



School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Greentree Elementary School	30-73650-6089445	May 16, 2024	June 25, 2024

Purpose and Description

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

School Wide Program

This school plan describes a School Wide Program that includes strategies, actions and services.

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

This School wide Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	LPA, STAR Reading, CA Dashboard, Ellevation
Strengths	<p>K:</p> <p>1: 84% students benchmark met on LPA BOY 81% of students benchmark on P.I. BOY</p> <p>2: 61% students met benchmark on LPA BOY 57% students met benchmark on P.I. BOY</p> <p>3: 81% of students met benchmark on LPA BOY 81% of students met benchmark on P.I. BOY STAR 62% of students met benchmark (BOY) and 73% of students met benchmark (MOY)</p> <p>4: STAR 57% of students met benchmark (BOY) and 58% of students met benchmark (MOY)</p> <p>5: STAR 59% of students met benchmark (BOY) and 61% of students met benchmark (MOY)</p> <p>6: STAR 57% of students met benchmark (BOY) and 64% of students met benchmark (MOY)</p> <p>EL:</p> <ul style="list-style-type: none"> • All Level 1s are using Get Ready! (Grades 2-6) • 47 RFEPs currently being monitored. Numbers of reclassified students increase every year. • Only 1 LTEL in the school (6th grade) <p>–No ELs with 504s</p> <ul style="list-style-type: none"> • EL support needed is lowest is Speaking domain (32 level 1 or 2 out of 80) <p>56.6% of our EL's are making progress towards English language proficiency. They increased 10.2%.</p> <p>54.7% of our EL's progressed at least one ELP level</p> <p>Students (247) are scoring 17.1% above standard in ELA Asian and white subgroups continue to thrive with 47.3% and 12.1% above standard.</p>
Areas for Growth	<p>3. On STAR 38% of students did not meet benchmark (BOY), and 27 % of students did not meet benchmark (MOY)</p> <p>4: On STAR 43% of students did not meet benchmark (BOY), and 42 % of students did not meet benchmark (MOY)</p> <p>5: On STAR 41% of students did not meet benchmark (BOY), and 39 % of students did not meet benchmark (MOY)</p> <p>6: On STAR 43% of students did not meet benchmark (BOY), and 36% of students did</p>

	Literacy
	<p>not meet benchmark (MOY)</p> <p>EL:</p> <ul style="list-style-type: none"> • Staff needs more time to practice using new intervention materials and adapt to having Level 1s in the classroom. • As more Level 1s arrive it is harder to provide Get Ready for everyone (scheduling) • Make the school more “EL” friendly by using more pictures/symbols in classrooms /key areas throughout the campus • Two students at risk of LTEL status (5th grade) • EL support needed is highest is writing (51 level 1 or 2 out 80) <p>11.3% of EL's decreased one ELP level SWD are in the red section of the CA dashboard with EL, Hispanic and SED subgroups in Orange.</p>
Questions & Key Findings	<p>4th grade had the highest percentage of possible ELA intervention needs at 31%. 1st grade had the lowest percentage of possible ELA intervention needs at 9%. Of those possibly needing ELA intervention, males had the greatest percentage of possible ELA intervention needs at 64% compared to females at 36%. 64% of those students possibly needing ELA intervention had no disabilities, 36% had some form of disability. 69% of those students possibly needing ELA intervention were not EL and 31% were EL. Of those possibly needing ELA intervention, 34% are Hispanic, 30% are Asian, 26% are white, 7% are multiple, and 1% African American/Black. Often kids are overly tired and testing happens in the morning Kids get sick of being online for assessments and just click</p> <p>EL:</p> <ul style="list-style-type: none"> • Staff has been trained to access Designated and Integrated supports provided by LMD • Staff has been to EL content days provided by district • Teachers have access to EL Canvas page, Ellevation Strategies, and Core subject intervention/support materials • Can the Panorama Survey be offered in other languages for validity? • What will the impact be on ELPAC this year with changes implemented? • There is much more material and training for teachers to access this year, but the results won't be clear until the 2024 ELPAC this spring. • Currently 18 ELs with IEPs: how many are not progressing on ELPAC due to academic concerns vs. language concerns <p>Teachers need a program purchased for developing language Teachers need something like an “IEP at a glance” for newcomer EL kids (esp. Level 1) with background knowledge for effective scaffolding and supports by teacher.</p>

	Math
Data Analyzed	iReady, STAR, CA Dashboard
Strengths	st - 2nd

	Math
	<p>iReady: 11% At/Above grade level STAR (2nd only): 55% Benchmark met Pre-Assessment: 99% at or above approaching grade level</p> <p>3rd - 6th iReady: 26% At or above grade level STAR (2-5 only): 68% Benchmark met Pre-Assessment: 85% at or above approaching grade level</p> <p>Aisan and White subgroups are demonstrating scores at 37.6% and 5.9% respectively above standard (Green)</p>
Areas for Growth	<p>1st - 2nd iReady: 89% Below grade level - 80% last year STAR (2nd only): 45% Benchmark not met - 31% last year *Pre-Assessment: 0.05% Beginning - 6% last year</p> <p>3rd - 6th iReady: 74% Below grade level - 62% last year STAR (3-5 only): 32% Benchmark not met - 33% last year *Pre-Assessment: 15% Beginning - 7% last year</p> <p>SED and SWD subgroups are showing 29% and 83.8% respectively below standard (Orange) English Learner and Hispanic subgroups are demonstrating 9.7% and 50.7% below standard (yellow)</p>
Questions & Key Findings	<p>1st - 6th grade scored best on the District pre-assessment compared to i-Ready Diagnostic and STAR Math (2nd-6th) ** 1st grade takes the math pre-assessment written as compared to i-Ready/STAR. 5th and 6th grade had the highest percentage of possible Math intervention needs at 20.8% each. 1st grade had the lowest percentage of possible Math intervention needs at 2.6%. Of those possibly needing Math intervention, males had the greatest percentage of possible Math intervention needs at 63.6% compared to females at 36.4%. 62.3% of those students possibly needing Math intervention had no disabilities, 36% had some form of disability. 71.4% of those students possibly needing Math intervention were not EL and 28.6% were EL. Of those possibly needing Math intervention, 50.6% are Hispanic, 22.1% are white, 15.6% are Asian,, 7.8% are multiple, 2.6% are Filipino and 1% African American/Black. 77 students (schoolwide) were recognized for possible BOY math intervention. Kids get sick of iReady and online assessments</p>

	SEL/Behavior
Data Analyzed	Panorama, Hanover Survey,
Strengths	<p>Pk-2nd Grade Social Awareness 79% up 11% from Spring of 2023. Emotional Regulations 77% up 5% from Spring of 2023. Grit 77% up 13% from Spring Of 2023. Self Management 65% up 11% from Spring 2023.</p>

SEL/Behavior	
	<p>3-6th grade Self Management is 75%. That is a 1% increase from fall of 2022. Grit 64% with an increase of 5% from the spring of 2023. Sense of Belonging 70% with an increase of 1% since Spring of 2023.</p> <p>Hanover Survey 83% of students have a favorable overall educational experience with 77% of parents agreeing. 75% of students believe there is a sense of community on campus 95% of students and 84% of parents state they have friends at school 83% of students and 88% of parents believe that teachers at GT make an effort to connect with children. 87% of students state that they have anywhere from 1-5 adults at GT that they could talk to if they had a problem at school</p>
Areas for Growth	<p>3-6th Grade Panorama Data Supportive Relationships 87%. This has decreased from spring 2023 from 91%. Social Awareness 66%. In the fall of 2022 it was 64%, but in the Spring it went to 67%. Emotion Regulation 40%. In the Fall of 2022 it was 40% and increased to 43% . School Climate 63% with a decrease of 2 %.</p> <p>Hanover 13% of students indicate that they do not have an adult they could talk to at school if they had a problem</p>
Questions & Key Findings	<p>Question: Why does PK-2 only show 4 competencies when primary teacher 5? *Pk-2nd grade teachers perceive all competencies have shown growth. *ELL Demographic 108 out of 448 students. 8% show no strength, and 18% show low strength in Grit and Self management competencies. *6 students have 504 plans and report strengths in all competencies. 2 students have reported 33% strength in ½ of their competencies topics. The other 4 students have reported strength in all competencies. *Special Ed 103 students with Special Education status: 13 students reported no strength. 15 students report or teachers report strength in less ½ of the SEL competencies. The remaining 65 students show strength in more than ½ of the SEL competencies. 10 students have reported. Question: How can we better collect data for students in Essentials when Panorama may be inaccessible?</p>

School Climate	
Data Analyzed	Educlimer, Aeries, Hanoever Survey
Strengths	<p>4th grade has highest percentage of attendance consistently 4th attendance is 97.03 (95.97) Implementing Reflection Friday Grade level attendance rewards (monthly basis) 77% of students feel safe at school</p>

	School Climate
	<p>Black/African American attendance 96. White 95.11 Aisan 96.62% Female 92.32 Males: 94.38%</p>
Areas for Growth	<p>Attendance as of 4/24 PK attendance is 88.32 K attendance is 90.18 1st attendance is 92.34 2nd attendance is 93.22 3rd attendance is 92.33 4th attendance 95.05 - has been consistently good!!!! 5th attendance is 92.84 6th attendance is 93.35</p> <p>School wide average daily attendance is 93.35%</p> <p>From 8/24/23-11/16/23 we have 474 tardies, 592 excused absence, and 338 unexcused absences Overall attendance is lowest on Mondays</p> <p>Discipline Incidents Playground is the source of most of the behavior notification forms SOARING Reflections tend to be in classrooms</p> <p>Only 34% of students feel that they treat each other with respect. 57% of parents and 67% of staff feel that students treat each other with respect. 18% of students have experienced racism at school and 35% of students having witnessed racism at school. 32% of students feel that bullying is an issue at school. 23% of parents and 21% of staff feel the same. 50% of parents feel that bullying is handled appropriately by staff.</p> <p>Hispanic attendance: 90.66% Multiple ethnicities 85.59% Monday 91.81%, Tuesday, 92.97% Friday, 93.65% are the lowest attendance days</p>
Questions & Key Findings	<p>What can we do to improve attendance? Why are all the discipline incidents males? Behavior notification forms for SPED kids? How can we get teachers to re-teach behavior? How to keep IAs circulating despite PD? Will reflection Friday, cut down on repeat offenders. What is the school ratio of males:females? 245:203 Incentives for attendance * being on time as tardiness is a huge problem How do you fix "poor parenting"? (Lots of exhaustion in class from not enough sleep, parents not getting kids to school on time, etc...)</p> <p>Why is there such a big discrepancy between student and adult perceptions about students treating each other with respect?</p>

	College and Career Readiness (High Schools Only)
Data Analyzed	
Strengths	
Areas for Growth	
Questions & Key Findings	

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. 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 actions.

