



School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Greentree Elementary School	30-73650-6089445	May 25, 2023	

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 Impact that Stakeholder Engagement had on the process

This plan was developed based on the data and feedback that the Greentree site has garnered throughout the year. Data was collected from the annual Hanover Survey, iReady math diagnostic data, districtwide assessments in the areas of reading & math, Educlimber and Panorama data.. Administration met with Grade level PLC teams, SSC (School Site Council), MTSS teams, as well as conducted informal observational data to solicit information to develop this plan in Spring 2023. Goals were developed based on that input by the Administrative team. Our Title I funding will continue into the 23/24 school year, input was collected for MTSS supports for students supported through Title I funding, including the alignment of WIN time, the Tier 3 intervention teacher support personnel and the restructuring of schoolwide systems. This plan will be presented to the SSC on May 24th for approval. The plan, in its entirety, will be shared with all stakeholders (staff, PTA, SSC) at regularly scheduled meetings in the fall.

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

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

Signature

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

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 24, 2023

Attested:

Tamara Brown

Typed Name of School Principal

Signature of School Principal

Date

Sara Franko

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

School Site Council Membership

The School Plan for Student Achievement

The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

School Site Council Membership (SSC)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tamara Brown	1				
Sara Franko				1	
Priya Ganesan				1	
Derek Hood - moved 1/23 seat unfilled				1	
Hannah Nguyen - resigned seat unfilled				1	
Nataliz Rojas				1	
Shawwna Shore			1		
Michelle Dang		1			
Jackie Watson		1			
Alex Abshier		1			
Numbers of members of each category	1	3	1	5	
(Totals of Group A and Group B must equal)	Total Group A: 5			Total Group B: 5	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

ELAC Membership

English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
 - a. The development of the section in the SPSA pertaining to EL students' education
 - b. The development of the school's needs assessment
 - c. Implications of language census for translation requirement
 - d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Numbers of members of each category	1			

Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

☒ **Site has chosen to combine SSC and ELAC using the above guidelines.**

OR

☐ **Site has chosen NOT to combine SSC and ELAC using the above guidelines.**

Budgets and Summary

Centralized Services for Planned Improvements in Student Performance:

The following actions and related expenditures support this site program goal and will be performed as a centralized service.

Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$79,833.00	79,833
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$40,708.00	40,708
Lottery Funds Purpose: Purchase site instructional materials	\$4,460.00	4,460
Total amount of state categorical funds allocated to this school	\$125,001	125,001
Federal Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	\$121,445.00	121,445
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	\$0.00	
Total amount of federal categorical funds allocated to this school	\$121,445	121,445
Total amount of state and federal categorical funds allocated to this school	\$246,446	\$246,446

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

Create a positive school climate and system of supports for student personal and academic growth.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth

LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students

LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Hanover Annual Survey	<p>School Climate:</p> <ul style="list-style-type: none">* I feel safe at all times while on campus: Strongly agree/agree = 77% of students, 78% of parents and 89% of staff*My child/I have experience racism at school: Strongly agree/disagree = 15% of students, 3% of parents, and 0% of staff* Students at my school/my child's school treat people (staff) with respect: Strongly agree/agree = 58% students, 75% parents, 71%* Students treat one another with respect: Strongly agree/agree = 37% students, 78% parents, 83% staff* Bullying is an issue at our school: Strongly agree/agree = 25% students, 27% parents, 6% staff* My child's/My overall education experience: Very satisfied/satisfied = 77% students, 82% parents, 100% staff* Sense of community on campus: Very satisfied/satisfied = 78% students, 75% parents, 94% staff	<p>Increase the number of students and parents feeling safe while on our campus.</p> <p>Decrease the percentage of students who have experienced racism at our school.</p> <p>Increase the percentages of respectful behavior exhibited to all staff and students while at school.</p> <p>Maintain or increase the student's overall educational experience at Greentree.</p> <p>Increase the feeling of community and inclusiveness at our school</p> <p>Increase the numbers and percentages of students who feel comfortable making mistakes at school as well as sharing their ideas and participating in class and schoolwide discussions.</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>School Climate Homework and Grading Practices:</p> <ul style="list-style-type: none"> * Homework is included as a part of my grade: Strongly agree/agree = 26% students * Opportunity to retake tests/quizzes to improve my grades: Strongly agree/agree= 65% students * I feel comfortable making mistakes at school: Strongly agree/agree = 45% * I feel comfortable sharing my ideas and participating in discussions: Strongly agree/agree - 54% 	
Panorama Survey (SEL)	<p>Students in grades 3 - 6 self reported the following favorable percentages in the these SEL competencies:</p> <ul style="list-style-type: none"> * Emotional Regulation - 43% * Grit - 59% * Self Management - 75% * Social Awareness - 67% * School Climate - 61% * Sense of Belonging - 69% * Supportive Relationships - 91% <p>Students sense of belonging and supportive relationships had the greatest increase from mid year to end of year and were the two areas that were higher than our IUSD averages.</p> <p>The other five areas were anywhere from 1 - 10% below the IUSD averages</p>	<p>Maintain our students sense of belonging to school as well as their supportive relationships with both students and staff members at home and in school.</p> <p>Increase the favorable percentages by at least 5% in the other five areas by the end of the 23-24 school year.</p>
Attendance Data	<p>Overall attendance data reveals a 92.3% average daily attendance. Grade level breakdowns are as follows:</p> <ul style="list-style-type: none"> * Kindergarten - 89.17% * 1st grade - 92.7 % * 2nd grade - 91.63% * -3rd grade - 93.64% * 4th grade - 93.37% * 5th grade - 93.15% * 6th grade - 92.73% 	<p>Increase the overall average daily attendance of students by at least 1.5%.</p> <p>Reduce unexcused tardiness by 1%</p> <p>Increase the Kindergarten and Hispanic attendance rates to over 90% for the upcoming school year.</p>

Metric/Indicator	Baseline	Expected Outcome
	Overall tardiness as of 5/2/23 was reported to be 2.5% (averaging about 12 students each day)	
Intervention Logs	<p>5th grade Math - 13 students - After School Intervention (Feb - April) Successful/goal met - 8 partial progress made - 4 minimal or no progress made - 1 (missed 5 sessions) Student Engagement (1-5 scale with 5 being highest) - 4.9 average</p> <p>Primary ELA 1st/2nd grades - 11 students After School Intervention (Feb. - April) Successful/goal met - 8 partial progress made - 2 minimal or no progress made - 1 Student Engagement (1-5 scale with 5 being highest) - 4.49 average</p> <p>LLI (4th/6th) -ELD (1st/5th/6th)-ELA (1st)-Phonics (3rd/5th) - Pull Out - IA - 28 students (October - January and Jan - May) Successful/goal met - 2 partial progress made - 24 minimal or no progress made - 2</p> <p>Math Intervention (5th) - Pull Out - Title I IA - 4 students (Jan - May) Successful/goal met - 2 partial progress made - 2</p> <p>LLI Reading Intervention (5th) - 5 students (Jan.- May) Successful/goal met - partial progress made - 5</p> <p>Reading Intervention - 5 students -Pull out w/teacher (Jan. - May) Successful/goal met - 3 partial progress made - 2</p>	Maintain and/or increase the number of intervention programs for students to meet the needs of ALL students who need intervention.

