School Year: **2025-26**

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	Reapproval October 21, 2025 / April 29, 2025	Reapproval Nov., 4, 2025 / June 24, 2025

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	STAR Reading, Tier 3 data, LPA. Educlimber, CA Dashboard, Title I Intervention logs
Strengths	Overall, ELA performance on CA Dashboard is 12.2 points above standard (green). Several student groups are performing well. Asian students are 35.6 points above standard(green). English Learners are also rated as Green and are 3 points above standard with an increase of 10 points. White students are performing at the Blue level, scoring 28.3 points above standard with an increase of 16.2 points. Recently Reclassified English Learners are performing strongly in ELA, scoring 60.6 points above standard with an increase of 13.9 points.
	37 students rec'd Tier 3 instruction in ELA. 20 of them have either exited or are near exiting the program. An EL Bootcamp was conducted for students to familiarize them with elements of the ELPAC test. Grade levels and number of students who participated are: 2nd-7 students, 3rd-11students, 4th-6 students, 5th-8 students, 6th-11 students. Title I Before classes were held for Kindergarten students who were struggling with sound/letter recognition. Twelve students participated in this program.
	Star Reading assessment data shows growth across all grade levels from the beginning to the middle of the year. Third grade increased by 10%, fourth grade saw the highest growth at 17.4%, fifth grade grew by 3.6%, and sixth grade showed a modest increase of 0.9%. As of the middle-of-the-year assessment, the percentage of students performing at Benchmark levels were: third grade at 67.3%, fourth grade at 82.5%, fifth grade at 62.7%, and sixth grade at 72.1%. These results highlight areas of progress as well as opportunities for continued support and targeted instruction.
	LPA: MYO Assessment Results
	K - 91.3 % of students have alphabet recognition, 82.2% have met the benchmark on the phonics inventory, 81.8% of students have phonemic Awareness, 70% have met the benchmark for the reading assessment.
	1st grade - 100% of students have met the Phonemic Awareness Assessment, 83.8% have met the phonics inventory,
	2nd grade - data not currenlty accessible on educlimber
	3rd grade - data not currenlty accessible on educlimber
Areas for Growth	Despite the overall Green rating, there has been a decline of 4.8 points in ELA performance for all students. Several student groups are performing below standard. Students with Disabilities are significantly below standard ~ 81.2 points with a decline of 10.7 points (Red). Hispanic students are rated Orange and are 37.6 points below standard with a substantial decline of 12.9 points. Socioeconomically Disadvantaged students are also rated Orange, scoring 33.6 points below standard with a significant decline of 18.1 points. The Two or More Races student group, while scoring 23.5 points above standard, has experienced a considerable decline of 23 points.
	Current English Learners, while showing an increase, are still 61.1 points below standard. English Only students have declined by 10.7 points and are 9.3 points above standard.

	Literacy
	LPA: approximately 18% of our Kindergarten students are lacking phonemic awarenexx and are not meeting the phonics inventory benchmarks on the MOY assessment. 11 students (27.5%) have not met the reading assessment benchmark as of the middle of the year.
Questions & Key Findings	While our students show an overall strength in ELA performance and positive outcomes for some student groups, there are significant areas needing attention, particularly in addressing the declining overall performance and the low achievement and negative trends for Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students.

	Math
Data Analyzed	STAR Math, Educlimber, CA Dashboard, Tier 3 data, Title I intervention Logs
Strengths	Overall, Greentree Elementary's performance in Mathematics is rated as Yellow. While Yellow indicates they are 2.3 points below standard, it's not the lowest performance level. Several student groups are performing at or above the standard. Asian students are 36.6 points above standard (blue). White students and English Learners are both in the Green with White students 5.4 points above standard and English Learners 2 points below standard. Recently Reclassified English Learners are performing strongly in Mathematics, scoring 37.8 points above standard with an increase of 6 points. Current English Learners have shown increased performance in Mathematics, with an increase of 13.8 points although they are still 44 points below standard. 9 students rec'd Tier 3 math support thus far this school year. 2 of those students have exited or are near exiting the program. Title 1 Before/After school classes were held for students who were identified as struggling based on STAR math results. Grade levels and number of students who participated are: 1st- 9 students, 2nd -14 students, 5th Math-13 students, 6th Math 10 students. Star Math data from the beginning to the middle of the year shows growth across most grade levels. Second grade demonstrated a 14.8% increase, third grade grew by 4.4%, fourth grade showed the strongest growth at 15.1%, and fifth grade increased by 3%. Middle of the year Benchmark data shows 75.9% of second graders, 66.7% of third graders, 83.9% of fourth graders, and 63.6% of fifth graders are performing at or above Benchmark. In first grade, where only 23 students were assessed, 60.9% met Benchmark expectations. For sixth grade, the fall Math Prerequisite Skills assessment revealed that 26.9% of students scored 34% or below, 41.8% scored between 35–64%, 20.9% scored between 65–84%, and only 10.4% (7 students) mastered the assessment with a score of 85% or above.
Areas for Growth	Overall, there has been a decline of 3.4 points in Mathematics performance for all students, moving from 1.1 points above standard in 2023 to 2.3 points below standard in 2024. Several student groups are performing below standard. Students with Disabilities are in the Red and are significantly below standard (96.2 points) with a decline of 12.4 points. Hispanic students are rated Orange and are 57.1 points below standard with a decline of 6.4 points. Socioeconomically Disadvantaged students are also rated Orange, scoring 37.8 points below standard with a decline of 8.8 points. English Only students have also shown a decline of 7.9 points and are 3.9 points below standard. 3rd and 5th grade students had the least percentage of growth from BOY to MOY on the STAR math assessment with only 66.7% and 63.6% of students at benchmark mid year.
Questions & Key Findings	While some student groups show strong performance in Mathematics, there is an overall decline in achievement, and significant gaps exist for Students with Disabilities, Hispanic

	Math
	students, and Socioeconomically Disadvantaged students. The below-typical growth for several student groups also indicates a need to focus on accelerating learning in this subject. The Star Math data highlights overall progress in math across most grade levels, while also indicating a need for targeted support in specific areas, particularly for sixth grade students who continue to develop foundational skills.