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

- * Empowering parents - As the majority of our students between ages 4-11, it is the parents' responsibility for getting students to school each day and getting them there on time. At this time, our average daily attendance rate is 92.64% with our youngest students (PK) having the lowest attendance rates at 88.32% which is not setting students up for success in subsequent years academically speaking. Parent involvement in school activities has waned dramatically since COVID. Parent academy attendance
- * Attendance, tardiness, and chronic absenteeism - Hispanic student attendance averages 90.66% with multiple ethnicities averaging 85.59%. Overall attendance is lowest on Mondays (91.81% ADA)
- * Explore bias and how it impacts behavior and identification for SpEd
- * Ensure that designated and integrated EL is being delivered to all ELL's - (Hispanic, EL, and SED students delined on CAASPP in the area of ELA as well as in chronic absenteeism)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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, the Californial Dashboard, Educlimber, Ellevation, and Panorama data.. Administration met with Grade level PLC teams during structured meeting times throughout the school year as well as regular staff meetings. SSC (School Site Council) meetings were held on 10/17/23, 1/30/24, 5/16/24 and 5/28/24) to review schoolwide information and to seek input and approval for this plan. PTA Executive Board and Association meetings, MTSS team meetings, and informal Coffee with the principal days were used to collect informal observational data and to solicit information in order to develop this plan in Spring 2024. Goals were developed based on that collective input by the Administrative team. Our Title I funding will continue into the 24/25 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 16, 2024 for approval. The plan, in it's entirety, will be shared with all stakeholders (staff, PTA, SSC) at regularly scheduled meetings in the fall.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

- 1- We are currently fully staffed to support Tier 2 intervention, WIN time, EL and Title I support for students.
- 2 - Providing PD for staff is necessary for continuous learning and support of school and district initiatives. It's also important to keep staff moral high and teachers engaged in continuous learning with an element of fun woven in. Staff participated in the following PD at the school site this year: Anti-Bias Training, Step Up to Writing, The Child Creativity Lab, Literacy Training (LPA/ORR), School Safety, EL Strategies. They also participated in two full days of district wide PD throughout the school year.
- 4 - With so many cultures and ethnicities represented at Greentree, it's imperative to have culturally diverse materials, books, supplies, literature, etc.. so that students can see themselves represented at our school. This year the school purchased "Rebellious Read Alouds" by Vera Ahijya for all teaching staff as well as children's books for the library and grade levels to share in their classroom libraries in the following categories: Our Food are Important (PreK/K), Our Names are Important (K), Our Traditions are Important (1st), Our Features are Important (2nd), Our Families are Important (3rd), Our Identifies are Important (4th), Our Actions are Important (5th), Our Histories are important (6th), Our Disabiliites are Important (SpEd).
- 5 - Staff are needed to plan and present content to our parent community. Having staff present connects our parent community to our teachers and school.
- 6 - Technology (hardware and software) are an ongoing need to help support learning and collaboration in the classroom across all curricular areas.
- 7 - Being a Title I schoolwide program with four self contained classrooms, many of our students struggle to cope during school hours and at home. This line item will remain as we often need to purchase items to help kids cope, socialize, etc...
- 8 - Staff need to have the opportunities to attend conferences that align to school and district goals as well as any curricular areas to increase their arsenal of strategies for instruction. Staff attended PAL/No Place for Hate training this year.
- 10 - As a Title 1 school., we have many families that are unable to afford fieldtrips and other activites that we cannot replicate in the school settting. Title I monies were included to assist families with scholarships when needed for fieldtrips, mainly for 6th grade Outdoor Ed experiences.

11 - Our Student Leadership Team (Little Big Leaders) have participated in PAL training all year, have implemented a number of programs for students (tutoring, Soccer tournament, map posted which represents where our families are from around the world, Eagle Gazette Newspaper, etc)

12 - Having items with the GT logo on them available for students to receive or purchase through the SOAR Store are central to students and families showing pride in their school.

13 - Student recognition with certificates of achievement, announcements at Flag Deck, birthdays, meeting growth targets, and incentives for attendance are motivating for kids

14 - This line item activity will remain as our EL population is growing and the Newcomer program has been eliminated at IUSD sites. Teachers need support for those students in their classrooms who speak no English.

16 - As a Title 1 school many of our students do not have the basic materials at home to do any work that might be assigned to them. Monies were designated to ensure that all students have what they need, at their disposal to be successful both at home and at school.

17 - although food/snacks are not often purchased, we will leave this line in our plan, as there are times that a light snack for staff PD is a necessity to keep teachers engaged.

18 - Translation services are necessary for parents who do not speak the English Language and need to be aware of how their child is doing educationally. Many families necessitated the use of translation services for conferences, IEP meetings, and other meetings with school staff.

19 - As we get better with research based programs for intervention, we need to have space to house them in a central location so that all teacher's can access them.

20 - Assemblies and materials for students and PD for staff are necessary in order to promote our initiatives, create a community of learners, and develop well rounded citizens of the world.

Which strategies were most effective? Least effective?

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

We have eliminated the implementation of the trimesterly summation meetings. Greentree conducted summation meetings to review data and make plans for student intervention based on the data discussed in those meetings. With the role of our Professional Learning Community Facilitator (PLC FC), PLC grade level and articulation meetings, the advances of our Multi-tiered System of Supports (MTSS) and Student Intervention Team (SIT) meetings, summations meetings are no longer necessary and have been eliminated for the next school year.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Greentree would like to enter into some community partnerships for the upcoming year and activities will be written into the plan for All Kids Bike (which is a program intended for our PK/K students) to introduce them to balance and safe bike riding giving our littlest Eagles access to bikes that they may not have at home. We've also discovered The Child Creativity Lab which can and will provide PD for our staff, STEAM lessons for our students and Parent/Family Nights for our community. Greentree is gaining a new Innovation Lab, which will be completed in August 2024. With our new mission/vision for this space, this is the best time to get our teachers thinking about the next generation of critical thinkers, problem solvers, innovators, leaders, and environmental stewards through hands-on creativity-enhancing exploration of STEAM concepts using renewable materials. These are two of the partnerships that we have been in discussions with for the upcoming school year.

We will be putting a lot of energy into attendance and chronic absenteeism as if kids aren't here, it's extremely hard to move them forward in their learning! We started an incentive program in January of this year and it's beginning to show results across all grade levels. Both positive daily attendance and tracking of tardies for the grade level are shared out in weekly zoom meetings with students/staff as well as with the community through the Principally Speaking Newsletter each week. There will be an increase in our EL allocation of .5 for the upcoming school year to support EL instruction as we see more and more students coming into our schools speaking little to no English and the closing of newcomer classes within our district. Given that our parent attendance at our Parent Academy Nights has not been stellar, we are going to reduce

our Parent Academies to 3 for the upcoming year instead of 4 and make them more engaging rather than a "sit and get" type of learning.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. (Schools that are eligible for ATSI are required to conduct a resource equity analysis to identify any inequities).

Questions to reflect on before completing this section:

- Do all at-risk students have access to interventions and additional support as needed?
- How do you determine which students participate in interventions?
- How are funds allocated to meet the needs of at-risk students?
- How is personnel assigned to support at-risk students?
- Do at-risk students have access to the most experienced and effective teachers?
- Do all students have access to technology and other instructional materials?
- Do all students have access to core texts to use at school and at home?
- What are the suspension rates across student groups?
- What is your school's reclassification rate?

Priority Focus Area (Goal) 1:

Create a positive school climate and system of supports for student and family personal and academic growth. To ensure a climate of respect of our diverse community of learners, that is inclusive of all, by aligning school practices to research based practices including PBIS, SEL, and student leadership opportunities (PAL) to increase student and parent sense of belonging within the Greentree School Community.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
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 = 82% of parents and 80% of staff * My child has experienced racism at school: Strongly agree/disagree = 21% of students, 5% of parents, and 0% of staff * Students at my school/my child's school treat people (staff) with respect: Strongly agree/agree = 45% students, 77% parents, 42% * Students treat one another with respect: Strongly agree/agree = 34% students, 57% parents, 67% staff * Bullying is an issue at our school: Strongly agree/agree = 32% students, 23% parents, 21% staff * My child's/My overall education experience: Very satisfied/satisfied = 83% students, 77% parents, 93% staff * Sense of community on campus: Very satisfied/satisfied = 75% students, 68% parents, 73% staff * Culture Represented in school curriculum/activities/posters/books = Very satisfied/satisfied = 61% of students * School supports students of different races, ethnicities and cultures = Very satisfied/satisfied = 94% of students, 95% of parents, 93% of staff * School supports students of different disability status: Very satisfied/satisfied = 92% of students, 93% of parents, 93% of staff * School supports families of different family income levels: Very satisfied/satisfied = 86% of students, 85% of parents, 93% of staff * School works to understand families' backgrounds and cultures: = Very satisfied/satisfied 82% of students, 75% of parents, 86% of staff 	<p>In three years, the school would like to have 95% of its students, staff, and parents feel like there is a sense of community at school; where ALL who interact with the school feel welcomed and respected, regardless of race, ability, culture or income level, while on the campus. It is our goal that families will see their cultures represented and valued throughout their time at our school so that they want to be here and to participate in our school and classroom functions (PTA meetings & events, Parent Academies, schoolwide volunteer opportunities, conferences, etc).</p>