Metric/Indicator	Baseline	Expected Outcome
Ellevation	51 students are currently at a level 1 or 2 and has been a challenge to date to support these students in order to move up levels due to staffing, quality and consistent designated ELD time and curriculum to support these students.	Decrease the number of EL learners at levels 1 and 2 through intentional placement of students, systematic ELD instruction with certificated staff, and additional targeted curriculum.
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Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources, and skills for staff and students.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth

X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students

LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP (Grades 3 - 6)	<p>2022 Assessment Results: ELA Overall (257) ~ 60.78%% met or exceeded benchmark SWD (32) - 18.75% Met or exceeded benchmark SED (73) ~ 42.47% met or exceeded benchmark EL(35) ~ 15.15% met or exceeded benchmark</p> <p>2022 Assessment Results: Math Overall (257) ~ 56.42% met or exceeded benchmark SWD (32) ~ 31.26% met or exceeded benchmark SED (73) ~ 38.36% met or exceeded benchmark EL (35) ~ 22,85% met or exceeded benchmark</p>	<p>Increase the percentages of students meeting or exceeding the benchmarks for ELA and Math Overall by at least 5%.</p> <p>Increase the percentage of EL students meeting or exceeding the benchmark by 5%in both ELA and Math.</p> <p>Increase the percentage of SWD students meeting or exceeding the benchmark by 3% in both ELA and Math.</p> <p>Increase the percentage of SED students meeting or exceeding the benchmark by 5% in both ELA and Math.</p>
LPA - Winter 2023 (K-2)	<p>Kindergarten: Alphabet Recognition - Benchmark Met 77.4% Benchmark Nearly Met 22.6% Phoenemic Awareness ~ Benchmark Met 64.2% Benchmark Nearly Met 35.8%</p>	<p>Increase the percentage of kindergarten students meeting benchmark in all areas by the following: Alphabet Recognition - increase by at least 3% Phonemic Awareness - increase by at least 6% Phonics Inventory - maintain or increase by 3 %</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>Phonics Inventory ~ Benchmark Met 82.7% Benchmark Nearly Met 17.3% Reading Assessment Level ~ Benchmark Met 48% Benchmark Nearly Met 52%</p> <p>1st grade: Phonemic Awareness ~ Benchmark Met 93.4% Benchmark Nearly Met 6.6% Phonics Inventory ~ Benchmark Met 78.7% Benchmark Nearly Met 21.3% Reading Assessment Level ~ Benchmark Met 72.1% Benchmark Nearly Met 27.9%</p> <p>2nd grade: Phonics Inventory ~ Benchmark Met 80.3% Benchmark Nearly Met 19.2% Reading Assessment Level ~ Benchmark Met 78.5% Benchmark Nearly Met 21.5%</p>	<p>Reading Assessment Level - increase by at least 7%</p> <p>1st grade will either maintain or increase the percentages of students in the following areas by the percentages indicated: Phonemic Awareness - at least maintain the benchmark of 93.4% Phonics Inventory - Increase by at least 5% Reading Assessment Level - maintain or increase by at least 5%</p> <p>2nd grade will increase the percentage of students meeting benchmark in the following areas by the percentages indicated: Phonics Inventory - Increase by at least 5% Reading Assessment Level - Increase by at least 3%</p>
ELPAC	<p>Overall Levels: Level 1 = 17 Level 2 = 22 Level 3 = 23 Level 4 = 11</p> <p>Reading Levels: Beginning Level = 21 Somewhate or moderately developed = 34 Well Developed = 7</p> <p>Writing Levels: Beginning Level = 20 Somewhate or moderately developed = 33 Well Developed = 7</p> <p>Speaking Levels: Beginning Level = 11 Somewhate or moderately developed = 22 Well Developed = 29</p> <p>Listening Levels: Beginning Level = 12</p>	<p>We will increase the number of students moving up a level on next year's ELPAC overall levels.</p> <p>We will decrease the number of students who are at the beginning levels of reading (21) and Writing (20).</p> <p>We will increase the levels of EL students who are well developed in listening (13) and speaking (29).</p>

Metric/Indicator	Baseline	Expected Outcome
	Somewhate or moderately developed = 37 Well Developed = 13	
STAR Assessments Reading Mid Year 2023 Math Mid-Year 2023 Math Basic Skills (6th grade only)	<p>2023 STAR Reading:</p> <p>3rd grade: Benchmark Met ~ 68.3% Benchmark Nearly Met ~ 5% Benchmark Not Met ~ 26.7%</p> <p>4th grade: Benchmark Met ~ 68.9% Benchmark Nearly Met ~ 8.2% Benchmark Not Met ~ 23%</p> <p>5th grade: Benchmark Met ~ 59.6% Benchmark Nearly Met ~ 17.5% Benchmark Not Met ~ 22.8%</p> <p>6th grade: Benchmark Met ~ 67.7% Benchmark Nearly Met ~ 12.3% Benchmark Not Met ~ 20%</p> <p>2023 STAR Math:</p> <p>2nd Grade: Benchmark Met ~ 65.6% Benchmark Nearly Met ~ 15.6% Benchmark Not Met ~ 18.8%</p> <p>3rd grade: Benchmark Met ~ 63.5% Benchmark Nearly Met ~ 9.5% Benchmark Not Met ~ 27%</p> <p>4th grade: Benchmark Met ~ 72.6% Benchmark Nearly Met ~ 11.3% Benchmark Not Met ~ 16.1%</p> <p>5th grade: Benchmark Met ~ 71.4% Benchmark Nearly Met ~ 12.5% Benchmark Not Met ~ 16.1%</p> <p>Basic Skills Test:</p> <p>6th grade: Mastery ~ 32.3 Proficient ~ 27.7 Approaching ~ 10.8% Beginning ~ 29.2%</p>	<p>Greentree will increase the percentages of students meeting benchmarks on the mid-year STAR Reading and Math district assessments as follows:</p> <p>STAR Reading:</p> <p>3rd grade - increase by at least 5%</p> <p>4th grade - increase by at least 6%</p> <p>5th grade - increase by at least 8%</p> <p>6th grade - increase by at least 5%</p> <p>STAR Math:</p> <p>2nd grade - increase by at least 5%</p> <p>3rd grade - increase by at least 7%</p> <p>4th grade - increase by at least 3%</p> <p>5th grade - increase by at least 4%</p> <p>Basic Skills Test (6th grade)</p> <p>Increase the number of students either mastering (32.3%) and/or Proficient (27.7%) on the 6th grade Basic Skills test.</p>
IReady Math	<p>2023 Spring End of Year:</p> <p>K: Not all testing was completed at time of writing</p> <p>1st grade: At or Above Grade Level - 32.3% Below Grade Level - 67.7%</p> <p>2nd grade: Not all testing was completed at time of writing</p> <p>3rd grade - Not all testing was completed at time of writing</p> <p>4th grade - Not all testing was completed at time of writing</p>	<p>All grade levels K-6 will be using the iReady math program with fidelity and will have individual student conferences with kids regarding their growth within the program as well as their stretch goals.</p> <p>End of the year results will show that at least 60% of all students k-6 are at or above grade level based on the iReady data.</p>

Metric/Indicator	Baseline	Expected Outcome
	5th grade - At or Above Grade Level - 61.1% Below Grade Level - 38.9% 6th grade - At or Above Grade level - 63.6% Below Grade Level - 36.4%	

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

Address barriers limiting student participating in programs and provide equity in allocation of resources.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth

LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students

X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Data by Subgroups	Overall attendance rate for 22/23 was 92.3%. Ethnicity breakdowns are as follows: Filipino - 93.1% Black 93.04 % Hispanic 88.94% Aisan 94.17% Multiple Ethnicities 94.15% White 92.6%	We will increase our overall attendance rates to at least 94% ADA by the end of the 23/24 school year. Our hispanic students will increase their attendance rates to over 90%.
ELOP Participation	86 families received e-mail about ELOP participation for the 23/24 school year. Of those 86 families, 32 families responded with 24 families expressing high interest in the program. This data was prior to PK being added to the Greentree campus.	Increase the number of qualified families utilizing the ELOP program for before/after/summer care to also assist with increased attendance, arrival to school on time and intervention support.
ELPAC	EL's by Primary Languages are as follows: Spanish (18) - 24.7% Chinese, Mandarin (18) 24.7% Arabic (10) 13.7% Tamil (2) 2.7%	We will find ways (programs, translators, etc..)to incorporate ALL of our students with such rich cultural backgrounds into our school community so that they feel welcomed, valued and seen at our school.