	SEL/Behavior
Data Analyzed	Panorama, Annual Climate Survey (Hanover), ERC intervention logs
Strengths	Based on fall 2024 Panorama data, a strong sense of belonging is evident, with 66% of students reporting favorably, indicating they feel like valued members of the school community. This shows a +3 change since the last survey. A large majority of students (86%) feel they receive at least some respect from other students, with 56% reporting a tremendous amount or quite a bit of respect. 76% of students report feeling like they belong quite a bit or completely at their school. Strengths in Student Competencies: Grit is a notable strength, with 61% of students responding favorably. Specifically: 65% are quite or extremely likely to try again if they fail at an important goal, 59% can stay quite or extremely focused on an important project even with distractions, 60% can keep working quite or extremely well when facing problems while pursuing an important goal. Self-Management shows a strong favorable response at 73%. This includes: A high percentage of students (84%) report coming to class prepared at least frequently. An equally high percentage (85%) follow directions in class at least frequently. A majority (63%) get their work done right away at least frequently. 78% stay focused at least frequently when working independently. 76% allow others to speak without interrupting at least frequently. Social Awareness is another area of strength, with 66% favorable responses. This includes: 75% listen at least quite carefully to others' viewpoints, 84% care at least quite a bit about other people's feelings, 74% get along at least pretty well with students who are different from them, A large majority (92%) are at least somewhat respectful of others' views when they disagree, 85% can stand up for themselves without putting others down at least somewhat, 81% can disagree with others without starting an argument at least somewhat, 69% compliment others' accomplishments at least frequently. Supportive Relationships stand out as a significant strength, with 85% of students reporting favorably. An overwhelming majority indicate they have someone they can count on: 83% have a teacher or other adult at school, 90% have a family member or other adult outside of school, 83% have a friend from school.
Areas for Growth	One significant area for growth is Emotion Regulation, where the average favorable response is only 36%. This is notably lower than the district average of 50%. Only 36% of students report being able to pull themselves out of a bad mood frequently or almost always. Only 29% of students report being quite or extremely calm when things go wrong for them. Another area indicating a need for growth is School Climate, with a favorable response rate of 57%. This is below the district average of 64%. Specifically, when asked about how the behavior of other students hurts or helps their learning, only 26% reported that it helps their learning a tremendous amount or some. A significant 36% indicated that it neither helps nor hurts, while 18% reported that the behavior of other students hurts their learning at least a little bit. This suggests a need to foster a more positive and supportive learning environment where student behavior consistently contributes to learning.
Questions & Key Findings	Based on the Panorama data, the most prominent areas for growth in SEL competencies at Greentree appear to be in Emotion Regulation and improving the School Climate, particularly regarding student behavior impacting learning. While other

SEL/Behavior
competencies show relative strengths, there are specific skills within Grit, Self-Management, Social Awareness, and Sense of Belonging that could be further developed to reach district averages or improve overall student well-being and learning. Due to the low participation rates on the Hanover surveys—student (103 responded), parent (53 responded, 44 completed), and staff (25 responded, 20 completed)—it is difficult to draw definitive conclusions or accurately determine the needs of each stakeholder group based on the available data. The limited sample size may not adequately reflect the broader perspectives and experiences within our school community.

	School Climate
Data Analyzed	Annual Climate Survey (Hanover) , Sign In sheets for Parent Academy classes, Attendance Data
Strengths	One of our key strengths is the consistent availability and willingness of staff and community members to present at Parent Academies. Their active participation not only enriches the sessions with diverse expertise and perspectives but also strengthens the home-school connection. This collaborative effort ensures families have access to valuable resources, guidance, and support, fostering a more informed and engaged school community. Each year, our parents are surveyed to identify topics they are interested in or would like to learn more about through our Parent Academies. This feedback helps us tailor our sessions to better meet the needs and interests of our school community, ensuring the content is relevant and meaningful for families. Schoolwide attendance numbers have improved to 94.17% positive attendance from September 2024 - March 2025 with four grade levels (2nd, 4th, 5th, 6th) averaging 95% positive attendance rates and K and 1st grades with 94%.
Areas for Growth	Due to the low participation rates on the Hanover surveys—student (103 responded), parent (53 responded, 44 completed), and staff (25 responded, 20 completed)—it is difficult to draw definitive conclusions or accurately determine the needs of each stakeholder group based on the available data. The limited sample size may not adequately reflect the broader perspectives and experiences within our school community. An area of growth is increasing parent participation in our planned Parent Academies. Low attendance limits the reach of important information and resources intended to support families, which in turn affects overall engagement and awareness within our school community. Enhancing outreach efforts and exploring alternative formats or times may help boost participation and ensure more families benefit from these valuable opportunities. 88% of the 53 parents that responded feel that their child is successful at school and 85% feel that Greentree teachers ackowledge and make an effort to connect with their child. 89% of these parents also feel that teachers help them understand where their child needs to improve. Attendance data indicates that our PK and 3rd graders have the lowest attendance rates: PK - 89% and 3rd grade 93%.
Questions & Key Findings	Due to the low participation rates on the Hanover surveys—student (103 responded), parent (53 responded, 44 completed), and staff (25 responded, 20 completed)—it is difficult to draw definitive conclusions or accurately determine the needs of each stakeholder group based on the available data. The limited sample size may not adequately reflect the broader perspectives and experiences within our school community.