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	<p>* My family feels welcome participatig in school activities = Very satisfied/satisfied = 83% of students,</p> <p>* School provides translation and interpretations services to families who need them = Very satisfied/satisfied = 75% of parents, 93% of staff</p> <p>School Climate Homework and Grading Practices:</p> <p>* Homework is included as a part of my grade: Strongly agree/agree = 13% students</p> <p>* Opportunity to retake tests/quizzes to improve my grades: Strongly agree/agree=83% students</p> <p>* My child's grades accurately reflect what they know: Very satisfied/satisfied = 72% of parents</p> <p>* My teacher accepts late work = Very satisfied/satisfied = 76% of students</p> <p>* My teacher assigns a "zero" for missing work = Very satisfied/satisfied = 26% of students</p>	
Panorama Survey (SEL)	<p>Students in grades 3 - 6 self reported the following favorable percentages in the these SEL competancies:</p> <ul style="list-style-type: none"> * Emotional Regulation - 45% (increase of 5% over last year) * Grit - 65% (increase of 6% over last year) * Self Management - 75% (remained constant) * Social Awareness - 68% (increased 2%) * School Climate - 57% (dropped 4% from last year) * Sense of Belonging - 69% (remained constant) * Supportive Relationships - 89% (increased 2% over last year) <p>Emotional Regulation and Grit had the greatest increase from last year to this year. Students Sense of Belonging, remained constant from last year, but were 2% higher compared to district percentages. Supportive Relationships were also 2% above the district's average.</p> <p>Self-management, Social Awareness, Git, Emotional regulation, school climate were anywhere from 2-5% below IUSD averages.</p>	In three years, Greentree School would like our students to show high levels (90% or higher) of all 5 SEL Compentancies: Emotional Regulation, Grit, Self Management, Social Awareness, Self Management, and Supportive Relationships.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
Attendance Data (Aeries/EduClimber)	<p>Overall attendance data reveals a 92.66% average daily attendance as of April 2024. Grade level breakdowns are as follows:</p> <ul style="list-style-type: none"> * PK - 88.39% * Kindergarten - 90.21% * 1st grade - 92.35% * 2nd grade - 93.33% * -3rd grade - 92.3% * 4th grade - 95.07% * 5th grade -92.88% * 6th grade - 93.28% <p>Average Daily Attendance by Ethnicity: Hispanic: 89.58% White: 92.87% Multiple: 93.83 Asian: 94.61% Black/African American: 88.08% Filipino: 95.54%</p> <p>Overall tardiness: March = 2.9% tardiness, As of April 18, 2024 = 2.68%</p>	<p>In three years time, we would like to have students attending school at least 95% of the time and to decrease the tardiness to under 2% schoolwide.</p>
Intervention Logs	<p>Tier 3 Intervention (new in 2024): Sept. 18 - Nov. 17 Math - 9 students (exited 5 students) ELA - 21 students (exited 8 students)</p> <p>Nov. 28 - Feb. 9 Math - 20 students (exited 19 students) ELA - 21 students (exited 6 students)</p> <p>Feb 12 - Mar. 29 Math - 1 student (exited 0 students) ELA - 29 students (exited 0 students)</p> <p>April 11 - May 31 Math - 3 students - students who reach their end of year goals will be exited ELA - 29 students - students who reach their end of year goals will be exited</p> <p>Before/After School Interventions: Primary ELA 1st grade (Jan - Feb 2024) 4 students 3 made partial growth 1 minimal or no growth</p> <p>Primary ELA 1st grade (February - May) 4 students Still in progress at time of writing</p> <p>Kindergarten ELA (Feb - March) 2 students 2 made partial progress</p>	<p>Our three year goal is that all intervention that happens on this campus is consistent, research based and intentionally prepared and delivered, with PLC teams being supported by PLC FC as well as Intervention Lead teachers to assist with data conversations on a routine basis.</p>

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Kindergarten ELA (April-May) 8 students Still in progress at time of writing	
Ellevation	<p>49 students are currently at an ELPAC reading level of 1 or 2 and need substantial support. 51 students are currently at an ELPAC level 1 or 2 in writing and need substantial support. 46 students have an ELPAC listening level of 1 or 2 and need substantial support and 32 students have an ELPAC speaking level of 1 or 2 and need substantial support. We have 9 students who are currently participating in the Get Ready! program who have very limited speaking EL speaking skills.</p> <p>Primary Languages spoken of families at Greentree:</p> <ul style="list-style-type: none"> * Arabic (12.3%) * Chinese, Mandarin (25.9%) * Chinese, Cantonese (3.7%) * Farsi (4.9%) * Japanese (3.7%) * Korean (4.9%) * Portuguese (2.5%) * Russian (9.9%) * Spanish (22.2%) * Tamil (3.7%) * Vietnamese (3.7%) * Albanian (1.2%) 	Decrease the number of EL learners at levels 1 and 2 in all four ELPAC areas, through intentional placement of students in classrooms, systematic ELD instruction with certificated staff, and additional targeted curriculum supported by instructional support personnel.
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Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>YEAR 1:</p> <p>Purchase items to increase staff and student moral and to improve school culture.</p> <p>Purchase culturally diverse materials, books, supplies, literature and licensing to help support instruction both at home and within the classroom setting.</p> <p>Provide stipends for staff to plan and present at least 3 Parent Academy Nights to promote parent education and connection to the school. At least 1%</p>	<p>YEAR 1:</p> <p>LCFF Supplemental</p> <p>Title I</p> <p>LCFF Base</p> <p>Lottery</p>	<p>YEAR 1:</p> <p>6750</p> <p>31340.12</p> <p>19021</p> <p>3500</p>	<p>YEAR 1:</p> <p>ALL students and subgroups of students Title I, Hispanic, EL, SED, SWD</p>	<p>YEAR 1:</p> <p>Administration</p> <p>Classroom Teachers</p> <p>Title I Coordinator</p>

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>of Title I funds to be allocated towards Parent Education (\$2189.56)</p> <p>Provide incentives/purchase items for students, staff, and families that will connect them to the school and show pride in being a Greentree Eagle. Items include but are not limited to school insignia, certificates, stickers, window decals, snacks, clothing items, etc....</p> <p>Provide materials to support students SEL needs both in the classroom, before/after school and during lunch time activities.</p> <p>Allow staff to attend conferences and provide Professional Development that relate to schoolwide goals (engagement, diversity, inclusion, etc) in order to enhance learning for all staff and student groups as well as for teachers to continuously improve their craft.</p> <p>Provide online access to programs that will support teachers with visually appealing and highly engaging standards based materials to support SEL and academic needs.</p> <p>Provide scholarships to families that will provide students with experiences that cannot be replicated in the classroom setting.</p> <p>Provide opportunities and materials for students to take on empowering leadership roles within the school setting in order for them to have a voice, feel included, and develop leadership skills. This will include, but not be limited to: Student Leadership Team, PAL, No Place for Hate, Abilities Awareness activities, Multi-cultural fair, etc..)</p> <p>Purchase supplies and materials to support struggling learners within the classroom and intervention setting.</p> <p>Provide translation/interpretation services for conferences, meetings, events or training that any family needs access to.</p> <p>Purchase snacks for parent academy training and professional development opportunities for both staff, students, and parents (LCFF base)</p> <p>Support teacher, student and families with resources through community partnerships for STEAM (Pk-6) Bicycle instruction/education (PK-K), Engaging recess/lunch activities (1 - 6) including but not limited to 1) The Child Creativity Lab; 2) All Kids Bike; 3) Liverpool Sports Academy</p> <p>YEAR 2:</p> <p>Purchase items to increase staff and student moral and to improve school culture.</p>				

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Purchase culturally diverse materials, books, supplies, literature and licensing to help support instruction both at home and within the classroom setting.</p> <p>Provide stipends for staff to plan and present at least 3 Parent Academy Nights to promote parent education and connection to the school. At least 1% of Title I funds to be allocated towards Parent Education (\$2189.56)</p> <p>Provide incentives/purchase items for students, staff, and families that will connect them to the school and show pride in being a Greentree Eagle. Items include but are not limited to school insignia, certificates, stickers, window decals, snacks, clothing items, etc....</p> <p>Provide materials to support students SEL needs both in the classroom, before/after school and during lunch time activities.</p> <p>Allow staff to attend conferences and provide Professional Development that relate to schoolwide goals (engagement, diversity, inclusion, etc) in order to enhance learning for all staff and student groups as well as for teachers to continuously improve their craft.</p> <p>Provide online access to programs that will support teachers with visually appealing and highly engaging standards based materials to support SEL and academic needs.</p> <p>Provide scholarships to families that will provide students with experiences that cannot be replicated in the classroom setting.</p> <p>Provide opportunities and materials for students to take on empowering leadership roles within the school setting in order for them to have a voice, feel included, and develop leadership skills. This will include, but not be limited to: Student Leadership Team, PAL, No Place for Hate, Abilities Awareness activities, Multi-cultural fair, etc..)</p> <p>Purchase supplies and materials to support struggling learners within the classroom and intervention setting.</p> <p>Provide translation/interpretation services for conferences, meetings, events or training that any family needs access to.</p> <p>Purchase snacks for parent academy training and professional development opportunities for both staff, students, parents (LCFF Base)</p> <p>Support teacher, student and families with resources through community partnerships for STEAM (Pk-6) Bicycle instruction/education (PK-K), Engaging recess/lunch activities (1 - 6) including but not limited</p>				

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>to 1) The Child Creativity Lab; 2) All Kids Bike; 3) Liverpool Sports Academy</p> <p>YEAR 3:</p> <p>Purchase items to increase staff and student moral and to improve school culture.</p> <p>Purchase culturally diverse materials, books, supplies, literature and licensing to help support instruction both at home and within the classroom setting.</p> <p>Provide stipends for staff to plan and present at least 3 Parent Academy Nights to promote parent education and connection to the school. At least 1% of Title I funds to be allocated towards Parent Education (\$2189.56)</p> <p>Provide incentives/purchase items for students, staff, and families that will connect them to the school and show pride in being a Greentree Eagle. Items include but are not limited to school insignia, certificates, stickers, window decals, snacks, clothing items, etc....</p> <p>Provide materials to support students SEL needs both in the classroom, before/after school and during lunch time activities.</p> <p>Allow staff to attend conferences and provide Professional Development that relate to schoolwide goals (engagement, diversity, inclusion, etc) in order to enhance learning for all staff and student groups as well as for teachers to continuously improve their craft.</p> <p>Provide online access to programs that will support teachers with visually appealing and highly engaging standards based materials to support SEL and academic needs.</p> <p>Provide scholarships to families that will provide students with experiences that cannot be replicated in the classroom setting</p> <p>Provide opportunities and materials for students to take on empowering leadership roles within the school setting in order for them to have a voice, feel included, and develop leadership skills. This will include, but not be limited to: Student Leadership Team, PAL, No Place for Hate, Abilities Awareness activities, Multi-cultural fair, etc..)</p> <p>Purchase supplies and materials to support struggling learners within the classroom and intervention setting.</p> <p>Provide translation/interpretation services for conferences, meetings, events or training that any family needs access to.</p>				