Metric/Indicator	Baseline	Expected Outcome
	<p>Urdu (1) 1.4% Vietnamese (3) 4.1% Albanian (1) 1.4% Chinese, Yue/Cantonese (4) 5.5% Farsi (4) 5.5% Japanese (5) 6.8% Korean (5) 6.8% Unknown/unlisted (1) 1.4%</p>	
Panorama	<p>Hispanic students in grades 3 - 6 (69) self reported the following percentages in these SEL competencies:</p> <ul style="list-style-type: none"> * Emotional Regulation - High strength 4% - Strength 28% - Medium 64% - Low 1% * Grit - High strength 14% - Strength 38% - Medium 41% - Low 4% * Self Management - High strength 32% - Strength 46% - Medium 17% - Low 1% * Social Awareness -High strength 28% - Strength 48% - Medium 22%- <p>White Students in Grades 3-6 (100) self reported the following % in these SEL competencies:</p> <ul style="list-style-type: none"> * Emotional Regulation - High strength 11% - Strength 22% - Medium 63% - Low 1% * Grit - High strength 19% - Strength 37% - Medium 39% - Low 2% * Self Management - High strength 44% - Strength 40% - Medium 13% - Low 0% * Social Awareness -High strength 30% - Strength 47% - Medium 20%- Low 0% <p>Asian students (93) in grades 3-6 self reported the following % in these SEL competencies:</p> <ul style="list-style-type: none"> * Emotional Regulation - High strength 4% - Strength 30% - Medium 62% - Low 3% * Grit - High strength 29% - Strength 35% - Medium 34% - Low 1% * Self Management - High strength 41% - Strength 42% - Medium 17% - Low 0% * Social Awareness -High strength 14% - Strength 52% - Medium 34%- Low 0% 	<p>We will focus on increasing the percentages of students who are self identifying Emotional Regulation and Grit as a strength or high strength within our Hispanic, white, and Asian populations.</p> <p>We will maintain and/or increase those students who are self identifying Self Management, and Social Awareness as a strength or high strength.</p> <p>We will increase the numbers of students who are on track in the area of SEL, whether perceived by teachers or students self reporting by at least 5% in all grades.</p> <p>We will decrease the number (41) of students who self-reported or have been perceived by their teachers as not showing strength in lay SEL topics through this year.</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>72% of students are on track in SEL (316/437 reported). 10 students have no SEL data. K-2 teachers record their perceptions of SEL for students and 3rd - 6th grade students self report. Grade level break downs are as follows:</p> <p>* Kinder: 55% of students are on track (27/52) * 1st grade: 68% of students are on track (44/65) 2 students with no data 2nd grade: 72% of students are on track (50/69) 2 students with no data 3rd grade: 74% of students are on track (52/70) 1 student with no data 4th grade: 77% of students are on track (48/62) 2 students with no data 5th grade: 79% of students are on track (44/56) 6th grade: 81% of students are on track (51/63) 3 students with no data</p> <p>41 students in grades k-6 (9%) have self-reported or have been perceived by their teachers as not showing strength in lay SEL topics through this year.</p>	

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an “X” in the box under each goal for which the strategy or activity applies.

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1.	Hiring of staff for Tier 2 intervention, EL and Title I support to ensure students receive support in their identified areas of need and to provide instruction to those students at risk of not meeting grade level standards.	Title I, EL, SED, ALL	Principal/TOS A, Title I Coordinator	LCAP B	34633	X	X			
				LCAP S	26777					
				Title I	45000					
2.	Continue to employ a PLC Facilitator to organize and meet with grade level PLC's in order to identify essential learning outcomes, align curriculum/assessments, plan Tier 2 intervention as well as challenge activities, and to assist with tracking data in all areas of the school-wide program. District funded/base resources will be utilized to run grade level rotations during the day (PE Para/Media Specialists/ERC), with grade level teams meeting at least once/month on early out Wednesdays.	Title I, EL, SED, ALL	Principal, District Ed Services	Dist.	63045	X	X	X		
3.	Hold summation days trimesterly to review grade level assessment data in order to strategically plan	ALL students and	Principal/Title I Coordinator/T	LCAP B	1200		X	X		
				LCAP S	440					

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	interventions to meet students needs (if subs can be secured for the next school year).	subgroups of students	OSA/ MTSS team	Title I	2500					
4.	Purchase culturally diverse materials, books, supplies, literature and licensing to help support instruction both at home and within the classroom setting as well as in intervention and challenge groups, including by not limited to school wide iReady math licensing.	ALL students	Principal/Title I Coordinator/TOSA/EL Coordinator/Admin Asst/Library Media Tech	LCAP B	5000	X	X	X		
				LCAP S	2500					
				Lottery	2460					
				Title I	20000					
5.	Provide stipends for staff to plan and present at least 4 Parent Academy Nights to promote STEM, Internet Safety, Parenting Strategies, Anti-bullying, Social/Emotional Support as others as determined in the fall survey, in order to assist with home school connection and to support parents with issues they are dealing with at home. At least 1% of Title I funds to be allocated towards Parent Education (\$1214.45)	ALL students	Principal/Title I coordinator/ERC/TOSA/TAC S/Behavior,SEL Coach	LCAP B	1500	X	X	X		
				LCAP S	500					
				Title I	3445					
6.	Infuse technology into the ELA/Math curriculum to assist with supporting standards based grading practices and/or differentiation with technology in the classroom setting.	ALL students	Principal/TOSA/TACs/Media Tech	LCAP B	7500	X	X	X		
				Title I	4500					
				Dist.	3000					
7.	Provide materials to support students SEL needs both in the classroom, before/after school and during lunch time activities.	SWD, SED, EL, ALL	Principal, ERC, Title I coordinator/EL coordinator, Behavior/SEL coach	LCAP B	4500	X	X	X		
				LCAP S	1000					
				Title I	2500					

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
8.	Allow staff to attend conferences that relate to schoolwide goals in order to enhance learning for all staff and student groups.	SWD, SED, EL, ALL	Principal, teachers, TOSA, AAP	LCAP B	1500	X	X	X		
				LCAP S	1000					
				Title I	5000					
9.	Provide online access to programs that will support teachers with visually appealing and highly engaging standards based materials to support SEL, academic needs.	ALL	Principal/Adm in Asst	LCAP B	2000	X	X	X		
				LCAP S	1500					
				Title I	4500					
10.	Provide scholarships to families that will provide students with experiences that cannot be replicated in the classroom setting.	SED	Principal/Title I coordinator/A dmin Asst.	Title I	10000	X	X	X		
11.	Provide opportunities and materials for students to take on empowering leadership roles within the school setting including but not limited to: Student Run Eagle News broadcasts, Student Empowerment Projects, Kindness Crew, Student buddies, Welcome to GT crew, Student Leadership Team, International Group, as well providing the materials necessary to conduct three (3) school wide events as part of the No Place for Hate campaign (could include Abilities Awareness, Multi-cultural fair, and much more).	SED, SWD, Title I, ALL	Principal, TOSA, ERC, Student Leadership Advisors	LCAP B	3500	X		X		
				LCAP S	1000					
				Title I	3500					
12.	Purchase items that connect students to school in order for them to show pride in being a Greentree Eagle. Items to include school insignia,	ALL	Principal, TOSA, MTSS team, Admin Asst.	LCAP B	4500	X		X		
				Title I	2500					

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	certificates, stickers, window decals, etc....									
13.	Provide awards and incentives for students to increase interest, engagement and excitement about academic content areas as well as birthdays, growth targets (iready), excellent behavior and attendance.	ALL	Principal/Intervention Lead Teachers/TOS A/Title I coordinator/Behavior/SEL Coach/EL Coordinator	LCAP B 3500 Lottery 1000 Title I 1000		X		X		
14.	Continue to provide an ELD coordinator and an ELPAC coordinator to help align and purchase materials/supplies for instruction, assessment and oversight of the English Language Learners at our site.	English Language Learners	Principal/District Language Dept.	LCAP S 1500 Dist. 2000		X	X	X		
15.										
16.	Purchase supplies and materials to support struggling students at home and in school.	Title I, EL, Socioeconomically disadvantaged, ALL	Principal/TOS A, Title I Coordinator, EL Coordinator, ERC	LCAP B 5000 LCAP S 1491 Title I 4500		X	X	X		
17.	Purchase snacks for parent academy training and professional development opportunities for both staff and students	ALL	Principal/TOS A, Title I Coordinator, EL Coordinator	Title I 500		X		X		
18.	Provide translators for any conference, meeting, event or training that requires it.	EL	Principal/EL Coordinator/Admin Asst.	LCAP S 1500		X		X		
19.	Purchase supplies and materials to organize and house intervention materials for staff and student use	SWD, SED, EL, ALL	Principal/TOS A, Title I Coordinator, EL Coordinator, ERC	LCAP B 4000 LCAP S 1000 Lottery 1000 Title I 2000		X	X	X		

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
20.	Provide school-wide assemblies and/or PD for staff relating to, but not limited to Equity and Diversity, No Place for Hate, Bullying, SOAR	ALL	Principal/TOS A, ERC, Student Leadership Advisors.	LCAP B	1500	X		X		
				LCAP S	500					
				Title I	10000					

Section 3: Supporting LCAP targeted student groups

English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
 1. Create a culturally and linguistically responsive learning environment
 2. Include parent and family engagement that enhances learning support for their children
 3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
 4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
 5. Provide authentic practice and application for oral and written language skills development
3. Staff use formative assessment to:
 1. Understand, monitor, support, and report student learning and acquisition of language
 2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

With 16.7% of students at Greentree designated as English Learners, it's imperative that we support the unique learning needs of both our students and their families. Ways that English Language Learners are or will be supported may be through Tier 2 intervention blocks, Designated ELD time, in addition to scaffolding learning for our EL's during reading, math, social studies, and science class work. We will provide translation for families who are in need so that they not only get the vital information that they need, but will also feel more included into the school wide programming. Together with our EL Coordinator, staff will use formative assessments to understand, monitor, and support student learning and their acquisition of language. Through our annual review and needs assessment conducted each year, we will evaluate the impact of our planned strategies on student performance to identify those activities and strategies that are most successful with our EL population and refine and/or eliminate those that are not.

Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
 1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
 2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

This plan supports low-income and foster youth in many ways. We plan to hire and train/retrain all of our IA support personnel with two days of onboarding so they understand their role as a support, understand our PBIS language, and are able to shadow both an upper and lower staff member that have been identified as strong IA's in order to support our low-income/foster youth students as well as all students when supervising. All of our students also have the support of the following services: Elementary Resource Counselor (ERC) 5 days/week, School Psychologist (4 days/week), MTSS group support, Title I credentialed teacher support, as well as a Tier 3 intervention teacher that will be able to address

the unique learning needs for students who are 2 grade levels below their current grade. These students will have access and opportunity to participate in our Student Leadership Team at the 4th - 6th grade levels, receiving leadership training through the PALs program and the No Place for Hate campaign as well as all of our PBIS awards and incentives for growth, attendance and character. Younger students will have the opportunity to participate with Big Buddies and have access to all PBIS SOAR incentives that our upper grade students have as well as access to a SOAR store. Staff will continue to utilize the Panorama screener survey in order to identify students who may be internalizing and/or externalizing behaviors. Once all teachers have completed the surveys, grade level teams will meet with our SEL/Behavior Team to identify students who are in need of additional support and then align that support to meet the needs of our students in order to better support them. This plan also provides three (3) summation days, 1 per trimester) for academic leadership team to work with grade level staff to reinforce best first teaching strategies, review data to identify students who are in need of Tier 2 intervention by the classroom teacher and to match interventions to the student need. For those students not progressing in Tier 2, there will be a consultation and assessment review with the Tier 3 teacher for more intensive intervention.

Addendum

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

Instructions

1. Stakeholder Engagement

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. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

Involvement Process: Directions included in document.

Impact of stakeholder consultations: How did the engagement process impact the final SPSA plan?

School Site Council Membership: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

English Learner Advisory Committee (ELAC): All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

2. Needs Assessment

LCAP Goal #1 Summary of Analysis: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

CA Dashboard (Required)

- Universal Screening Assessments (K-8)
- District End of Course Exams
- Common Formative Assessments

Questions to Consider:

- Are there any content areas or grade levels that may benefit from additional support?
- Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

LCAP Goal #2 Summary of Analysis: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:

- BrightBytes Survey
- School technology access
- Professional Learning Plan

Questions to Consider:

- What additional tools, resources, or trainings might be needed?
- What needs would these tools, resources or trainings serve and for whom?

LCAP Goal #3 Summary of Analysis: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

Office discipline referrals (SWIS Data), suspensions and expulsions

Attendance data

Site based surveys (PLC implementation, PBIS Self-Assessment Survey)

Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?

What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?

How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

LCAP Goal #4 Summary of Analysis: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

SSC participation and attendance at PTA Meetings

Communication plans or site procedures

Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?

What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Areas in Which School Has Made Progress: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

Prioritize Two or More Key Areas of Need to Address this Year: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

3. Goals, Strategies and Proposed Expenditures

Goal Statement: 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.

LCAP Goal: Identify which LCAP goal(s) this site goal supports.

Expected Annual Measurable Outcomes: In the table, 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 make in the coming year.

Planned Strategies and Activities:

1. **Strategy/Activity Description:** 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. (Each goal can have one or more identified strategies and/or actions.)

***Title 1 Schools:** 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.

2. Students to be Served: 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.
3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.
4. Proposed Expenditure and Funding Source: 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 (drop down menu under Funding Source).

5. **Supporting Targeted Groups**

Directions included in the document.

6. **Budget Summary**

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 should be completed as follows:

1. **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan**: Total Funds site has allocated 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. (Data collected from funds allocated in your plan.)

Title I

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves \$5,000 for these purposes annually.

Title III – LEP and Immigrant

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Programs Included in this Plan (Allocation as of Fall)

The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

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 measureable 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.

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: 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	31	62	57
Grade 1	43	57	62
Grade 2	38	64	73
Grade3	40	57	69
Grade 4	39	53	64
Grade 5	44	66	57
Grade 6	45	74	67
Total Enrollment	280	433	449

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	43	93	76	15.4%	21.5%	16.9%
Fluent English Proficient (FEP)	28	44	75	10.0%	10.2%	16.7%
Reclassified Fluent English Proficient (RFEP)	17			39.5%		

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	44	63		0	61		0	61		0.0	96.8	
Grade 4	46	56		0	56		0	56		0.0	100.0	
Grade 5	46	66		0	65		0	65		0.0	98.5	
Grade 6	48	76		0	73		0	73		0.0	96.1	
All Grades	184	261		0	255		0	255		0.0	97.7	

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		2451.			36.07			22.95			21.31			19.67	
Grade 4		2476.			32.14			23.21			19.64			25.00	
Grade 5		2551.			44.62			26.15			13.85			15.38	
Grade 6		2550.			27.40			30.14			21.92			20.55	
All Grades	N/A	N/A	N/A		34.90			25.88			19.22			20.00	

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		26.23			62.30			11.48	
Grade 4		25.00			60.71			14.29	
Grade 5		33.85			56.92			9.23	
Grade 6		35.62			42.47			21.92	
All Grades		30.59			54.90			14.51	

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		29.51			47.54			22.95	
Grade 4		18.18			63.64			18.18	
Grade 5		38.46			49.23			12.31	
Grade 6		20.55			49.32			30.14	
All Grades		26.77			51.97			21.26	

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		13.11			77.05			9.84	
Grade 4		10.71			76.79			12.50	
Grade 5		18.46			75.38			6.15	
Grade 6		24.66			68.49			6.85	
All Grades		17.25			74.12			8.63	

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		24.59			63.93			11.48	
Grade 4		19.64			66.07			14.29	
Grade 5		24.62			69.23			6.15	
Grade 6		24.66			64.38			10.96	
All Grades		23.53			65.88			10.59	

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	44	63		0	62		0	62		0.0	98.4	
Grade 4	46	56		0	56		0	56		0.0	100.0	
Grade 5	46	66		0	65		0	65		0.0	98.5	
Grade 6	48	76		0	74		0	74		0.0	97.4	
All Grades	184	261		0	257		0	257		0.0	98.5	

* 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		2449.			27.42			32.26			22.58			17.74	
Grade 4		2482.			16.07			35.71			33.93			14.29	
Grade 5		2531.			38.46			16.92			15.38			29.23	
Grade 6		2561.			33.78			24.32			21.62			20.27	
All Grades	N/A	N/A	N/A		29.57			26.85			22.96			20.62	

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		29.03			50.00			20.97	
Grade 4		23.21			58.93			17.86	
Grade 5		35.38			43.08			21.54	
Grade 6		31.08			51.35			17.57	
All Grades		29.96			50.58			19.46	

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		30.65			51.61			17.74	
Grade 4		28.57			51.79			19.64	
Grade 5		33.85			40.00			26.15	
Grade 6		21.62			55.41			22.97	
All Grades		28.40			49.81			21.79	

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		30.65			56.45			12.90	
Grade 4		14.29			67.86			17.86	
Grade 5		23.08			56.92			20.00	
Grade 6		29.73			55.41			14.86	
All Grades		24.90			58.75			16.34	

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	*	1437.2		*	1450.8		*	1405.2		6	11	
1	*	1439.9		*	1437.3		*	1442.1		9	14	
2	*	1456.4		*	1442.6		*	1469.5		9	17	
3	*	*		*	*		*	*		7	10	
4	*	*		*	*		*	*		4	8	
5	*	*		*	*		*	*		9	8	
6	*	*		*	*		*	*		4	10	
All Grades										48	78	

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	*	18.18		*	36.36		*	27.27		*	18.18		*	11	
1	*	7.14		*	42.86		*	28.57		*	21.43		*	14	
2	*	11.76		*	29.41		*	29.41		*	29.41		*	17	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	25.00	17.95		27.08	37.18		39.58	32.05		8.33	12.82		48	78	