	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 wanted dramatically since COVID. Parent academy attendance
* Attendance, tardiness, and chronic absenteeism ~ although improved from last year, Hispanic student attendance averages went from 90.66% to 93.67% as of this writing and muliple ethnicities increased from 85.59% to 95.91% as of spring 2025.. Overall attendance was lowest on Mondays (91.81% ADA) as of last year, and has improved to 94.18% on both Mondays/Fridays being the days with lowest attendance during the week. Tardiness continues to be a problem averaging
* 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)
* While some student groups show strong performance in Mathematics, there is an overall decline in achievement, and significant gaps exist for Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students. The below-typical growth for several student groups also indicates a need to focus on accelerating learning in this subject.

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

Staff through staff meeting to review CA Dashboard information, review of goals. Meeting dates: Januaray 15, 2025 and February 12, 2025. MTSS team (evidence based program feedback, changes to activities within each goal area created). Meeting dates: December 5, 2025 and March 27th, 2025. SSC (LCAP/CA Dashboard presentations, Input on evidence based program from MTSS team shared, updates to draft SPSA shared via hardcopy and study guide/podcast from Notebook LM). Meeting dates January, 28, 2025, March 25, 2025, and April 8th 2025.

Annual Review
SPSA Year Reviewed: 2024-25

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?

Goal 1: All strategies/actions were generally implemented as intended. The community partnership with All Kids Bike, in which our hope was to incorporate bycycle instruction/education for our youngest students, did not manifest due to limited fundraising resources.
Goal 2: The activity for supporting struggling students with highly engaging and visually appealing materials (Teachers Pay Teachers) was not implemented as not all resources are standards and/or researched based, so that acitivty will be eliminated. The purchase of furniture to house intervention materials was not accessed this year, due to having plenty of storage now available for materials that the site has available for staff use. Our intervention in the areas of math, ELA and our ELPAc bootcamp were very successful this year. However, we lacked a writing component which is necessary in all grade levels.
Goal 3: All strategies/actions were implemented as planned.

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.

The continued focus on schoolwide attendance has improved our overall attendance rates to go up by over 2% schoolwide. Purchasing of materials that are more culturally diverse has provided students to "be seen" at school and made to feel included with the overall school programs. Before/Afterscnool intervention opportunties, when attended consistenly, has shown positive growth in reading/math performance within the classroom setting. Our intervention in the areas of math, ELA and our ELPAc bootcamp were very successful this year. However, we lacked a writing component which is necessary in all grade levels. Students are beginning to be able to identify and control their emotional regulation through consistent messaging, check ins, and work with our Elem. Resource Counselor. The focus on Tier 2/WIN time and Tier 3 time, is helping to bring those students who struggle to meet grade level standards, closer to closing the gap and keeping the numbers of students referred for assessment to a minimum.

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

We have decided that we need to incorporate a writing intervention (Handwriting w/o Tears) into our plans as this is an area that is keeping many of students from being successful at the earliest stages and then prohibits them from making progress on the ELPAC test as well.

Priority Focus Area (Goal) 1:

Greentree Elementary will create a positive school climate and a comprehensive system of Tier 2 supports to foster both student and family personal and academic growth. To improve student behavior and enhance positive peer interactions during unstructured times, the school will implement enhanced playground supervision for both primary and upper grades. In alignment with research-based practices, including PBIS, Social-Emotional Learning (SEL), and student leadership opportunities (e.g., PAL program), Greentree will work to build a climate of respect and inclusivity that honors our diverse community of learners. These efforts aim to increase the sense of belonging among students and families and strengthen the overall Greentree school community.

Outcomes

Identify the <u>measurable outcomes</u> you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	<mark>Year 2</mark>	Expected Outcomes – What goal is the school trying to reach in 3 years?
Annual Survey	School Climate: * I feel safe at all times while on campus: Strongly agree/agree = 82% of parents and 80% of staff *My child ha 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	Due to the low participation rates on the Hanover surveys—student (103 responded), parent (53 responded, 44 completed), and staff (25 responded, 20 completed)—it is difficult to draw definitive conclusions or accurately determine the needs of each stakeholder group based on the available data. The limited sample size may not adequately reflect the broader perspectives and experiences within our school community. One of our key strengths is the consistent availability and willingness of staff and community members to present at Parent Academies. Their active participation not only enriches the sessions with diverse expertise and perspectives but also strengthens the home-school connection. This collaborative effort ensures families have access to valuable resources, guidance, and support, fostering a more informed and engaged school community. Each year, our parents are surveyed to identify topics they are	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 wtih the school feel welcomed and respected, regardless of race, ability, culture or income level, whlte 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).