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Purchase snacks for parent academy training and professional development opportunities for both staff, students, parents (LCFF Base)</p> <p>Support teacher, student and families with resources through community partnerships for STEAM (Pk-6) Bicycle instruction/education (PK-K), Engaging recess/lunch activities (1 - 6) including but not limited to 1) The Child Creativity Lab; 2) All Kids Bike; 3) Liverpool Sports Academy</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>Community partnerships with PAL, Child Creativity Lab and All Bikes for kids will help to empower students and staff with creativity-enhancing curriculum and wraps around the entire community to bring faculty and parents together, creating a bond between home and school in support of students. The partnership with Liverpool Football Academy will provide access and an introduction to a variety of organized sports during 1st - 6th grade lunch times, that students may not have the opportunities to participate in otherwise.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: All Bike certification for PK/K teachers. Pk - 6th grade educators will be trained in hands on, during classtime (iLab) STEAM/ skill building initiatives. Teacher Leaders (1-3 certificated and ERC) trained in PAL to lead 4th - 6th grade students in Student Leadership opportunities.</p> <p>Year 2: All Bike certification for PK/K teachers. Pk - 6th grade educators will be trained in hands on, during classtime (iLab) STEAM/ skill building initiatives. Teacher Leaders (1-3 certificated and ERC) trained in PAL to lead 4th - 6th grade students in Student Leadership opportunities.</p> <p>Year3: All Bike certification for PK/K teachers. Pk - 6th grade educators will be trained in hands on, during classtime (iLab) STEAM/ skill building initiatives. Teacher Leaders (1-3 certificated and ERC) trained in PAL to lead 4th - 6th grade students in Student Leadership opportunities.</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p>Year 1: Increased parent involvement in parent meetings, PTA meetings/events, classroom volunteerism as measured by sign in sheets and volunteer logs. Parents and students reporting greater sense of community and connection with school on the annual Hanover Surveys. Students reporting increased percentages of at least 5% on at least 3 of the 5 SEL competencies as indicated on the end of they year Panorama surveys. Attendance increases/tardiness decreasing both at the grade level and schoolwide overall (educlimber/Aeries data).</p> <p>Year 2: Increased parent involvement in parent meetings, PTA meetings/events, classroom volunteerism as measured by sign in sheets and volunteer logs. Parents and students reporting greater sense of community and connection with school on the annual Hanover Surveys. Students reporting increased percentages of at least 5% on at least 3 of the 5 SEL competencies as indicated on the end of they year Panorama</p>			

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
	<p>surveys. Attendance increases/tardiness decreasing both at the grade level and schoolwide overall (educlimber/Aeries data).</p> <p>Year3: Increased parent involvement in parent meetings, PTA meetings/events, classroom volunteerism as measured by sign in sheets and volunteer logs. Parents and students reporting greater sense of community and connection with school on the annual Hanover Surveys. Students reporting increased percentages of at least 5% on at least 3 of the 5 SEL competencies as indicated on the end of they year Panorama surveys. Attendance increases/tardiness decreasing both at the grade level and schoolwide overall (educlimber/Aeries data).</p>			

Priority Focus Area (Goal) 2:

Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources, and skills for staff and students. To ensure equitable access to instruction in an environment that is representative of our student population, that meets students' unique behavioral, academic, and social emotional needs through engaging Tier I instruction and community participation at high levels.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
<p>CAASPP (Grades 3 - 6) Spring 2023 Assessment</p>	<p>2023 Assessment Results: ELA Overall (247) ~ are 17.1 points above standard. Students declined by 7.4 points. Students are in the Green category overall.</p> <p>SWD (50) - are 70.6 points below standard and declined 17.6 points. Students are in the Red category.</p> <p>SED (75) ~ are 15.5 points below standard and declined 3.6 points. Students are in the Orange category.</p> <p>EL(69) ~ are 6.9 points below the standards and declined 12.1 points. Students are in the Orange category.</p> <p>Hispanic (65) - are 24.7 points below the standard and declined 4.2 points in ELA. They are in the Orange category.</p> <p>Asian ((80) - are 47.3 points above standard but declined by 16.1 points. Students are in the Green.</p> <p>White (54) are 12.1 points above standard, but declined by 5.3 points. Students are in the Green.</p> <p>In ELA, our current English Learners (32) increased their points by 13.6 by are still 69 points below standard. Our recently reclassified English Learners (37) declined 7.4 points but are still 46.7 points above standard. Our English Only speakers (158) are 20.1 points above the standard but declined by 8.5 points.</p> <p>2023 Assessment Results: Math Overall (247) ~ are 1.1 points above standard, but declined by 6.6 points. Students are in the Green Category.</p> <p>SWD (50) ~ are 83.8 points below the standard. This subgroup declined 30.2 points Orange category</p> <p>SED (75) ~are 29 points below standard but maintained 1.7 points</p> <p>Students are in the Orange category</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>

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	<p>EL (69) ~ are 1.9 jpoints below standard and declined by 1.9 points. Students are in the Yellow category Hispanic (65) - subgroup is 50.7 points below standard but increased 5.8 points. Students are in the yellow category. Asian (80) - are 37.6 points above standard but declined by 25.9 points. Students are in the Green category White (54) - are 5.9 points above standard and maintained by .9. Students are in the Green Category.</p> <p>Student EL Acquisition Results: 11.3 % of students dropped at least 1 ELPI level 32.1% of students maintained their ELPI level 1.9% of students maintained ELPI level 4 54.7% of students advanced at least 1 ELPI level</p>	
LPA - Winter 2024 (PK-2)	<p>PK - 2nd trimester: Use words to describe categories of objects: Beginning = 20.7% Developing - 51.7% Proficient = 27.6% Understand parts of a book: Beginning = 24.1% Developing = 6.9% Proficient = 69% Understand spoken words, syllable, and sounds: Beginning = 24.1% Developing = 31% Proficient = 44.8% Identify 1st sound in an orally stated word: Beginning = 17.2% Developing = 27.6% Proficient = 55.2% Recognize and name most letters (upper/lower case): Beginning - 10.3% Developing = 24.1% Proficient = 41.4% %, Excelling = 24.1 % Recognize that letters have sounds: Beginning = 10.3% Developing = 17.2% Proficient = 10.3% Excelling = 62.1% Communicate clearly enough to be understood: Beginning = 20.7% Developing = 34.5% Proficient = 44.8% Draw/Dictate to express ideas: Beginning = 24.1% Developing = 62.1% Proficient = 13.8% Write first name: Beginning = 17.2% Developing = 51.7% Proficient = 31%</p> <p>Kindergarten - Mid Year (2024):</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 % 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>

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	<p>Alphabet Recognition - Benchmark Met 80% Benchmark Not or Nearly Met 20%</p> <p>Phoenemic Awareness ~ Benchmark Met 65% Benchmark Not or Nearly Met 35%</p> <p>Phonics Inventory ~ Benchmark Met 77.5% Benchmark Not or Nearly Met 22.5%</p> <p>Reading Assessment Level ~ Benchmark Met 52.8% Benchmark Not or Nearly Met 47.2%</p> <p>1st grade (Mid-Year 2024)</p> <p>Phoenemic Awareness ~ Benchmark Met 92.3% Benchmark Not or Nearly Met 7.7%</p> <p>Phonics Inventory ~ Benchmark Met 75% Benchmark Not or Nearly Met 25%</p> <p>Reading Assessment Level ~ No Target - 5.8% Benchmark Met 65.4% Benchmark Not or Nearly Met 28.8%</p> <p>2nd grade (Mid-Year 2024) :</p> <p>Phonics Inventory ~ Benchmark Met 73.6% Benchmark Not or Nearly Met 26.4%</p> <p>Reading Assessment Level ~ No Target = 3.8% Benchmark Met 65.4% Benchmark Not or Nearly Met 30.8%</p>	
ELPAC - Spring 2023 Assessment	<p>Overall Levels: Level 1 = 25 students - 9 of which have IEP's Level 2 = 20 students - 6 of which have IEP's Level 3 = 51 students - Level 4 = 41 students</p> <p>Reading Levels: Beginning Level = 16 students, 8 of which have IEP's Somewhate or moderately developed = 49 students 7 of which have IEP's Well Developed = 31 students, 2 of which have IEP's</p> <p>Writing Levels: Beginning Level = 16 students, 8 of which have IEP's Somewhate or moderately developed = 52 students, 5 with IEP's Well Developed = 27 students, 2 with IEP's</p> <p>Speaking Levels:</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>

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	<p>Beginning Level = 9 students, 6 with IEP's Somewhate or moderately developed = 35 students, 5 with IEP's Well Developed = 52 students, 6 with IEP's</p> <p>Listening Levels: Beginning Level = 8 (5 of which have IEP's) Somewhate or moderately developed = 25 (4 of which have IEP's) Well Developed = 25 (2 of which have IEP's)</p>	
<p>STAR Assessments Reading End of Year 2024 Math Mid-Year 2024 Math Basic Skills (6th grade only)</p>	<p>2024 STAR Reading: 3rd grade: Benchmark Met ~ 77% Benchmark Not or Nearly Met ~23% 4th grade: Benchmark Met ~ 68.3% Benchmark not or Nearly Met ~ 31.7% 5th grade: Benchmark Met ~ 67.2 Benchmark Not or Nearly Met ~32.8% 6th grade: Benchmark Met ~ 68.3% Benchmark Not or Nearly Met ~ 31.7%</p> <p>2024 STAR Math: 2nd Grade (mid year) Benchmark Met ~ 74% Benchmark Not or Nearly Met ~ 26% 3rd grade (mid year): Benchmark Met ~ 78.6% Benchmark Not or Nearly Met ~ 21.4% 4th grade (mid year): Benchmark Met ~69.2% Benchmark Not or Nearly Met ~ 30.8% 5th grade (mid year): Benchmark Met ~ 71.4% Benchmark Not or Nearly Met ~ 28.6%</p> <p>Basic Skills Test: 6th grade only 90% or greater (8)= 13.3% 75% - 89% (16)= 26.7% 60 - 74% (16) = 26.7% 59% or fewer (20) = 33.3%</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: 3rd grade - increase by at least 5% 4th grade - increase by at least 6% 5th grade - increase by at least 8% 6th grade - increase by at least 5%</p> <p>STAR Math: 2nd grade - increase by at least 5% 3rd grade - increase by at least 7% 4th grade - increase by at least 3% 5th grade - increase by at least 4%</p> <p>Basic Skills Test (6th grade) Increase the number of students either mastering (32.3%) and/or Proficient (27.7%) on the 6th grade Basic Skills test.</p>
<p>iReady Math</p>	<p>2023 Spring End of Year: K: Not all testing was completed at time of writing 1st grade: At or Above Grade Level - 32.3% Below Grade Level - 67.7% 2nd grade: Not all testing was completed at time of writing 3rd grade - Not all testing was completed at time of writing 4th grade - Not all testing was completed at time of writing 5th grade - At or Above Grade Level - 61.1% Below Grade Level - 38.9%</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>

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	6th grade - At or Above Grade level - 63.6% Below Grade Level - 36.4%	

