELD Summer School was provided. Substitute/release time for teachers was provided so that teachers could administer the state ELPAC assessment.</p> <ul style="list-style-type: none"> • created a book share loan program of take home books • established supplemental intervention | | |

Analysis

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

EL students received designated ELD instruction five days per week. LTEL students received Tier II and Tier III academic instruction. EL students were given priority to register to our Summer STEAM Camp.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students benefited from designated ELD instruction and the additional Tier II and Tier III support.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No changes made at this time.

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

No changes at this time.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Increase the feeling of inclusivity of family cultures in the school and academics for staff and families to 75% as measured by the End of Year (EOY) survey data for Students, Parents and Staff. Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school. Use Pre and Post Student Survey to measure year end improvement.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|-----------------------------|-----------------------------|
| School Connectedness survey questions 11.12 parent, questions 12, 14 student, questions 12,13 staff. | increase by 4% in each area | increased by % in each area |

Strategies/Activities for Goal 5

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| Professional Development, Cultural Responsive activities | Purchased library books on culturally responsive classroom. | supplies and books 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1500 | supplies and books 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1500 |
| | | professional development and planning 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 2000 | professional development and planning 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 2000 |

Analysis

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

Teachers are given district approved resources to learn about different cultures each month. The school purchased books for our school library.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This ensures students learn about one another's culture.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No changes at this time.

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

N changes at this time.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 8

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 9

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 9

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 10

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 10

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 11

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 11

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 12

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 12

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

| Description | Amount |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | 188,890 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 221,703.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---------|---------|
| Title I Part A: Basic Grants Low-Income and Neglected | 188,890 | 0.00 |
| LCFF - Supplemental | 32,813 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---|------------|
| LCFF - Supplemental | 32,813.00 |
| Title I Part A: Basic Grants Low-Income and Neglected | 188,890.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| 1000-1999: Certificated Personnel Salaries | 48,700.00 |
| 2000-2999: Classified Personnel Salaries | 74,568.00 |
| 4000-4999: Books And Supplies | 31,640.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 66,795.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 6,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 15,673.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 11,140.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Basic Grants Low-Income and Neglected | 42,700.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Basic Grants Low-Income and Neglected | 58,895.00 |
| 4000-4999: Books And Supplies | Title I Part A: Basic Grants Low-Income and Neglected | 20,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Basic Grants Low-Income and Neglected | 66,795.00 |

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
- 4 Parent or Community Members

| Name of Members | Role |
|-------------------|----------------------------|
| Merly Soni | Principal |
| Kristy Westbrook | Classroom Teacher |
| Debi Hough | Classroom Teacher |
| Elena Zuniga | Classroom Teacher |
| Carol Castillo | Other School Staff |
| Laura Ruiz | Parent or Community Member |
| Stacy Suarez | Parent or Community Member |
| Jessica Alexander | Parent or Community Member |
| Cesar Perez | 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 |
|---|------------------------------------|
|  | English Learner Advisory Committee |

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

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

This SPSA was adopted by the SSC at a public meeting on May 30, 2023.

Attested:



Principal, Merly Soni on May 30, 2023

SSC Chairperson, Jessica Alexander on May 30, 2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

SCHOOL NAME:

SCHOOL YEAR:

EDUCATIONAL PARTNERS

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

The SPSA was created and reviewed by Cedar creek teachers and staff, School Site Council, PTA and ELAC members. Cedar creek teachers review at the beginning of the school year and then update throughout the year using CAASPP data and local measures. School Site Council reviews throughout the year on a bimonthly basis. The ELAC committee reviews the SPSA once in October and again in May.

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

DATA SOURCES

Provide a description of the quantitative and qualitative data sources reviewed by educational partners (Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, focus groups etc.)

- iReady Assessment Diagnostic Data (BOY, Mid, EOY)
- California Dashboard 2022
- Suspension Rate
- California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) & Math
- English Learner (EL)
- California Science Test (CST)
- Intervention assessments (including NextGen shared assessments)
- IAB Data
- Next Gen Assessments
- Common Formative Assessments
- Attendance Data
- English Language Proficiency Assessment of California (ELPAC) Data





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- Positive Behavior Interventions and Supports (PBIS) School Wide Information System (SWIS) Data
- Local Control Accountability Plan (LCAP) Parent, Staff, and Student Connectedness Survey Data

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)

RESULTS

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

Schoolwide Data: CA Dashboard Data:

- Chronic Absenteeism was High (18.7% were chronically absent)
- English Language Arts it was Medium (5.2 points above standard)
- Math, it was Medium (8.6 points below standard).
- Suspension rate was low.