What metrics are being used?	Baseline - Year 1	<mark>Year 2</mark>	Expected Outcomes – What goal is the school trying to reach in 3 years?
	* School supports students of different races, ethnicities and culturs = 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 * My family feels welcome participatig in school activities = Very satisfied/satisfied = 83% of students, * School provides translation and interpretations services to families who need them = Very satisfied/satisfied = 75% of parents, 93% of staff School Climate Homework and Grading Practices: * Homework is included as a part of my grade: Strongly agree/agree = 13% students * Opportunity to retake tests/quizzes to improve my grades: Strongly agree/agree=83% students * My child's grades accurately reflect what they know: Very satisfied/satisfied = 72% of parents * My teacher accepts late work = Very satisfied/satisfied = 76% of students * My teacher assigns a "zero" for missing work = Very satisfied/satisfied = 26% of students	interested in or would like to learn more about through our Parent Academies. This feedback helps us tailor our sessions to better meet the needs and interests of our school community, ensuring the content is relevant and meaningful for families.	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Panorama Survey (SEL)	Students in grades 3 - 6 self reported the following favorable percentages in the these SEL competancies: * 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) 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. Self-management, Social Awareness, Git, Emotional regulation, school climate were anywhere from 2-5% below IUSD averages.	Based on fall 2024 Panorama data, a strong sense of belonging is evident, with 66% of students reporting favorably, indicating they feel like valued members of the school community. This shows a +3 change since the last survey. A large majority of students (86%) feel they receive at least some respect from other students, with 56% reporting a tremendous amount or quite a bit of respect. 76% of students report feeling like they belong quite a bit or completely at their school. Strengths in Student Competencies: Grit is a notable strength, with 61% of students responding favorably. Specifically: 65% are quite or extremely likely to try again if they fail at an important goal, 59% can stay quite or extremely focused on an important project even with distractions, 60% can keep working quite or extremely well when facing problems while pursuing an important goal. Self-Management shows a strong favorable response at 73%. This includes: A high percentage of students (84%) report coming to class prepared at least frequently. An equally high percentage (85%) follow directions in class at least frequently. A majority (63%) get their work done right away at least frequently. 78% stay focused at least frequently when working independently. 76% allow others to speak without interrupting at least frequently. Social	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 - Year 1	<mark>Year 2</mark>	Expected Outcomes – What goal is the school trying to reach in 3 years?
		Awareness is another area of strength, with 66% favorable responses. This includes: 75% listen at least quite carefully to others' viewpoints, 84% care at least quite a bit about other people's feelings, 74% get along at least pretty well with students who are different from them, A large majority (92%) are at least somewhat respectful of others' views when they disagree, 85% can stand up for themselves without putting others down at least somewhat, 81% can disagree with others without starting an argument at least somewhat, 69% compliment others' accomplishments at least frequently. Supportive Relationships stand out as a significant strength, with 85% of students reporting favorably. An overwhelming majority indicate they have someone they can count on: 83% have a teacher or other adult at school, 90% have a family member or other adult outside of school, 83% have a friend from school. Based on the Panorama data, the most prominent areas for growth in SEL competencies at Greentree appear to be in Emotion Regulation and improving the School Climate, particularly regarding student behavior impacting learning. While other competencies show relative strengths, there are specific skills within Grit, Self-Management, Social Awareness, and Sense of Belonging that could be further developed	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		to reach district averages or improve overall student well-being and learning. Spring 2025 Results: * Emotional Regulation - 40% * Grit - 63% (increased 2% from Fall 24) * Self Management - 71% (decreased 2% from Fall 24) * Social Awareness - 65% (decreased 1% from Fall 24) * School Climate - 56% (decreased 1% from Fall 24) * Sense of Belonging - 63% (decreased by 3% from Fall 24) * Supportive Relationships - 86% (increased by 1% from Fall 24) Staff are using SEL curriculum inconsistently across the school. Second Step, ERC support with Second Step lessons, and Everyday Speech/SEL component are all available for teacher use. There needs to be a focus on one curriculum for consistency across the entire school.	
Attendance Data (Aeries/EduClimber)	Overall attendance data reveals a 92.66% average daily attendance as of April 2024. Grade level breakdowns are as follows: * 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% Average Daily Attendance by Ethnicity: Hispanic: 89.58% White: 92.87%	Overall attendance data reveals a 94.17% average daily attendance as of April 2025. Grade level breakdowns are as follows: * PK - 89% * Kindergarten - 94% * 1st grade - 94% * 2nd grade - 95% * -3rd grade - 93% * 4th grade - 95% * 5th grade -95% * 6th grade - 95% Average Daily Attendance by Ethnicity: Hispanic: 93.43% White: 95.23%	In three years time, we would like to have students attending school at least 95% positive daily attendance @ each grade level and to decrease the schoolwide tardiness to under 2% on an average daily basis.

What metrics are being used?	Baseline - Year 1	<mark>Year 2</mark>	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Multiple: 93.83 Asian: 94.61% Black/African American: 88.08% Filipino: 95.54% Overall tardiness: March = 2.9% tardiness, As of April 18, 2024 = 2.68%	Multiple: 95.84% Asian: 96.31% Black/African American: 96.26% Filipino: 95.31% Overall tardiness:(still awaiting district data) Schoolwide attendance numbers have improved to 94.17% positive attendance from September 2024 - March 2025 with four grade levels (2nd, 4th, 5th, 6th) averaging 95% positive attendance rates and K and 1st grades with 94%.	
Intervention Logs	Tier 3 Intervention (new in 2024): Sept. 18 - Nov. 17 Math - 9 students (exited 5 students) ELA - 21 students (exited 8 students) Nov. 28 - Feb. 9 Math - 20 students (exited 19 students) ELA - 21 students (exited 6 students) Feb 12 - Mar. 29 Math - 1 student (exited 0 students) ELA - 29 students (exited 0 students) 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 Before/After School Interventions: Primary ELA 1st grade (Jan - Feb 2024) 4 students 3 made partial growth 1 minimal or no growth	37 students rec'd Tier 3 instruction in ELA. 20 of them have either exited or are near exiting the program. Title I Before classes were held for Kindergarten students who were struggling with sound/letter recognition. Twelve students participated in this program. 9 students rec'd Tier 3 math support thus far this school year. 2 of those students have exited or are near exiting the program. Title 1 Before/After school classes were held for students who were identified as struggling based on STAR math results. Grade levels and number of students who participated are: 1st- 9 students, 2nd -14 students, 5th Math-13 students, 6th Math 10 students.	Our three year goal is that all intervention that happens on this campus is consistent, research based and intentionally prepared and delivered by qualified staff. PLC teams being supported by the PLC FC as well as Intervention Lead teachers (Math lead, Literacy Lead, EL Coordinator, Title 1 teacher and T3T) to assist with data conversations on a routine basis. Dedicated tier 2 time is intentionally planned and delivered by classroom teachers and supported by Title 1 and/or EL IA staff.