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>YEAR 1:</p> <p>Professional Learning Communities - Teachers will collaborate in PLC's at least four hours/month during the school day, with time set aside for articulation between/across grade levels four times throughout the year. PLC time will be focused on discussions related to best first instruction (Tier 1) homework practices, WIN time rotations (Tier 2) , interventions (Tier 2-3), grading practices, common assessments, and other data pertinent to ensuring teams are meeting the needs of all students.</p> <p>Allow staff to attend conferences and Professional Development that relate to schoolwide goals (engagement, diversity, inclusion, etc) in order to enhance learning for all staff and student groups as well as for teachers to continuously improve their craft.</p> <p>English Language Learners - continue to provide an ELD coordinator and an ELPAC coordinator (district provided stipend) to help align and purchase materials and supplies for instruction, assessment and oversight of the English Language Learners at our site.</p> <p>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.</p> <p>Purchase supplies, materials, and online access to programs that support struggling students with visually appealing and highly engaging standards based materials at home and in school.</p> <p>Purchase snacks for staff professional development opportunities. (LCFF Base)</p> <p>Provide translators for any conferences, meetings events or training in which parents require it in order to understand the information that is being shared about their child and their educational progress.</p> <p>Purchase supplies and materials to organize and house intervention materials for staff and student use</p>	<p>YEAR 1:</p> <p>Title I</p> <p>LCFF Base</p> <p>LCFF Supplementa I</p>	<p>YEAR 1:</p> <p>60000</p> <p>50750</p> <p>25843</p>	<p>YEAR 1:</p> <p>SED, SWD, Title I, EL, Hispanic, ALL</p>	<p>YEAR 1:</p> <p>Teachers</p> <p>Title I Coordinator</p> <p>EL Coordinator</p> <p>Ed Tech Mentor/Media Tech</p>

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Provide online access to diagnostic assessments and intervention programs in the area of mathematics, Reading and/or EL for Tier 2 intervention planning and instruction.</p> <p>YEAR 2:</p> <p>Professional Learning Communities - Teachers will collaborate in PLC's at least four hours/month during the school day, with time set aside for articulation between/across grade levels four times throughout the year. PLC time will be focused on discussions related to best first instruction (Tier 1) homework practices, WIN time rotations (Tier 2) , interventions (Tier 2-3), grading practices, common assessments, and other data pertinent to ensuring teams are meeting the needs of all students.</p> <p>Allow staff to attend conferences and Professional Development that relate to schoolwide goals (engagement, diversity, inclusion, etc) in order to enhance learning for all staff and student groups as well as for teachers to continuously improve their craft.</p> <p>English Language Learners - continue to provide an ELD coordinator and an ELPAC coordinator (district provided stipend) to help align and purchase materials and supplies for instruction, assessment and oversight of the English Language Learners at our site.</p> <p>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.</p> <p>Purchase supplies, materials, and online access to programs that support struggling students with visually appealing and highly engaging standards based materials at home and in school.</p> <p>Purchase snacks for staff professional development opportunities. (LCFF Base)</p> <p>Provide translators for any conferences, meetings events or training in which parents require it in order to understand the information that is being shared about their child and their educational progress.</p> <p>Purchase supplies and materials to organize and house intervention materials for staff and student use</p> <p>YEAR 3:</p> <p>Professional Learning Communities - Teachers will collaborate in PLC's at least four hours/month during the school day, with time set aside for articulation between/across grade levels four times throughout</p>				

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>the year. PLC time will be focused on discussions related to best first instruction (Tier 1) homework practices, WIN time rotations (Tier 2) , interventions (Tier 2-3), grading practices, common assessments, and other data pertinent to ensuring teams are meeting the needs of all students.</p> <p>Allow staff to attend conferences and Professional Development that relate to schoolwide goals (engagement, diversity, inclusion, etc) in order to enhance learning for all staff and student groups as well as for teachers to continuously improve their craft.</p> <p>English Language Learners - continue to provide an ELD coordinator and an ELPAC coordinator (district provided stipend) to help align and purchase materials and supplies for instruction, assessment and oversight of the English Language Learners at our site.</p> <p>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.</p> <p>Purchase supplies, materials, and online access to programs that support struggling students with visually appealing and highly engaging standards based materials at home and in school.</p> <p>Purchase snacks for staff professional development opportunities. (LCFF Base)</p> <p>Provide translators for any conferences, meetings events or training in which parents require it in order to understand the information that is being shared about their child and their educational progress.</p> <p>Purchase supplies and materials to organize and house intervention materials for staff and student use</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>ALL students will have access to all programs through strong Tier 1 instruction. Students struggling to meet grade level standards will receive support through WIN (Tier 2), before/after school intervention (Tier 2) or Tier 3 intervention programs. All students will have the necessary materials provided to them both at home and at school to complete any school work. Teachers will have additional time for collaboration during the day through PLC work in order to determine rotations, groups, assessment and data review.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: Staff will attend three districtwide staff development days as well as 12 hours of site based professional development including but not limited to: * EL strategies * Exploring bias and how it impacts behavior and SpEd identification * Divergent thinking, problem-solving, and innovation through STEAM * Articulation meetings to ensure consistency between/amongst grade levels in all curricular areas</p>			

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
	<p>Year 2: Staff will attend three districtwide staff development days as well as 12 hours of site based professional development including but not limited to: * EL strategies * Exploring bias and how it impacts behavior and SpEd identification * Divergent thinking, problem-solving, and innovation through STEAM * Articulation meetings to ensure consistency between/amongst grade levels in all curricular areas</p> <p>Year3: Staff will attend three districtwide staff development days as well as 12 hours of site based professional development including but not limited to: * EL strategies * Exploring bias and how it impacts behavior and SpEd identification * Divergent thinking, problem-solving, and innovation through STEAM * Articulation meetings to ensure consistency between/amongst grade levels in all curricular areas</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p>Year 1: Student subgroups (EL, SED, Hispanic, SWD) will show growth on the annual state testing (CAASPP) in Reading with students schoolwide remaining in the GREEN. Student subgroups (EL, SED, Hispanic, SWD) will show growth on the annual state testing (CAASPP) in Math with students schoolwide remaining in the GREEN. Chronic Absenteeism will decrease for students in the following subgroups ~ EL, SED, White, SWD, Hispanic ~ as indicated on CA Dashboard, Educlimber, and Aeries reports. Parents and students will be reminded often about attendance and tardiness data via flag deck awards, newsletters, email and parent meetings. LPA, ORA, STAR Math and Reading and ELPAC data will continue to be monitored to ensure that ALL students are showing growth. Staff will intervene as necessary throughout the year's intervention rounds.</p> <p>Year 2: Student subgroups (EL, SED, Hispanic, SWD) will show growth on the annual state testing (CAASPP) in Reading with students schoolwide remaining in the GREEN. Student subgroups (EL, SED, Hispanic, SWD) will show growth on the annual state testing (CAASPP) in Math with students schoolwide remaining in the GREEN. Chronic Absenteeism will decrease for students in the following subgroups ~ EL, SED, White, SWD, Hispanic ~ as indicated on CA Dashboard, Educlimber, and Aeries reports. Parents and students will be reminded often about attendance and tardiness data via flag deck awards, newsletters, email and parent meetings. LPA, ORA, STAR Math and Reading and ELPAC data will continue to be monitored to ensure that ALL students are showing growth. Staff will intervene as necessary throughout the year's intervention rounds.</p> <p>Year3:</p>			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	Student subgroups (EL, SED, Hispanic, SWD) will show growth on the annual state testing (CAASPP) in Reading with students schoolwide remaining in the GREEN. Student subgroups (EL, SED, Hispanic, SWD) will show growth on the annual state testing (CAASPP) in Math with students schoolwide remaining in the GREEN. Chronic Absenteeism will decrease for students in the following subgroups ~ EL, SED, White, SWD, Hispanic ~ as indicated on CA Dashboard, Educlimber, and Aeries reports. Parents and students will be reminded often about attendance and tardiness data via flag deck awards, newsletters, email and parent meetings. LPA, ORA, STAR Math and Reading and ELPAC data will continue to be monitored to ensure that ALL students are showing growth. Staff will intervene as necessary throughout the year's intervention rounds. Hispanic subgroup will reach GREEN on CAASPP in the area of Math.			

Priority Focus Area (Goal) 3:

Address barriers limiting student participating in programs and provide equity in allocation of resources to ensure all students achieve at high levels in Essential Standards through data and assessment practices at the subgroup level and systematic intervention in Tier 2 and Tier 3. For students already demonstrating mastery of standards, teachers will meet in PLC teams to design lessons, activities and options to include voice and choice for students to extend their learning with more depth and complexity.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
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% Asian 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% 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%	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.
Panorama	Hispanic students in grades 3 - 6 (69) self reported the following percentages in these SEL competencies: * Emotional Regulation - High strength 4% - Strength 28% - Medium 64% - Low 1% * Grit - High strength 14% - Strength 38% - Medium 41% - Low 4%	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. We will maintain and/or increase those students who are self identifying Self

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	<p>* Self Management - High strength 32% - Strength 46% - Medium 17% - Low 1%</p> <p>* Social Awareness -High strength 28% - Strength 48% - Medium 22%-</p> <p>White Students in Grades 3-6 (100) self reported the following % in these SEL competencies:</p> <p>* Emotional Regulation - High strength 11% - Strength 22% - Medium 63% - Low 1%</p> <p>* Grit - High strength 19% - Strength 37% - Medium 39% - Low 2%</p> <p>* Self Management - High strength 44% - Strength 40% - Medium 13% - Low 0%</p> <p>* Social Awareness -High strength 30% - Strength 47% - Medium 20%- Low 0%</p> <p>Asian students (93) in grades 3-6 self reported the following % in these SEL competencies:</p> <p>* Emotional Regulation - High strength 4% - Strength 30% - Medium 62% - Low 3%</p> <p>* Grit - High strength 29% - Strength 35% - Medium 34% - Low 1%</p> <p>* Self Management - High strength 41% - Strength 42% - Medium 17% - Low 0%</p> <p>* Social Awareness -High strength 14% - Strength 52% - Medium 34%- Low 0%</p> <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)</p> <p>* 1st grade: 68% of students are on track (44/65) 2 students with no data</p> <p>2nd grade: 72% of students are on track (50/69) 2 students with no data</p> <p>3rd grade: 74% of students are on track (52/70) 1 student with no data</p> <p>4th grade: 77% of students are on track (48/62) 2 students with no data</p> <p>5th grade: 79% of students are on track (44/56)</p> <p>6th grade: 81% of students are on track (51/63) 3 students with no data</p>	<p>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>

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	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.	