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	*	18.18		*	27.27		*	36.36		*	18.18		*	11	
1	*	7.14		*	42.86		*	14.29		*	35.71		*	14	
2	*	11.76		*	23.53		*	41.18		*	23.53		*	17	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	31.25	28.21		35.42	34.62		27.08	23.08		6.25	14.10		48	78	

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		*	63.64		*	27.27		*	9.09		*	11	
1	*	14.29		*	7.14		*	50.00		*	28.57		*	14	
2	*	11.76		*	29.41		*	35.29		*	23.53		*	17	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	18.75	7.69		27.08	24.36		43.75	44.87		10.42	23.08		48	78	

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	*	18.18		*	72.73		*	9.09		*	11	
1	*	28.57		*	28.57		*	42.86		*	14	
2	*	17.65		*	52.94		*	29.41		*	17	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	37.50	30.77		47.92	51.28		14.58	17.95		48	78	

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	*	27.27		*	54.55		*	18.18		*	11	
1	*	7.14		*	71.43		*	21.43		*	14	
2	*	5.88		*	64.71		*	29.41		*	17	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	25.00	38.46		66.67	48.72		8.33	12.82		48	78	

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	*	9.09		*	81.82		*	9.09		*	11	
1	*	21.43		*	35.71		*	42.86		*	14	
2	*	11.76		*	70.59		*	17.65		*	17	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	31.25	10.26		56.25	60.26		12.50	29.49		48	78	

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	*	54.55		*	36.36		*	9.09		*	11	
1	*	14.29		*	64.29		*	21.43		*	14	
2	*	17.65		*	47.06		*	35.29		*	17	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	23.40	17.95		59.57	62.82		17.02	19.23		47	78	

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
433	29.6	21.5	0.5
Total Number of Students enrolled in Greentree 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	93	21.5
Foster Youth	2	0.5
Homeless		
Socioeconomically Disadvantaged	128	29.6
Students with Disabilities	74	17.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.6
American Indian		
Asian	135	31.2
Filipino	9	2.1
Hispanic	118	27.3
Two or More Races	40	9.2
Pacific Islander		
White	92	21.2

Conclusions based on this data:

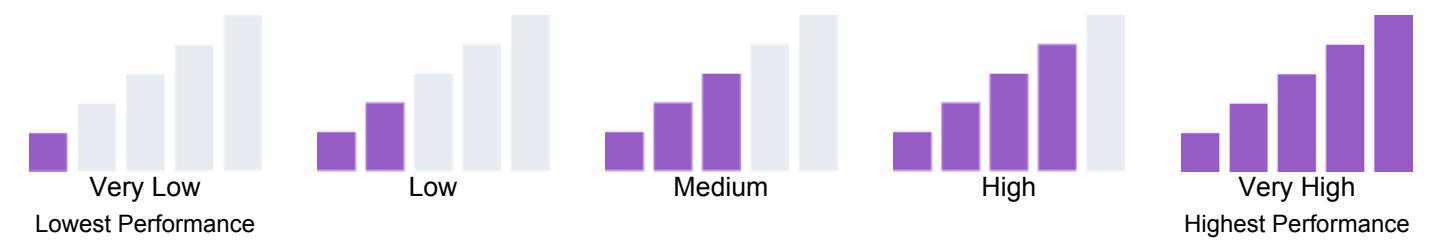
1. Our Asian population (31.2%) and Hispanic population (27.3%) are the biggest groups by race/ethnicity at our school and make up almost 80% of our EL students. (Spanish 24.7%, Chinese/Korean/Japanese 30%, 6.8%/6.8% respectively).
2. Our socioeconomically disadvantaged population has reached almost 30% and have unique needs in order to access school services and activities.

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	Chronic Absenteeism High	Suspension Rate Low
Mathematics High		
English Learner Progress Medium		

Conclusions based on this data:

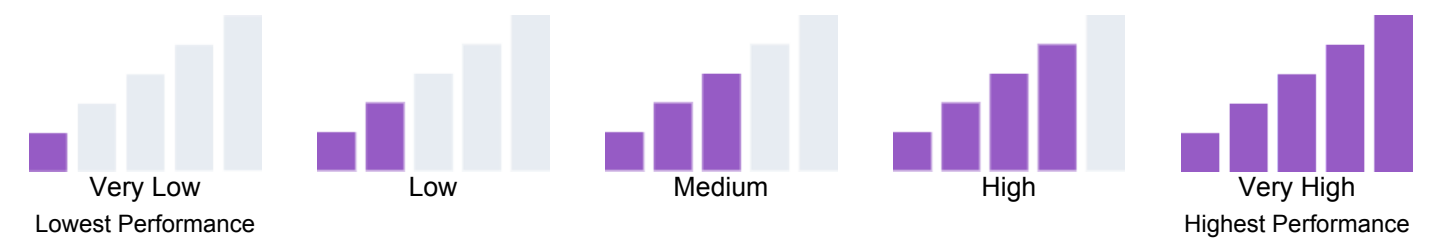
- Our chronic absenteeism is high and is an identified area of focus in this Single School Plan for Student Achievement.
- Our English Learners progress is overall medium and is a focus for our school both this current and the upcoming school year.

School and Student Performance Data

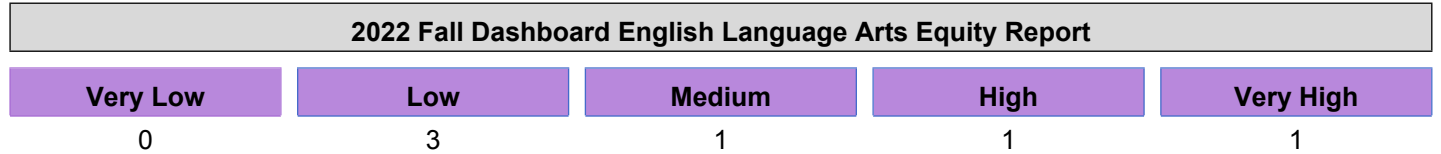
Academic Performance English Language Arts

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](#).

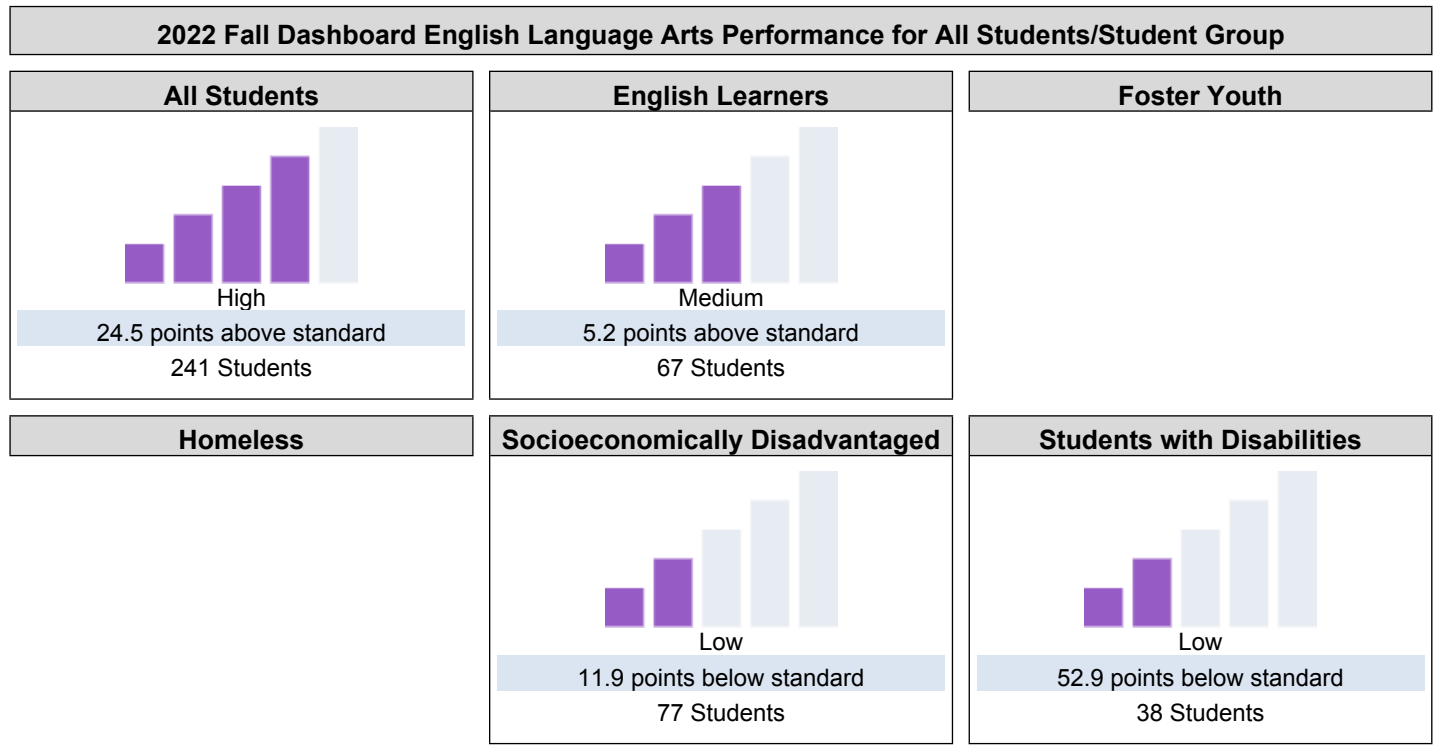
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