What metrics are being used?	Baseline - Year 1	<mark>Year 2</mark>	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Primary ELA 1st grade (February - May) 4 students Still in progress at time of writing Kindergarten ELA (Feb - March) 2 students 2 made partial progress Kindergarten ELA (April- May) 8 students Still in progress at time of writing		
Ellevation	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 substanal 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 limitied speaking EL speaking skills. Primary Languages spoken of families at Greentree: * 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%)	There are 72 students identified as EL's at Grentree. 57 students are currently at an ELPAC reading level of 1 or 2 and need substantial support. 49 students are currently at an ELPAC level 1 or 2 in writing and need substantial support. 44 students have an ELPAC listening level of 1 or 2 and need substanal support and 37 students have an ELPAC speaking level of 1 or 2 and need substantial support. We have had 11 EL Level 1 students entoll as of January 2024 or later this year who are eligible and currenlty participating in the Get Ready! program at the following grade levels: 1st - 1, 2nd - 2, 3rd - 2, 4th - 3, 5th - 1, 6th -2 An EL Bootcamp was conducted for students to familiarize them with elements of the ELPAC test. Grade levels and number of students who participated are: 2nd-7 students, 3rd-11students, 4th-6 students, 5th-8 students, 6th-11 students. Primary Languages spoken of families at Greentree: * Arabic (12.5%)	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.

What metrics are being used?	Baseline - Year 1	<mark>Year 2</mark>	Expected Outcomes – What goal is the school trying to reach in 3 years?
		* Chinese, Mandarin (25%) * Chinese, Cantonese (2.8%) * Farsi (4.2%) * Japanese (6.9%) * Korean (6.9%) * Portuguese (2.8%) * Russian (6.9%) * Spanish (16.7%) * Tamil (2.8%) * Vietnamese (4.2%) * Albanian, Ukranian, Sinhala each at (1.4%)	
. SOARing reflections and Behavior Notification logs submitted for unstructured times (recess/lunch).	N/A	Thus far this year, there have been 126 SOARing reflections submitted along with 51 Behavioral Notifications. Of the 126 SOARing refections, 48% (56 of 126) have been issued during unstructured play either during recess, lunch and/or PE. The rest (52%) were issued for classroom infractions. Of the 51 Behavior Notifications, 39 of them 76% were submitted during unstructured recess/lunch activities with only 12 of them (24%) having been for classroom related infractions.	Through engaging Tier 1 instruction, systematic SEL instruction, PBIS efforts, and increased supervision on the playground, we would hope that the number of SOARing reflections is reduced to below 50 reflections and the Behavior Notifications decreased by half (16).

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
YEAR 1: Introduce students to sports, through Premier Education, that they might not otherwise have access to at lunch recess times one day/week at both primary and upper grade lunchtimes. Purchase items to increase staff and student moral and to improve school culture.	YEAR 1: LCFF Supplemental Title I LCFF Base Lottery	YEAR 1: 19213.76 37235.52 44521 4164.12	YEAR 1: ALL students and subgroups of students Title I, Hispanic, EL, SED, SWD	YEAR 1: Administration Classroom Teachers Title I Coordinator

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
Purchase culturally diverse materials, books, supplies, literature and licensing to help support instruction both at home and within the classroom setting.				
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)				
Provide incentives/purchase items for students, staff, and families that will connect them to the school and show pride in geing a a Greentree Eagle. Items include but are not limited to school insignia, certificates, stickers, window decals, snacks, clothing items, etc....				
Purchase incentives to boost attendance to an average of 95% positve daily average attendance at each grade level, each month				
Provide materials to support students SEL needs both in the classroom, before/after school and during lunch time activities.				
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.				
Purchase laptops for intervention personned (ILT's, Literacy Lead, Title I coordinator, Tier 3 teacher, EL Coordinator) to use at off site meetings and onsite intervention team planning meetings in order to have data on the ready and easily accessible at all times.				
Provide scholarships to families that will provide students with experiences that cannot be replicated in the classroom setting.				
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..)				
Purchase supplies and materials to support struggling learners within the classroom and intervention setting.				
Provide translation/interpretation services for conferences, meetings, events or training that any family needs access to.				
Purchase snacks for parent academy training and professional development opportunities for both staff, students, and parents (LCFF base)				

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
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 Provide a welcoming and updated front office and library area with furniture that parents, students, and staff want to visit and take pride in.				
YEAR 2: Purchase items to increase staff, student and community moral and to improve school culture. Purchase culturally diverse materials, books, supplies, literature and licensing to help support instruction both at home and within the classroom setting. 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 ($2085.00) Provide incentives/purchase items for students, staff, and families that will connect them to the school and show pride in geing a a Greentree Eagle. Items include but are not limited to school insignia, certificates, stickers, window decals, snacks, clothing items, etc.... Provide materials to support students SEL needs both in the classroom, before/after school and during lunch time activities to help reduce behavior infractions. 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. Provide scholarships to families that will provide students with experiences that cannot be replicated in the classroom setting. 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..) Purchase supplies and materials to support struggling learners within the classroom and intervention setting. Provide translation/interpretation services for conferences, meetings, events or training that any family needs access to.	**YEAR 2:** LCFF Supplemental Title I LCFF Base Lottery	**YEAR 2:** 15716.16 20250.31 40955.63 4956.00	**YEAR 2:** ALL students and subgroups of students Title I, Hispanic, EL, SED, SWD	**YEAR 2:** Administration Classroom Teachers Title I Teacher/Coordinator EL Coordinator