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>YEAR 1: Purchase new, advanced technology that is enticing, engaging and that can help prepare students for future work or higher level learning opportunities. Provide scholarships for families to provide students with experiences that cannot be replicated in the school setting. Provide awards and incentives to increase interest, motivate, and create excitement about school (ie birthdays, growth targets, birthday, excellent behavior, attendance, etc..) Teachers will use appropriate materials to challenge students and provide engaging lessons throughout the year for those students who are GATE and/or who need a greater challenge through differentiation. Provide stipends to teachers/staff to attend training or provide PD staff in order to meet the needs of all learners within the classroom setting</p> <p>YEAR 2: Purchase new, advanced technology that is enticing, engaging and that can help prepare students for future work or higher level learning opportunities. Provide scholarships for families to provide students with experiences that cannot be replicated in the school setting. Provide awards and incentives to increase interest, motivate, and create excitement about school (ie birthdays, growth targets, birthday, excellent behavior, attendance, etc..) Teachers will use appropriate materials to challenge students and provide engaging lessons throughout the year for those students who are GATE and/or who need a greater challenge through differentiation Provide stipends to teachers/staff to attend training or provide PD staff in order to meet the needs of all learners within the classroom setting</p>	<p>YEAR 1: LCFF Base Title I Lottery</p>	<p>YEAR 1: 15500 2000 970</p>	<p>YEAR 1: ALL students across all academic areas - Tier 1/ some Tier 2 SED, Title I</p>	<p>YEAR 1: Teachers Ed Tech Mentor Advanced Learner Coordinator</p>

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>YEAR 3:</p> <p>Purchase new, advanced technology that is enticing, engaging and that can help prepare students for future work or higher level learning opportunities.</p> <p>Provide scholarships for families to provide students with experiences that cannot be replicated in the school setting.</p> <p>Provide awards and incentives to increase interest, motivate, and create excitement about school (ie birthdays, growth targets, birthday, excellent behavior, attendance, etc..)</p> <p>Teachers will use appropriate materials to challenge students and provide engaging lessons throughout the year for those students who are GATE and/or who need a greater challenge through differentiation</p> <p>Provide stipends to teachers/staff to attend training or provide PD staff in order to meet the needs of all learners within the classroom setting</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>Our students will have greater access to highly engaging and motivating materials and supplies through these actions. Greentree staff does an incredible job of intervening and helping struggling learners fill gaps. However, our GATE students do not always get the greater depth and complexity of material that they may need to remain engaged and go deeper with their learning. By providing incentives and access to advanced technologies for all students, we hope that students will engage in more collaborative opportunities to discover self confidence, and develop greater problem solving skills.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: Teachers will have opportunities for many district trainings both in person and online via Compass to increase their knowledge on meeting the needs of all learners within their classrooms. Staff will be supported by site mentors/coordinators as well as district and site leadership to support their needs.</p> <p>Year 2: Teachers will have opportunities for many district trainings both in person and online via Compass to increase their knowledge on meeting the needs of all learners within their classrooms. Staff will be supported by site mentors/coordinators as well as district and site leadership to support their needs.</p> <p>Year3: Teachers will have opportunities for many district trainings both in person and online via Compass to increase their knowledge on meeting the needs of all learners within their classrooms. Staff will be supported by site mentors/coordinators as well as district and site leadership to support their needs.</p>			
<p>How will success be measured? What data will be</p>	<p>Year 1: Number of GATE students will increase at GT and families will not leave for APAASS classes at other sites as evidenced on the annual</p>			

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>collected to measure progress and when?</p>	<p>3rd grade GATE testing forms. Behaviors will decrease as students become more engaged with activities and work that is deeper, more complex and meaningful to them as evidenced by less SOARing reflections and behavior notifications.</p> <p>Year 2: Number of GATE students will increase at GT and families will not leave for APAASS classes at other sites as evidenced on the annual 3rd grade GATE testing forms. Behaviors will decrease as students become more engaged with activities and work that is deeper, more complex and meaningful to them as evidenced by less SOARing reflections and behavior notifications.</p> <p>Year3: Number of GATE students will increase at GT and families will not leave for APAASS classes at other sites as evidenced on the annual 3rd grade GATE testing forms. Behaviors will decrease as students become more engaged with activities and work that is deeper, more complex and meaningful to them as evidenced by less SOARing reflections and behavior notifications.</p>			

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding for the following:

- impacted and intervention sections?
- site funding to support intervention programs before, during and after school?
- student support and safety?

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding for the following:

- instructional aides allocated from the LCAP?
- site funding to support intervention programs before, during and after school?
- support TOSA/AP?

Greentree Elementary School will utilize the direct support funding in the following ways:

* Instructional aides (IA's) will be assigned to support WIN time (Tier 2 support) for all grade levels as well as to support our English Language Learners, PK/K overlap instructional time, some Tier 3 intervention, and playground supervision.

* Site funds from Title I will support stipends for teachers to teach before/after school intervention programs for those students in need across all grade levels. Tier 3 Teacher (T3T) will continue to support students who require this more consistent in school intervention program at grades 3 - 6th.

* Our school support TOSA will continue to oversee our Title I program and be an integral member of our Multiple Tier System of Support (MTSS) team, School Intervention Team (SIT), as well as serve as our schools Title I coordinator.

ATSI Identified Schools

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification. Indicate the area which led to eligibility for ATSI and briefly describe the purpose of this plan.

Greentree Elementary School has been identified for Additional Targeted Support and Improvement (ATSI) in the area of .

This ATSI Plan is aligned to the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment. It will establish a goal to address the identified need for additional targeted support and improvements. This goal will be established based on measurable metrics and the strategies/actions will outline what will be implemented to attain the expected outcomes. Budgets, funding sources and people responsible will be indicated for the strategies and actions.

How were Educational Partners involved in the ATSI plan?

ATSI Plan:

Goal:
NA

Identified Need

Metric	Baseline	Expected Outcome

Strategies & Actions:	Funding Source	Budgeted	Persons

ATSI Annual Review (2023-2024)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Which strategies were most effective? Least effective?

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

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$215,674.12
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$93,340.12

Subtotal of additional federal funds included for this school: \$93,340.12

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Base	\$85,271.00
LCFF Supplemental	\$32,593.00
Lottery	\$4,470.00

Subtotal of state or local funds included for this school: \$122,334.00

Total of federal, state, and/or local funds for this school: \$215,674.12

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF Base	85,271.00
LCFF Supplemental	32,593.00
Lottery	4,470.00
Title I	93,340.12

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	85,271.00
	LCFF Supplemental	32,593.00
	Lottery	4,470.00
	Title I	93,340.12

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,611.12
Goal 2	136,593.00
Goal 3	18,470.00

ATSI Goal

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 Advisory Committee
	Special Education Advisory Committee
	Advanced Learning and Differentiation 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 16, 2024.

Attested:

Principal, Tamara Brown on 5/16/24
SSC Chairperson, Deepika Nathan on 5/16/24

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Sara Franko	Parent or Community Member
Stephanie Chantrill	Parent or Community Member
Deepika Nathan	Parent or Community Member
Michele Prigo	Parent or Community Member
Vickie Oshima	Parent or Community Member
Shawna Shore	Other School Staff
ChrissAnn Patterson	Classroom Teacher
Julie Robins	Classroom Teacher
Emily Bozentka	Classroom Teacher
Tammi Brown	Principal

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.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Greentree Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.62%	0.89%	0.67%	7	4	3
Asian	31.18%	32.29%	33.11%	135	145	148
Filipino	2.08%	2.67%	2.46%	9	12	11
Hispanic/Latino	27.25%	26.95%	27.74%	118	121	124
Pacific Islander	%	0%	%	0	0	
White	21.25%	21.16%	23.27%	92	95	104
Multiple/No Response	9.24%	11.58%	12.75%	40	52	57
Total Enrollment				433	449	447

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	62	57	38
Grade 1	57	62	59
Grade 2	64	73	61
Grade3	57	69	68
Grade 4	53	64	65
Grade 5	66	57	68
Grade 6	74	67	61
Total Enrollment	433	449	447

Conclusions based on this data:

1. Our Asian and Hispanic/Latino populations continue to increase and are the largest percentages of our overall school enrollment at 32.29% and 26.95% respectively.
2. Staff will need to continue to enhance designated and supplemental EL instruction in order to continue to reclassify our students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	93	76	77	15.4%	21.5%	17.2%
Fluent English Proficient (FEP)	44	75	75	10.0%	10.2%	16.8%
Reclassified Fluent English Proficient (RFEP)	23	44		39.5%	19.80%	

Conclusions based on this data:

1. Data indicates that our EL population has decreased by 5% with more students being identified as FEP ~ up 6.5% over the previous school year.
2. We have nearly doubled (16.9% increase) in our students who have been reclassified since the 21/22 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	68	0	61	67	0	61	67	0.0	96.8	98.5
Grade 4	46	56	66	0	56	66	0	56	66	0.0	100.0	100.0
Grade 5	46	66	57	0	65	56	0	65	56	0.0	98.5	98.2
Grade 6	48	76	66	0	73	66	0	73	66	0.0	96.1	100.0
All Grades	184	261	257	0	255	255	0	255	255	0.0	97.7	99.2

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.	2427.		36.07	28.36		22.95	25.37		21.31	16.42		19.67	29.85
Grade 4		2476.	2461.		32.14	21.21		23.21	22.73		19.64	24.24		25.00	31.82
Grade 5		2551.	2541.		44.62	39.29		26.15	28.57		13.85	21.43		15.38	10.71
Grade 6		2550.	2569.		27.40	37.88		30.14	24.24		21.92	16.67		20.55	21.21
All Grades	N/A	N/A	N/A		34.90	31.37		25.88	25.10		19.22	19.61		20.00	23.92

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	20.90		62.30	59.70		11.48	19.40
Grade 4		25.00	18.18		60.71	62.12		14.29	19.70
Grade 5		33.85	23.21		56.92	66.07		9.23	10.71
Grade 6		35.62	40.91		42.47	43.94		21.92	15.15
All Grades		30.59	25.88		54.90	57.65		14.51	16.47

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	25.37		47.54	40.30		22.95	34.33
Grade 4		18.18	10.61		63.64	63.64		18.18	25.76
Grade 5		38.46	23.21		49.23	66.07		12.31	10.71
Grade 6		20.55	36.36		49.32	40.91		30.14	22.73
All Grades		26.77	23.92		51.97	52.16		21.26	23.92

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	13.43		77.05	76.12		9.84	10.45
Grade 4		10.71	7.58		76.79	74.24		12.50	18.18
Grade 5		18.46	26.79		75.38	66.07		6.15	7.14
Grade 6		24.66	21.21		68.49	65.15		6.85	13.64
All Grades		17.25	16.86		74.12	70.59		8.63	12.55

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	19.40		63.93	59.70		11.48	20.90
Grade 4		19.64	16.67		66.07	68.18		14.29	15.15
Grade 5		24.62	23.21		69.23	66.07		6.15	10.71
Grade 6		24.66	30.30		64.38	62.12		10.96	7.58
All Grades		23.53	22.35		65.88	63.92		10.59	13.73