Focus Student Groups:

- English Language Arts, two focus groups were English Learners Socio Economically Disadvantaged as they scored Low.
- Math, the focus groups were English Learners, Hispanic, and Socio Economically Disadvantaged as they scored Medium.

On iReady Diagnostic 2:

- Reading Overall
 - 39% of students at or above grade level
 - 45% one grade level below
 - 12% two grade levels below
 - 5% three or more grade levels below





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- Math Overall
 - 28% of students at or above grade level
 - 54% one grade level below
 - 13% two grade levels below
 - 5% three or more grade levels below

On iReady Diagnostic 2:

- Reading EL Students
 - 19% of students at or above grade level
 - 60% one grade level below
 - 15% two grade levels below
 - 6% three or more grade levels below
- Math EL Students
 - 13% of students at or above grade level
 - 59% one grade level below
 - 21% two grade levels below
 - 7% three or more grade levels below

On iReady Diagnostic 2:

- Reading Socioeconomically Disadvantaged Students
 - 30% of students at or above grade level
 - 48% one grade level below
 - 14% two grade levels below
 - 8% three or more grade levels below
- Math Socioeconomically Disadvantaged Students
 - 20% of students at or above grade level
 - 58% one grade level below
 - 16% two grade levels below
 - 6% three or more grade levels below

On iReady Diagnostic 2:

- Reading Students Hispanic or Latino
 - 37% of students at or above grade level
 - 46% one grade level below





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- 12% two grade levels below
- 5% three or more grade levels below
- Math Hispanic or Latino
 - 25% of students at or above grade level
 - 57% one grade level below
 - 12% two grade levels below
 - 5% three or more grade levels below

LCAP Connectedness Survey:

- Staff Survey results show 63% strongly agree or agree on 10/16 questions.
- Parent Survey results indicate 82% strongly agree or agree that their child's school is a positive, inclusive place.

CONCLUSIONS

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data.

Successes:

- 20 English Learners were reclassified this school year.
- 80% of our English Learners made progress towards English Language Proficiency
- 85% of our 4-6 graders understand R.O.A.R. and how to meet schoolwide expectations.
- 39% of our students in grades K-6 scored at or above grade level in Reading on the i-Ready Diagnostic

Challenges:

- Our chronic absenteeism was high for all groups: English Learners, Socioeconomically Disadvantaged Students, Hispanic, and Students with Disabilities
- 62% of our students scored below grade level in Reading in the i-Ready Diagnostic 2.





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- 72% of our students scored below grade level in Math in the i-Ready Diagnostic 2.
- Only 54% of students in grades 4-6 strongly agree or agree that they look forward to attending school each day.

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

The greatest need is to decrease the number of students who are chronically absent.

All students need to improve in the area of English Language Arts and Math

Students in grades 4-6 need to want to come to school

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

Insert for the basis for goal

ROOT CAUSE ANALYSIS

Describe potential root causes of the prioritized needs or concerns.

Best effective instruction must include integrated ELD strategies for English Learners. This instructional practice must be implemented throughout the instructional day with all core subject areas.

The math curriculum often addresses the standard at a level 1 DOK so supplemental instruction and application needs to be provided.

Intervention cycles of instruction need to be planned by teachers during PLC time. Further use of iReady, Next Gen, performance tasks, and instruction utilizing the mathematical practices will help increase student progress in math.

Teachers need to continue to collaborate to ensure all students are learning the promise standards. Students with IEPs need to be provided access to Tier 1, Tier 2, and Tier 3 instruction with fidelity and data should be used to determine what to do when the interventions are not working.

Students have experienced challenges with other students' behaviors at school. Student listening chats need to be organized, so that we can listen to students' reasons for why they do not want to come to school according to the Connectedness survey.





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

Work to remove barriers that are the cause of high chronic absenteeism.

Find out more about how families and students interpret the words culture and bullying.

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