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
Purchase snacks for parent academy training and professional development opportunities for both staff, students,parents (LCFF Base)				
Support teacher, student and families with resources through community partnerships for STEAM (Pk-6) Engaging recess/lunch activities (1 - 6) including but not limited to The Child Creativity Lab and IPSF ACE Afterschool programming				
Enhance playground supervision for both primary and upper grades during recess/lunch periods with strategic deployment of additional trained staff to increase positive peer interactions during unstructured times to provide proactive behavior support, conflict resolution, and small-group social skills/EL interventions for Tier 2 students.				
Purchase a researched based and updated Social Emotional Learning Curriculum for use in PK-6 classrooms as part of daily instruction (MooZoom).				
Provide a Title I teacher on special assignment (TOSA) to deliver direct intervention to targeted students who are identified, through site and district data, as needing tier 2/tier 3 academic support. In addition, the TOSA, will support students needing Tier 2 behavorial support and assist with guiding the use of formative assessments and flexible grouping to improve student outcomes aligned with district goals, as well as work with the Admin team to engage families and foster strong home-school connections.				
Introduce students to sports, through Premier Education, that they might not otherwise have access to at lunch recess times one day/week at both primary and upper grade lunchtimes.				
To strengthen family-school partnerships we will host at least three Parent Academy Evenings during the 2025–2026 school year to increase parent involvement and support student success.				
Purchase of materials and/or stipends for staff to present parent academy events.				
YEAR 3:				
Purchase items to increase staff and student moral and to improve school culture.				
Purchase culturally diverse materials, books, supplies, literature and licensing to help support instruction both at home and within the classroom setting.				
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)				

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
Provide incentives/purchase items for students, staff, and families that will connect them to the school and show pride in geing a a Greentree Eagle. Items include but are not limited to school insignia, certificates, stickers, window decals, snacks, clothing items, etc....				
Provide materials to support students SEL needs both in the classroom, before/after school and during lunch time activities.				
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.				
Provide online access to programs that will support teachers with visually appealing and highly engaging standards based materials to support SEL and academic needs.				
Provide scholarships to families that will provide students with experiences that cannot be replicated in the classroom setting				
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..)				
Purchase supplies and materials to support struggling learners within the classroom and intervention setting.				
Provide translation/interpretation services for conferences, meetings, events or training that any family needs access to.				
Purchase snacks for parent academy training and professional development opportunities for both staff, students,parents (LCFF Base)				
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				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Community partnerships with PAL, Child Creativy Lab and will help to empower students and staff with creativity-enhancing curriculum to bring the entire commnity together, creating a bond between home and school in support of students. The partnership with Premiere Sports 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.			

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
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**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 iniatives. Teacher Leaders (1-3 certificated and ERC) trained in PAL to lead 4th - 6th grade students in Student Leadership opportunities. ==Year 2:== Pk - 6th grade educators will be trained in hands on, during classtime (iLab) STEAM/skill building iniatives. ERC and TOSA trained in PAL to lead 5th - 6th grade students in Student Leadership opportunities. Staff to be trained on the effective use of translation devices in order to better communicate with families with limited english abilites. With additional support on the playground, the school should see fewer reflection and/or behavior notifications coming into the office needing followup from support providers/administration. Site will team with the district Math department for professional development in the area of mathematics to support a decline in overall math scores. **Year3:** All Bike certification for PK/K teachers. Pk - 6th grade educators will be trained in hands on, during classtime (iLab) STEAM/ skill building iniatives. Teacher Leaders (1-3 certificated and ERC) trained in PAL to lead 4th - 6th grade students in Student Leadership opportunities.				

Priority Focus Area (Goal) 2:

Greentree Elementary will ensure that all students attain proficiency in state standards by providing equitable access to rigorous and relevant learning tools, resources, and professional development for both staff and students. The school will create an inclusive instructional environment that reflects and values the diversity of its student population, while meeting students' unique behavioral, academic, and social-emotional needs. Through high-quality Tier I instruction and strong community participation, Greentree will engage all learners and promote high levels of academic achievement and personal growth.

Outcomes

Identify the <u>measurable outcomes</u> you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
CAASPP (Grades 3 - 6) Spring 2023 Assessment	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. SWD (50) - are 70.6 points below standard and declined 17.6 points. Students are in the Red category. SED (75) ~ are 15.5 points below standard and declined 3.6 points. Students are in the Orange category. EL(69) ~ are 6.9 points below the standards and declined 12.1 points. Students are in the Orange category. Hispanic (65) - are 24.7 points below the standard and declined 4.2 points in ELA. They are in the Orange category. Asian ((80) - are 47.3 points above standard but declined by 16.1 points. Students are in the Green. White (54) are 12.1 points above standard, but declined by 5.3 points. Students are in the Green. 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.	2024 Assessemnt Results ELA: Overall, ELA performance on CA Dashboard is 12.2 points above standard (green). Several student groups are performing well. Asian students are 35.6 points above standard(green). English Learners are also rated as Green and are 3 points above standard with an increase of 10 points. White students are performing at the Blue level, scoring 28.3 points above standard with an increase of 16.2 points. Recently Reclassified English Learners are performing strongly in ELA, scoring 60.6 points above standard with an increase of 13.9 points. Despite the overall Green rating, there has been a decline of 4.8 points in ELA performance for all students. Several student groups are performing below standard. Students with Disabilities are significantly below standard ~ 81.2 points with a decline of 10.7 points (Red). Hispanic students are rated Orange and are 37.6 points below standard with a substantial decline of 12.9 points. Socioeconomically	Increase the percentages of students meeting or exceeding the benchmarks for ELA and Math Overall by at least 5%. Increase the percentage of EL students meeting or exceeding the benchmark by 5%in both ELA and Math. Increase the percentage of SWD students meeting or exceeding the benchmark by 3% in both ELA and Math. Increase the percentage of SED students meeting or exceeding the benchmark by 5% in both ELA and Math.