Conclusions based on this data:

- Overall, more students are NOT meeting ELA standards on the CAASPP test in grades 3 - 6 (23.92%). 3rd (29.85%), 4th (31.82%), 5th (10.71%), 6th (21.21%)
- Fifth grade students are scoring above, at, or near standard compared to other students in Reading (89.28%), Writing (89.28%) Listening (92.86%). Sixth graders scored at or above the standard in the area of Research/Inquiry with 94.68% of students.
- Students overall have had limited exposure to CAASP since the 2019 school year. Plans to increase the number of students meeting grade level standards (Tier 2 and Tier 3 intervention as well as EL support) are contained within this plan.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	68	0	62	68	0	62	68	0.0	98.4	100.0
Grade 4	46	56	66	0	56	66	0	56	66	0.0	100.0	100.0
Grade 5	46	66	57	0	65	56	0	65	56	0.0	98.5	98.2
Grade 6	48	76	66	0	74	66	0	74	66	0.0	97.4	100.0
All Grades	184	261	257	0	257	256	0	257	256	0.0	98.5	99.6

* 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.	2440.		27.42	30.88		32.26	25.00		22.58	14.71		17.74	29.41
Grade 4		2482.	2475.		16.07	18.18		35.71	28.79		33.93	25.76		14.29	27.27
Grade 5		2531.	2509.		38.46	23.21		16.92	23.21		15.38	28.57		29.23	25.00
Grade 6		2561.	2575.		33.78	48.48		24.32	10.61		21.62	24.24		20.27	16.67
All Grades	N/A	N/A	N/A		29.57	30.47		26.85	21.88		22.96	23.05		20.62	24.61

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	30.88		50.00	44.12		20.97	25.00
Grade 4		23.21	22.73		58.93	51.52		17.86	25.76
Grade 5		35.38	23.21		43.08	48.21		21.54	28.57
Grade 6		31.08	36.36		51.35	45.45		17.57	18.18
All Grades		29.96	28.52		50.58	47.27		19.46	24.22

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	32.35		51.61	42.65		17.74	25.00
Grade 4		28.57	16.67		51.79	57.58		19.64	25.76
Grade 5		33.85	12.50		40.00	71.43		26.15	16.07
Grade 6		21.62	34.85		55.41	45.45		22.97	19.70
All Grades		28.40	24.61		49.81	53.52		21.79	21.88

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	25.00		56.45	51.47		12.90	23.53
Grade 4		14.29	21.21		67.86	57.58		17.86	21.21
Grade 5		23.08	14.29		56.92	67.86		20.00	17.86
Grade 6		29.73	39.39		55.41	53.03		14.86	7.58
All Grades		24.90	25.39		58.75	57.03		16.34	17.58

Conclusions based on this data:

- Overall, 3rd - 6th grade students perform best in the area of Communicating Reasoning, by demonstrating the ability to support mathematical conclusions.
- Sixth graders out perform 3rd - 5th graders in the area of Mathematical Concepts and Procedures with 81.81% of students above, at or near the standard in this area.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the ELPAC.org website for more information about the ELPAC.

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	1492.6	*	1450.8	1477.0	*	1405.2	1528.9	6	11	11
1	*	1439.9	1436.8	*	1437.3	1435.5	*	1442.1	1437.5	9	14	13
2	*	1456.4	1474.1	*	1442.6	1475.3	*	1469.5	1472.5	9	17	12
3	*	*	1486.9	*	*	1496.7	*	*	1476.4	7	10	15
4	*	*	1519.1	*	*	1526.8	*	*	1511.1	4	8	11
5	*	*	*	*	*	*	*	*	*	9	8	5
6	*	*	*	*	*	*	*	*	*	4	10	5
All Grades										48	78	72

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	45.45	*	36.36	36.36	*	27.27	18.18	*	18.18	0.00	*	11	11
1	*	7.14	0.00	*	42.86	46.15	*	28.57	30.77	*	21.43	23.08	*	14	13
2	*	11.76	0.00	*	29.41	66.67	*	29.41	16.67	*	29.41	16.67	*	17	12
3	*	*	20.00	*	*	26.67	*	*	26.67	*	*	26.67	*	*	15
4	*	*	36.36	*	*	27.27	*	*	36.36	*	*	0.00	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	17.95	23.61	27.08	37.18	40.28	39.58	32.05	22.22	8.33	12.82	13.89	48	78	72

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	*	27.27	45.45	*	36.36	27.27	*	18.18	0.00	*	11	11
1	*	7.14	7.69	*	42.86	53.85	*	14.29	30.77	*	35.71	7.69	*	14	13
2	*	11.76	25.00	*	23.53	50.00	*	41.18	16.67	*	23.53	8.33	*	17	12
3	*	*	40.00	*	*	13.33	*	*	26.67	*	*	20.00	*	*	15
4	*	*	45.45	*	*	54.55	*	*	0.00	*	*	0.00	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	28.21	37.50	35.42	34.62	36.11	27.08	23.08	18.06	6.25	14.10	8.33	48	78	72

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	45.45	*	63.64	18.18	*	27.27	27.27	*	9.09	9.09	*	11	11
1	*	14.29	7.69	*	7.14	30.77	*	50.00	38.46	*	28.57	23.08	*	14	13
2	*	11.76	0.00	*	29.41	41.67	*	35.29	33.33	*	23.53	25.00	*	17	12
3	*	*	0.00	*	*	40.00	*	*	20.00	*	*	40.00	*	*	15
4	*	*	9.09	*	*	27.27	*	*	45.45	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	7.69	12.50	27.08	24.36	33.33	43.75	44.87	30.56	10.42	23.08	23.61	48	78	72

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	36.36	*	72.73	63.64	*	9.09	0.00	*	11	11
1	*	28.57	23.08	*	28.57	61.54	*	42.86	15.38	*	14	13
2	*	17.65	0.00	*	52.94	83.33	*	29.41	16.67	*	17	12
3	*	*	20.00	*	*	33.33	*	*	46.67	*	*	15
4	*	*	36.36	*	*	63.64	*	*	0.00	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	30.77	23.61	47.92	51.28	61.11	14.58	17.95	15.28	48	78	72

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	27.27	*	54.55	54.55	*	18.18	18.18	*	11	11
1	*	7.14	30.77	*	71.43	53.85	*	21.43	15.38	*	14	13
2	*	5.88	41.67	*	64.71	50.00	*	29.41	8.33	*	17	12
3	*	*	60.00	*	*	26.67	*	*	13.33	*	*	15
4	*	*	72.73	*	*	27.27	*	*	0.00	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	38.46	52.78	66.67	48.72	36.11	8.33	12.82	11.11	48	78	72

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	45.45	*	81.82	54.55	*	9.09	0.00	*	11	11
1	*	21.43	30.77	*	35.71	38.46	*	42.86	30.77	*	14	13
2	*	11.76	16.67	*	70.59	58.33	*	17.65	25.00	*	17	12
3	*	*	0.00	*	*	53.33	*	*	46.67	*	*	15
4	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	10.26	22.22	56.25	60.26	52.78	12.50	29.49	25.00	48	78	72

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	72.73	*	36.36	9.09	*	9.09	18.18	*	11	11
1	*	14.29	0.00	*	64.29	61.54	*	21.43	38.46	*	14	13
2	*	17.65	0.00	*	47.06	83.33	*	35.29	16.67	*	17	12
3	*	*	6.67	*	*	60.00	*	*	33.33	*	*	15
4	*	*	0.00	*	*	81.82	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.40	17.95	15.28	59.57	62.82	61.11	17.02	19.23	23.61	47	78	72

Conclusions based on this data:

- The percentage of students with an overall level of 4 or 3 has increased. Intentional support and attention to designated ELD in the classroom and supplemental instruction with our IA's has contributed to this increase.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
449	29.6	16.9	0.7
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	76	16.9
Foster Youth	3	0.7
Homeless		
Socioeconomically Disadvantaged	133	29.6
Students with Disabilities	83	18.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9
Asian	145	32.3
Filipino	12	2.7
Hispanic	121	26.9
Two or More Races	52	11.6
White	95	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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Yellow	Suspension Rate Green
Mathematics Green		
English Learner Progress Blue		

Conclusions based on this data:

1. Our chronic absenteeism is high and is an identified area of focus in this Single School Plan for Student Achievement.
2. 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

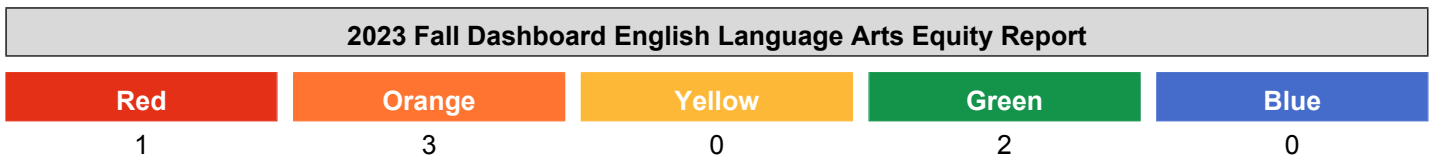
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>17.1 points above standard</p> <p>Decreased -7.4 points</p> <p>247 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>6.9 points below standard</p> <p>Decreased -12.1 points</p> <p>69 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>15.5 points below standard</p> <p>Decreased -3.6 points</p> <p>75 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>70.6 points below standard</p> <p>Decreased Significantly -17.6 points</p> <p>50 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	 Green 47.3 points above standard Decreased Significantly - 16.1 points 80 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 24.7 points below standard Decreased -4.2 points 65 Students	46.5 points above standard Maintained -0.6 points 28 Students	 No Performance Color 0 Students	 Green 12.1 points above standard Decreased -5.3 points 54 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69 points below standard Increased +13.6 points 32 Students	46.7 points above standard Decreased -7.4 points 37 Students	20.1 points above standard Decreased -8.5 points 158 Students

Conclusions based on this data:

1. This is a need to focus on our Hispanic students. Not only are the 65 students identified in this subgroup almost 25 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 46 points above standard which is better than our EO students are performing.