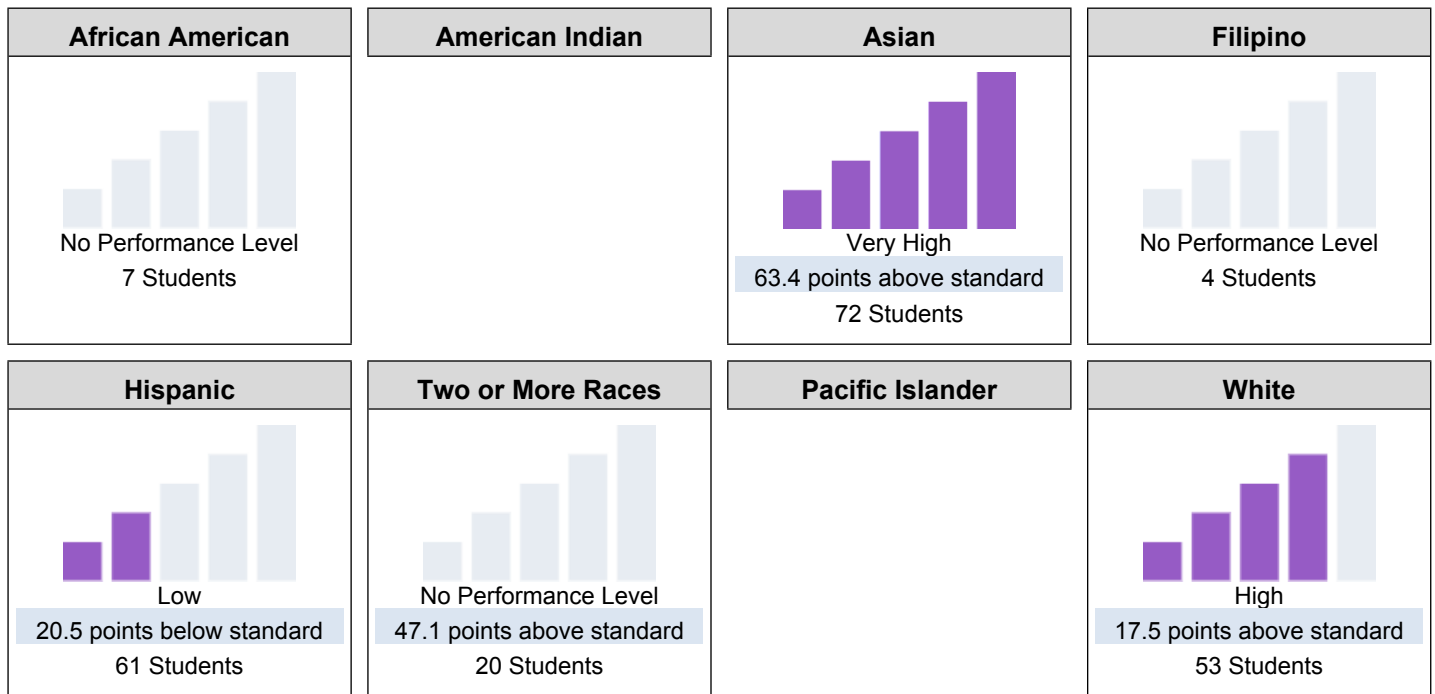
This section provides number of student groups in each level.



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
82.6 points below standard 24 Students	54.2 points above standard 43 Students	28.6 points above standard 158 Students

Conclusions based on this data:

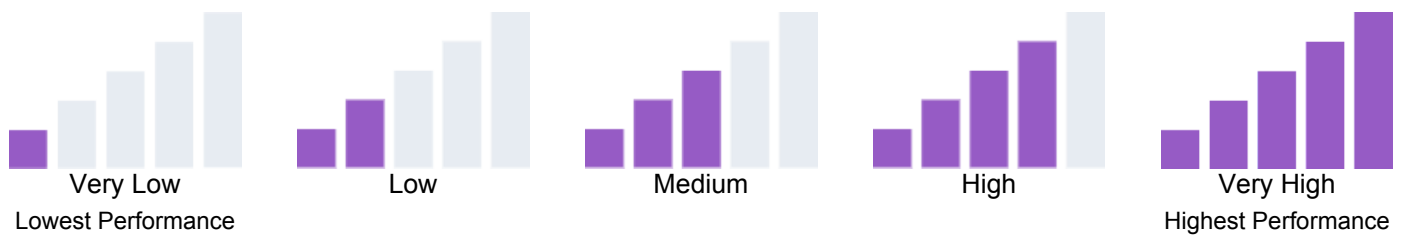
1. This is a need to focus on our Hispanic students. Not only are the 61 students identified in this subgroup almost 21 points below the standard, they are also the lowest subgroup attending school regularly and arriving late to school on an average basis.
2. Our identified EL students need consistent, intentional ELD in order to become fluent and hopefully perform better on ELA assessments. Our students who have reclassified, are performing over 50 points above standard which is better than our EO students are performing.

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).



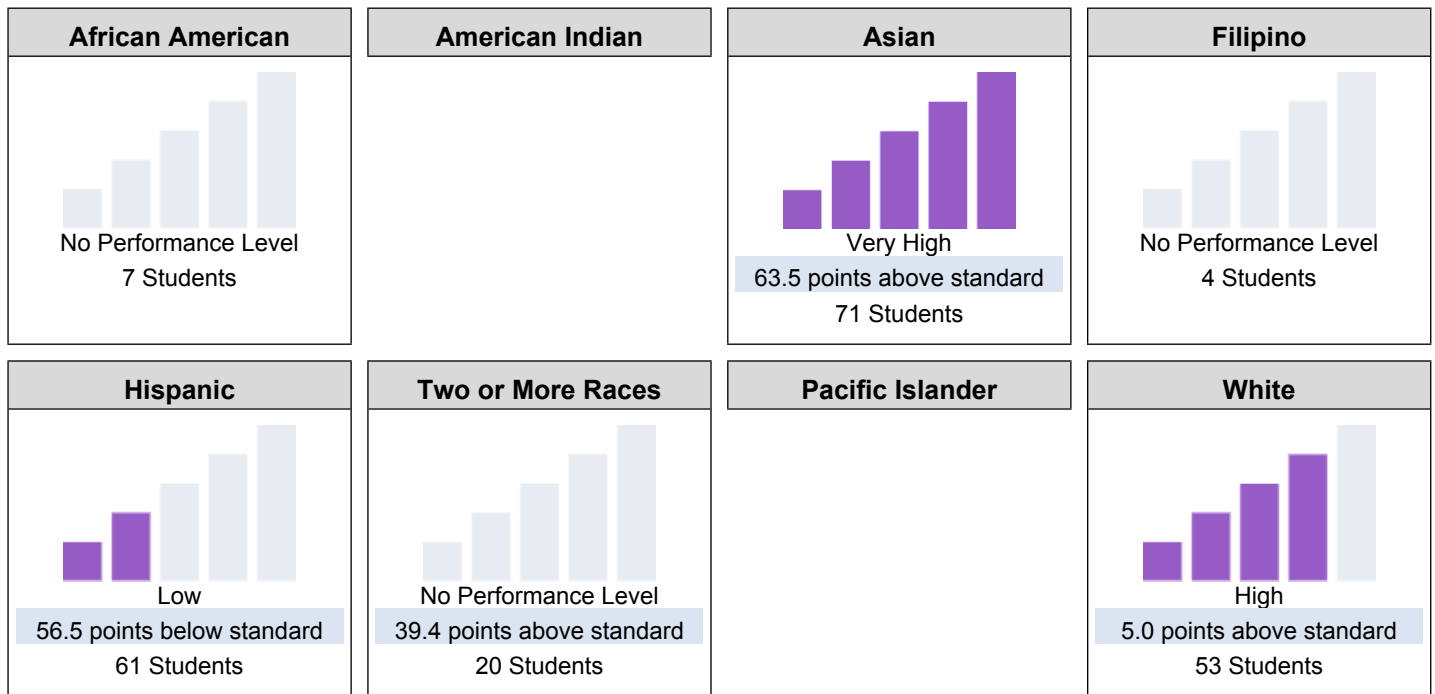
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	3	1	1	1