School and Student Performance Data

Academic Performance Mathematics

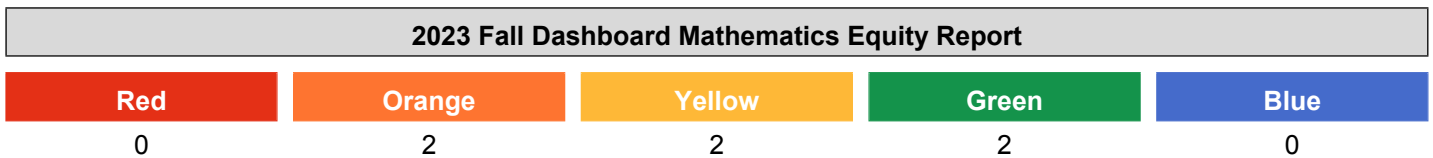
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 1.1 points above standard Decreased -6.6 points 247 Students	<p>English Learners</p>  Yellow 9.7 points below standard Maintained -1.9 points 69 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 29 points below standard Maintained +1.7 points 75 Students	<p>Students with Disabilities</p>  Orange 83.8 points below standard Decreased Significantly -30.2 points 50 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	 Green 37.6 points above standard Decreased Significantly - 25.9 points 80 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 50.7 points below standard Increased +5.8 points 65 Students	14 points above standard Decreased Significantly - 25.4 points 28 Students	 No Performance Color 0 Students	 Green 5.9 points above standard Maintained +0.9 points 54 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
57.8 points below standard Increased Significantly +49.5 points 32 Students	31.9 points above standard Maintained -2.4 points 37 Students	4 points above standard Decreased -6 points 158 Students

Conclusions based on this data:

1. Overall, all students are performing almost 9% over the standard with our Asian students and white students performing either Very High or High respectively.
2. Our Hispanic students are performing low ~ 50.7% points below the standard and will be addressed in this plan.
3. Our current EL students (32) scored almost 58 points below the standard, but increased almost 50 points from the prior year.

School and Student Performance Data

Academic Performance English Learner Progress

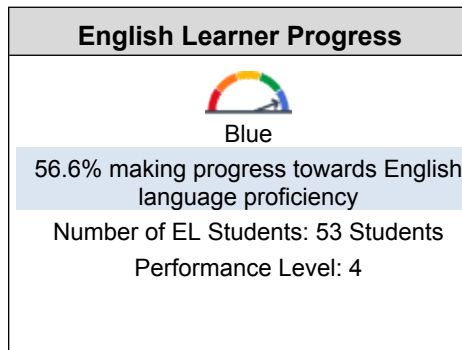
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 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.

2023 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
6	17	1	29

Conclusions based on this data:

- Overall our EL Students are maintaining or increasing by at least one ELPI level. Increased focus on EL will continue to see upward trends continue.

School and Student Performance Data

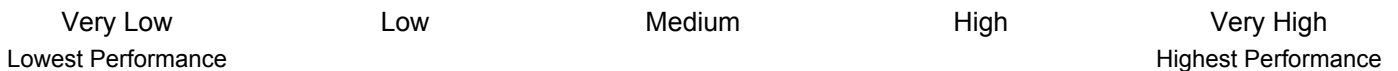
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

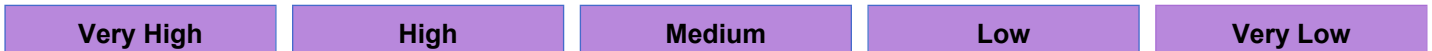
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



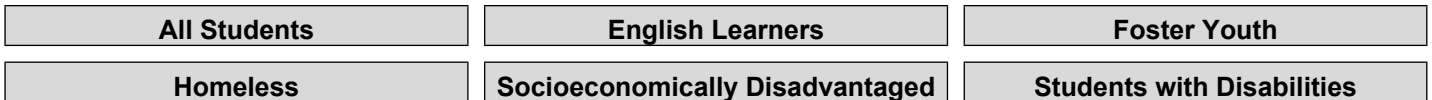
This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

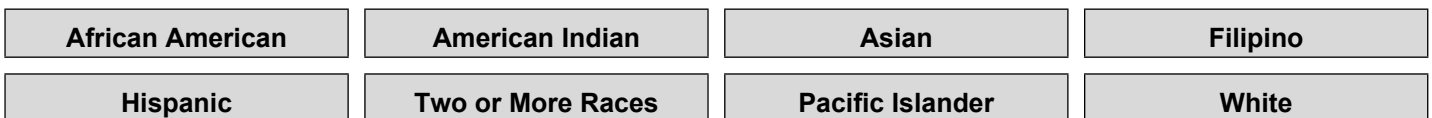


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 12.3% Chronically Absent Declined Significantly -5.2 471 Students	English Learners Yellow 11.6% Chronically Absent Declined -8.2 86 Students	Foster Youth Less than 11 Students 3 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 18.2% Chronically Absent Declined -5.5 148 Students	Students with Disabilities Orange 22.2% Chronically Absent Declined -11.5 99 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	 Green 8.5% Chronically Absent Declined -1.1 153 Students	16.7% Chronically Absent Declined -8.3 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 21.5% Chronically Absent Declined -7.2 130 Students	 Green 4.3% Chronically Absent Declined -10.7 69 Students	 No Performance Color 0 Students	 Yellow 11.7% Chronically Absent Declined -5 103 Students

Conclusions based on this data:

- 12.3% of students were chronically absent to school. Hispanic students 21.5%, White students 11.7% and two or more races 21.5%, SED, 18.2%, EL 11.6%, SWD 22.2% chronically absent. While these have declined over the prior school year, they are still too high and we will continue to focus on attendance.
- Tardiness has also been identified as a problematic area and will be addressed through MTSS awards and incentives.

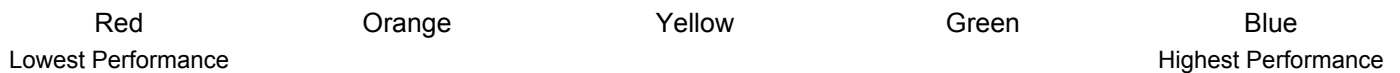
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

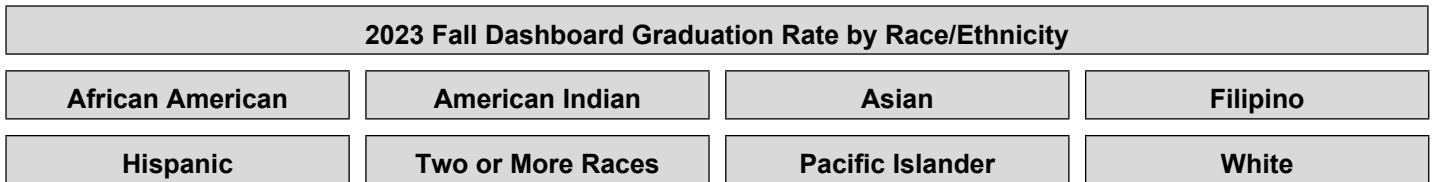
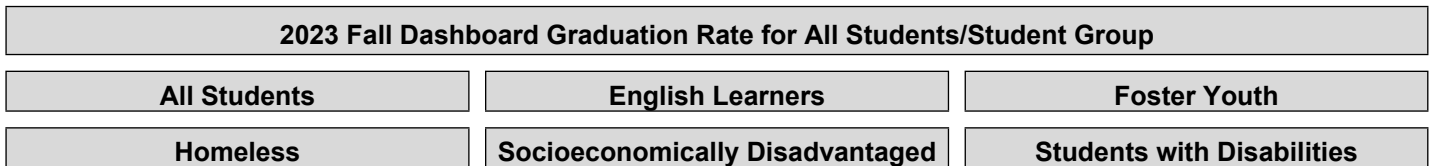
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

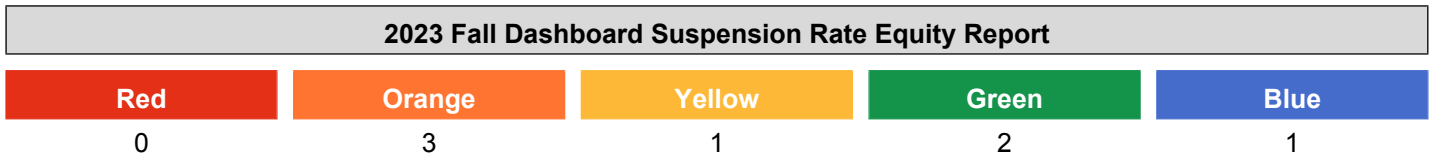
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Orange	Less than 11 Students 3 Students
0.8% suspended at least one day	2.2% suspended at least one day	
Maintained 0.2 480 Students	Increased 1.4 89 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Green	 Orange
0 Students	0.7% suspended at least one day	4% suspended at least one day
	Maintained 0 151 Students	Increased 3 99 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 4 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 156 Students</p>	<p align="center">0% suspended at least one day Maintained 0 12 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green 0.7% suspended at least one day Declined -0.8 134 Students</p>	<p align="center"> Orange 2.9% suspended at least one day Increased 1.5 69 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Yellow 1% suspended at least one day Increased 1 105 Students</p>

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.

Instructions

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

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

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

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

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

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 is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. 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. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. 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).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



HOMEWORK POLICY

Greentree Elementary School

Adopted: September 2011
Updated: 10/2012, 4/2015, 10/2016, 10/2018, 8/2022, 5/2024

Tamara Brown
tamarabrown@iusd.org

The Greentree Staff believe that students *and their families* have active lives outside of the school setting which greatly enhances their participation in our programs within the school day. Therefore, it is our belief that homework, when given, should be **purposeful** and should allow our students to reflect on thoughtful instruction that has taken place within the instructional day. We believe that learning is an active, versus passive process that allows us, as continual learners, to grapple with new ideas that challenge us to be **independent** thinkers. We are firm believers that reading for pleasure, whether independently or being read to, is an integral part of all learning. We will ensure that the amount of homework is consistent across the grade level and that some form of feedback is provided to each student in a timely manner.



Please see below for each grade level's purpose for providing homework:



Our youngest learners are just being exposed to school and they are learning how to communicate their needs, share with friends, take turns and follow directions.



The purpose of homework in kindergarten is to introduce and establish daily routines and learn responsibility. -Students at this level might practice high frequency words, read phonics library books and or practice math concepts taught that day.



The purpose of homework in 1st grade is to create accurate, fluent and engaged readers, skilled writers and strategic mathematicians. Teachers will provide practice on previously taught skills as well as to enrich and expand concepts.



The purpose of homework in 2nd grade is to reteach and review. Reteach: checking for understanding after a lesson has been taught. Review: go over topics previously taught in the instructional day.



The purpose of homework in 3rd grade is to check for understanding after direct instruction, to provide practice on previously taught skill(s) and to enrich and expand upon concepts taught in class.



In our upper grade classrooms (4th, 5th, and 6th) homework is assigned to preview, review and reinforce skills learned in the classroom as well as to finish classwork that was not completed during the day. Homework should be meaningful, enabling the students to become independent and responsible learners.


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 Advisory Committee
	Special Education Advisory Committee
	Advanced Learning and Differentiation 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 16, 2024.

Attested:

Principal, Tamara Brown on 5/1/6/24
SSC Chairperson, Deepika Nathan on 5/16/24