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 for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>7.7 points above standard</p> <p>240 Students</p>	<p>Medium</p> <p>7.8 points below standard</p> <p>66 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>Low</p> <p>30.7 points below standard</p> <p>76 Students</p>	<p>Low</p> <p>53.6 points below standard</p> <p>38 Students</p>

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
99.2 points below standard 25 Students	34.3 points above standard 43 Students	9.9 points above standard 158 Students

Conclusions based on this data:

1. Overall, all students are performing almost 8% over the standard with our Asian students and white students performing either Very High or High respectively.
2. Our Hispanic students are performing low ~ 56.5 % points below the standard and will be addressed in this plan.
3. Our current EL students (25) scored almost 100 points below the standard in this area and is addressed in this plan.

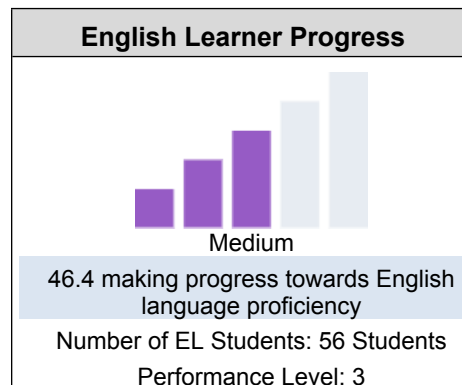
School and Student Performance Data

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
17.9%	35.7%	0.0%	46.4%

Conclusions based on this data:

1. There needs to be a focus on EL at this school site given that no one progressed a level and almost 15% of students decreased one level on the 2019 ELPAC.

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

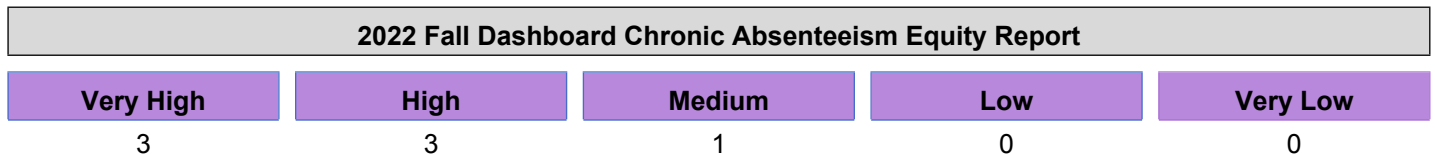
Academic Engagement Chronic Absenteeism

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](#).

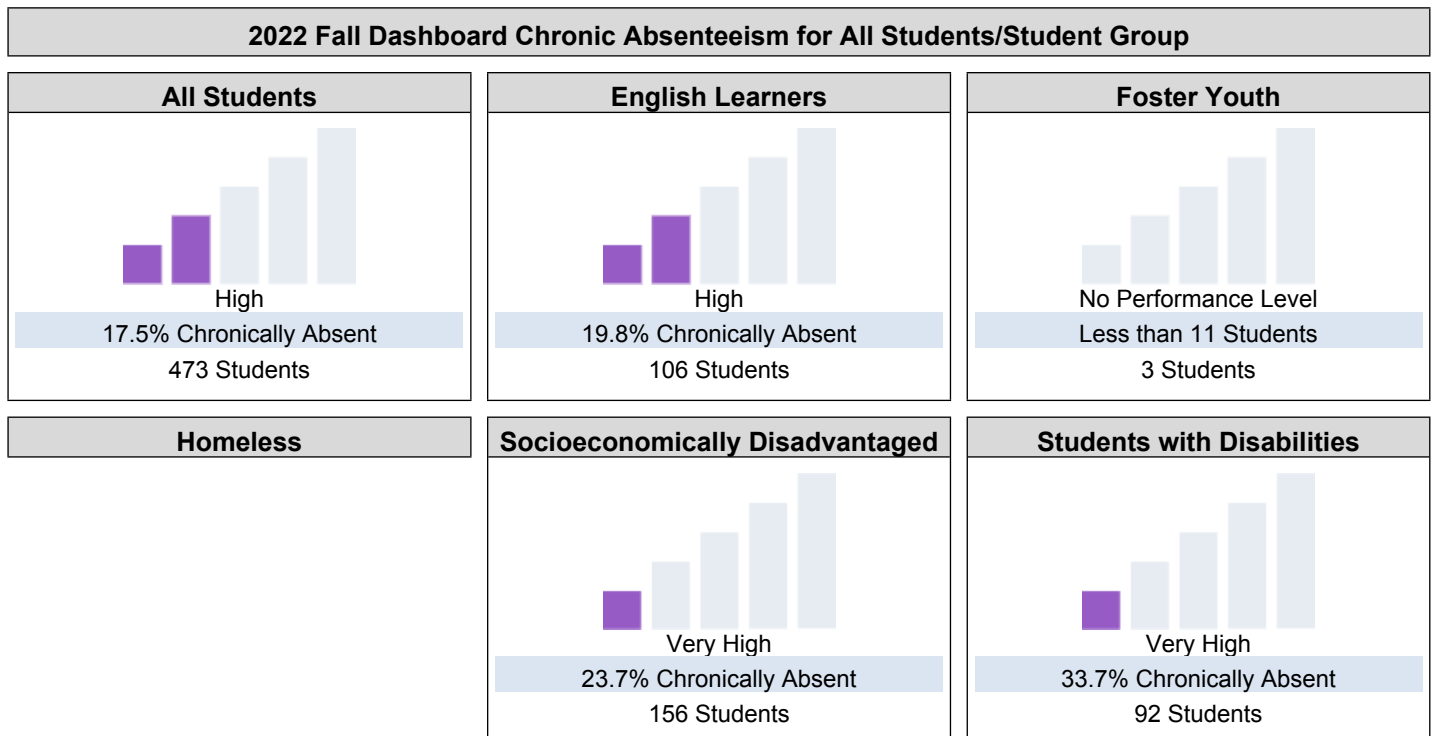
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



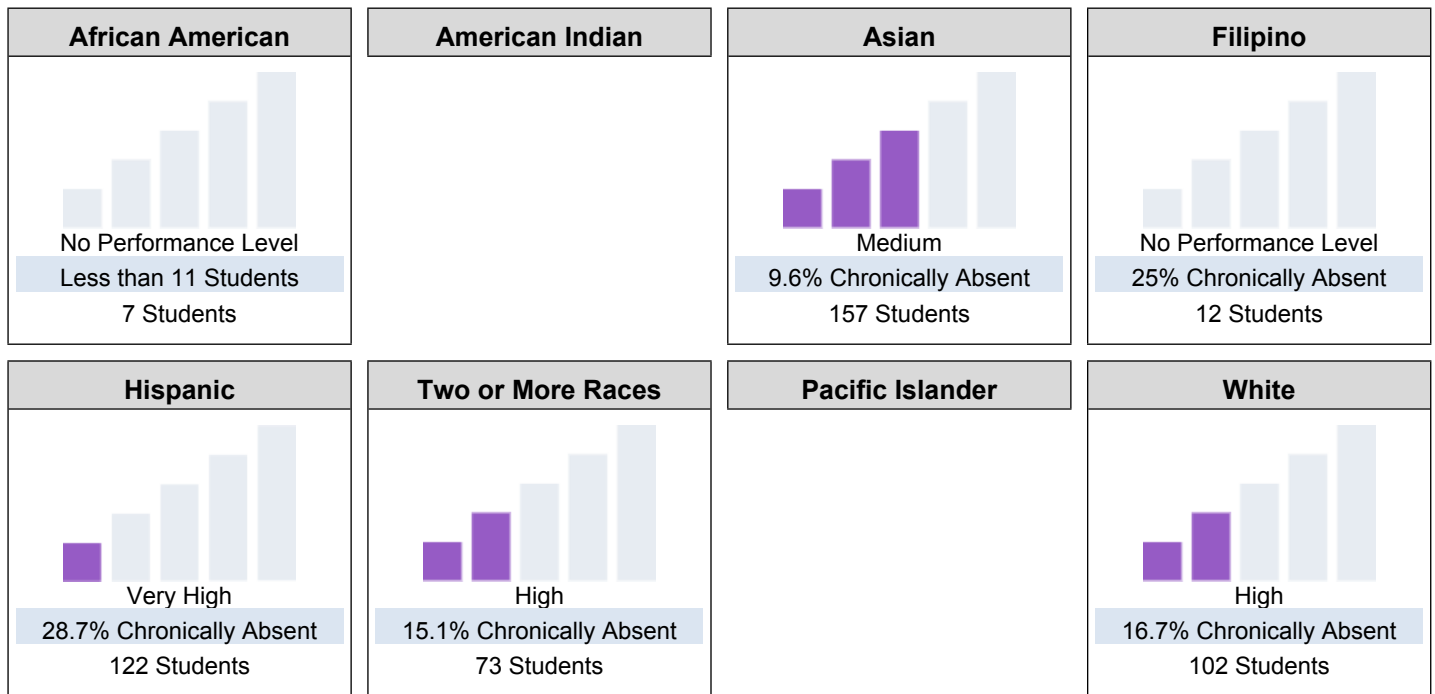
This section provides number of student groups in each level.



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. Absenteeism increased this year with 17.5% chronically absent: Hispanic students 28.7%, White students 16.7% and two or more races 15.1%, SED, 23.7%, EL 19.8%, SWD 33.7% chronically absent.
2. Tardiness has also been identified as a problematic area and will be addressed through MTSS awards and incentives and ELOP program to decrease tardiness in the next school year.

School and Student Performance Data

Academic Engagement Graduation 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](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

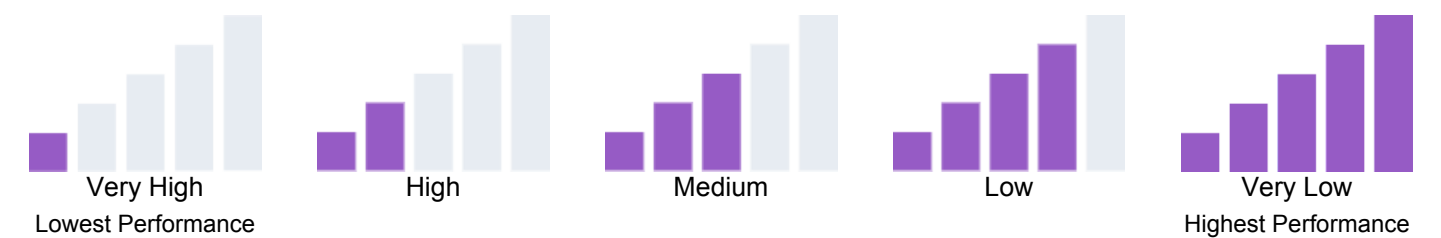
1.

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).



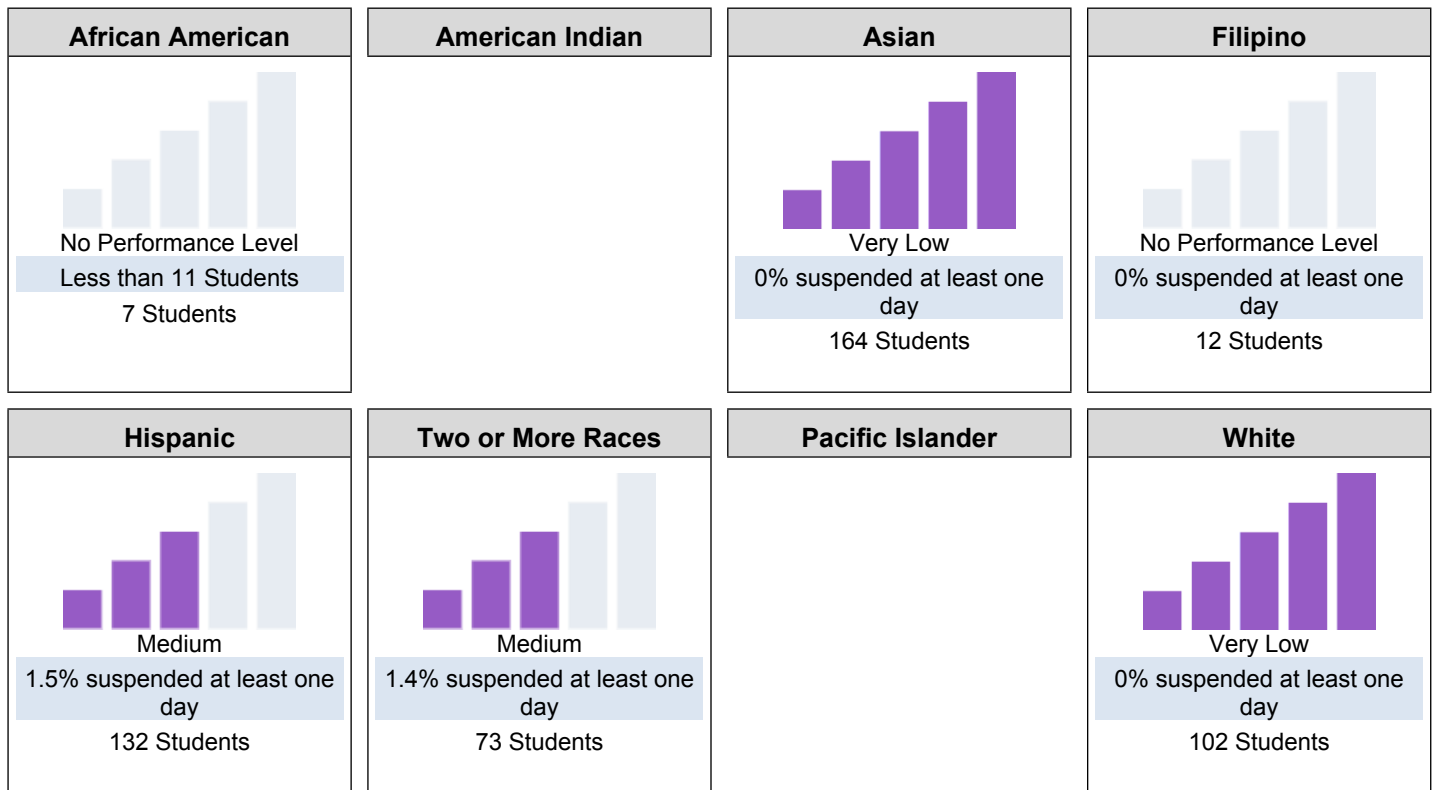
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	3	2	2

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 for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>0.6% suspended at least one day</p> <p>490 Students</p>	<p>Low</p> <p>0.9% suspended at least one day</p> <p>113 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Low</p> <p>0.6% suspended at least one day</p> <p>163 Students</p>	<p>Low</p> <p>0.6% suspended at least one day</p> <p>163 Students</p>	<p>Medium</p> <p>1.1% suspended at least one day</p> <p>95 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our suspension rate is very low at Greentree. The MTSS team has been working on alternatives to suspension and will continue to do in the upcoming years.

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Greentree Elementary School	30-73650-6089445	May 25, 2023	

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 Impact that Stakeholder Engagement had on the process

This plan was developed based on the data and feedback that the Greentree site has garnered throughout the year. Data was collected from the annual Hanover Survey, iReady math diagnostic data, districtwide assessments in the areas of reading & math, Educlimber and Panorama data. Administration met with Grade level PLC teams, SSC (School Site Council), MTSS teams, as well as conducted informal observational data to solicit information to develop this plan in Spring 2023. Goals were developed based on that input by the Administrative team. Our Title I funding will continue into the 23/24 school year, input was collected for MTSS supports for students supported through Title I funding, including the alignment of WIN time, the Tier 3 intervention teacher support personnel and the restructuring of schoolwide systems. This plan will be presented to the SSC on May 24th for approval. The plan, in its entirety, will be shared with all stakeholders (staff, PTA, SSC) at regularly scheduled meetings in the fall.

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

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

Signature

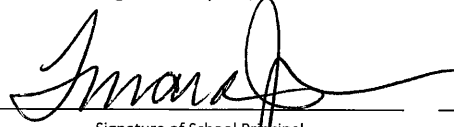
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 24, 2023

Attested:

Tamara Brown

Typed Name of School Principal



Signature of School Principal

5.25.23

Date

Sara Franko

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5-30-2023

Date