What metrics are being used?	Baseline - Year 1	<mark>Year 2</mark>	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Our English Only speakers (158) are 20.1 points above the standard but declined by 8.5 points. 2023 Assessment Results: Math Overall (247) ~ are 1.1 points above standard, but declined by 6.6 points. Students are in the Green Category. SWD (50) ~ are 83.8 points below the standard. This subgroup declined 30.2 points Orange category SED (75) ~are 29 points below standard but maintained 1.7 points Students are in the Orange category 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 poionts. Students are in the Green category White (54) - are 5.9 points above standard and maintained by .9. Students are in the Green Category. Student EL Acquistion 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	Disadvantaged students are also rated Orange, scoring 33.6 points below standard with a significant decline of 18.1 points. The Two or More Races student group, while scoring 23.5 points above standard, has experienced a considerable decline of 23 points. Current English Learners, while showing an increase, are still 61.1 points below standard. English Only students have declined by 10.7 points and are 9.3 points above standard. 2024 Assessemnt Results Math: Overall, Greentree Elementary's performance in Mathematics is rated as Yellow. While Yellow indicates they are 2.3 points below standard, it's not the lowest performance level. Several student groups are performing at or above the standard. Asian students are 36.6 points above standard (blue). White students and English Learners are both in the Green with White students 5.4 points above standard and English Learners 2 points below standard. Recently Reclassified English Learners are performing strongly in Mathematics, scoring 37.8 points above standard with an increase of 6 points. Current English Learners have shown increased performance in Mathematics, with an increase of 13.8 points although they are still 44 points below standard. Overall, there has been a decline of 3.4 points in Mathematics performance	

What metrics are being used?	Baseline - Year 1	<mark>Year 2</mark>	Expected Outcomes – What goal is the school trying to reach in 3 years?
		for all students, moving from 1.1 points above standard in 2023 to 2.3 points below standard in 2024. Several student groups are performing below standard. Students with Disabilities are in the Red and are significantly below standard (96.2 points) with a decline of 12.4 points. Hispanic students are rated Orange and are 57.1 points below standard with a decline of 6.4 points. Socioeconomically Disadvantaged students are also rated Orange, scoring 37.8 points below standard with a decline of 8.8 points.	
LPA - Winter 2024 (PK-2)	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: Beginnning = 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:	LPA: MYO Assessment Results K - 91.3 % of students have alphabet recognition, 82.2% have met the benchmark on the phonics inventory, 81.8% of students have phonemic Awareness, 70% have met the benchmark for the reading assessment. 1st grade - 100% of students have met the Phonemic Awareness Assessment, 83.8% have met the phonics inventory, 2nd grade - data not currenlty accessible on educlimber 3rd grade - data not currenlty accessible on educlimber (data will be uploaded prior to final draft)	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% 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% 2nd grade will increase the percentage of students meeting benchmark in the following areas by the percentages indicated:

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	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% Kindergarten - Mid Year (2024): Alphabet Recognition - Benchmark Met 80% Benchmark Not or Nearly Met 20% Phoenemic Awareness ~ Benchmark Met 65% Benchmark Not or Nearly Met 35% Phonics Inventory ~ Benchmark Met 77.5% Benchmark Not or Nearly Met 22.5% Reading Assessment Level ~ Benchmark Met 52.8% Benchmark Not or Nearly Met 47.2% 1st grade (Mid-Year 2024) Phoenemic Awareness ~ Benchmark Met 92.3% Benchmark Not or Nearly Met 7.7% Phonics Inventory ~ Benchmark Met 75% Benchmark Not or Nearly Met 25% Reading Assessment Level ~ No Target - 5.8% Benchmark Met 65.4% Benchmark Not or Nearly Met 28.8% 2nd grade (Mid-Year 2024) : Phonics Inventory ~ Benchmark Met 73.6% Benchmark Not or Nearly Met 26.4% Reading Assessment Level ~ No Target = 3.8% Benchmark Met 65.4% Benchmark Not or Nearly Met 30.8%		Phonics Inventory - Increase by at least 5% Reading Assessment Level - Increase by at least 3%

What metrics are being used?	Baseline - Year 1	<mark>Year 2</mark>	Expected Outcomes – What goal is the school trying to reach in 3 years?
ELPAC - Spring 2023 Assessment	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 Reading Levels: Beginning Level = 16 students, 8 of which have IEP's Somewhat or moderately developed = 49 students 7 of which have IEP's Well Developed = 31 students, 2 of which have IEP's Writing Levels: Beginning Level = 16 students, 8 of which have IEP's Somewhat or moderately developed = 52 students, 5 with IEP's Well Developed = 27 students, 2 with IEP's Speaking Levels: Beginning Level = 9 students, 6 with IEP's Somewhat or moderately developed = 35 students, 5 with IEP's Well Developed = 52 students, 6 with IEP's Listening Levels: Beginning Level = 8 (5 of which have IEP's) Somewhat or moderately developed = 25 (4 of which have IEP's) Well Developed = 25 (2 of which have IEP's)	Spring 2025 Assessment: Overall Levels: Level 1 = 28 students - 11 of which have IEP's Level 2 = 18 students - 6 of which have IEP's Level 3 = 42 students - Level 4 = 42 students Reading Levels: Beginning Level = 23 students, 13 of which have IEP's Somewhat or moderately developed = 49 students 5 of which have IEP's Well Developed = 27students, 2 of which have IEP's Writing Levels: Beginning Level = 19 students, 7 of which have IEP's Somewhat or moderately developed = 45 students, 5 with IEP's Well Developed = 35 students, 3 with IEP's Speaking Levels: Beginning Level = 20 students,12 with IEP's Somewhat or moderately developed = 32 students, 4 with IEP's Well Developed = 47 students, 4 with IEP's Listening Levels: Beginning Level = 14 (10 of which have IEP's) Somewhat or moderately developed = 40 (9 of which have IEP's) Well Developed = 45 (1 of which has an IEP's)	We will increase the number of students moving up a level on next year's ELPAC overall levels. We will decrease the number of students who are at the beginning levels of reading (21) and Writing (20). We will increase the levels of EL students who are well developed in listening (13) and speaking (29).
STAR Assessments Reading End of Year 2024 Math Mid-Year 2024 Math Basic Skills (6th grade only)	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%	Star Reading assessment data shows growth across all grade levels from the beginning to the middle of the year. Third grade increased by 10%, fourth grade saw the highest growth at 17.4%, fifth	Greentree will increase the percentages of students meeting benchmarks on the mid-year STAR Reading and Math district assessments as follows: STAR Reading:

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	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% 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% 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%	grade grew by 3.6%, and sixth grade showed a modest increase of 0.9%. As of the middle-of-the-year assessment, the percentage of students performing at Benchmark levels were: third grade at 67.3%, fourth grade at 82.5%, fifth grade at 62.7%, and sixth grade at 72.1%. These results highlight areas of progress as well as opportunities for continued support and targeted instruction. Star Math data from the beginning to the middle of the year shows growth across most grade levels. Second grade demonstrated a 14.8% increase, third grade grew by 4.4%, fourth grade showed the strongest growth at 15.1%, and fifth grade increased by 3%. Middle of the year Benchmark data shows 75.9% of second graders, 66.7% of third graders, 83.9% of fourth graders, and 63.6% of fifth graders are performing at or above Benchmark. In first grade, where only 23 students were assessed, 60.9% met Benchmark expectations. For sixth grade, the fall Math Prerequisite Skills assessment revealed that 26.9% of students scored 34% or below, 41.8% scored between 35–64%, 20.9% scored between 65–84%, and only 10.4% (7 students) mastered the assessment with a score of 85% or above.	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% 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% 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.
IReady Math	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%	iReady is not being used as a schoolwide program this year. This program is only being used as a targeted intervention program for our students in	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

What metrics are being used?	Baseline - Year 1	<mark>Year 2</mark>	Expected Outcomes – What goal is the school trying to reach in 3 years?
	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% 6th grade - At or Above Grade level - 63.6% Below Grade Level - 36.4%	Tier 2 math support programs.	within the program as well as their stretch goals. 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.

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
YEAR 1: 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 fiour 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. 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. 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. 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.	YEAR 1: Title I LCFF Base LCFF Supplemental	YEAR 1: 70895.51 57217.32 37306.76	YEAR 1: SED, SWD, Title I, EL, Hispanic, ALL	YEAR 1: Teachers Title I Coordinator EL Coordinator Ed Tech Mentor/Media Tech

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
Purchase supplies, materials, and online access to programs that support struggling students with visually appealing and highly engaging stnadards based materials at home and in school. Purchase snacks for staff professional development opportunities. (LCFF Base) Provide translators (in person or technological devices) 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. 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. Purchase supplies and materials to organize and house intervention materials for staff and student use				
YEAR 2: Professional Learning Communities - Teachers will collaborate in PLC's at least four hours/month during or after the school day, with time set aside for articulation between/across grade levels three 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/standards based grading, common assessments, and other data pertinent to ensuring teams are meeting the needs of all students. Year 2 academic focus will be concentrated in the area of mathematics. Ed Specialists will meet with their gen ed colleagues as well as their program colleagues to ensure that goals are tied to individual student needs, and that classroom instruction is directed towards meeting students goals and essential standards. 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. 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. 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	YEAR 2: Title I LCFF Base LCFF Supplemental Lottery	YEAR 2: 92893.15 40955.64 16756.34 2270.12	YEAR 2: SED, SWD, Title I, EL, Hispanic, ALL	YEAR 2: Teachers and Education Specialist Title I Coordinator EL Coordinator PLC FC (.2 share) Ed Tech Mentor/Medi a Tech Title 1 Teacher

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
those students at risk of not meeting grade level standards. Purchase supplies, materials, and online access to programs that support struggling students with visually appealing and highly engaging stnadards based materials at home and in school. Purchase snacks for staff professional development opportunities. (LCFF Base) 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. Provide a Title I teacher on special assignment (TOSA) to deliver direct intervention to targeted students who are identified, through site and district data, as needing tier 2/tier 3 academic support. In addition, the TOSA, will support students needing Tier 2 behavorial support and assist with guiding the use of formative assessments and flexible grouping to improve student outcomes aligned with district goals, as well as work with the Admin team to engage families and foster strong home-school connections. (district funded)				
YEAR 3: 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. 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. 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. 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.				

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
Purchase supplies, materials, and online access to programs that support struggling students with visually appealing and highly engaging stnadards based materials at home and in school. Purchase snacks for staff professional development opportunities. (LCFF Base) 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. Purchase supplies and materials to organize and house intervention materials for staff and student use				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	ALL students will have access to all programs through strong Tier ! instruction. Students struggling to meet grade level standards will recieve 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 determin rotations, groups, assessment and data review.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** Staff will attend three districtwide staff development days as well as 12 hours of site based professional development including but not limitied 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 **Year 2:** Staff will attend three districtwide staff development days as well as 12 hours of site based professional development including but not limitied to: * EL strategies * Articficial Intelligence (AI) *Divergent thinking, problem-solving, and innovation through STEAM * Mathematics, Number Reasoning * Tier 2 practices * Behavior strategies. Participation in at least three articulation meetings to ensure consistency between/amongst grade levels in all curricular areas will be planned throughout the year. **Year3:** Staff will attend three districtwide staff development days as well as 12 hours of site based professional development including but not limitied 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			

Priority Focus Area (Goal) 3:

Greentree Elementary will address barriers that limit student participation in programs by ensuring equitable allocation of resources and supports, enabling all students to achieve at high levels in Essential Standards. Through the use of data-driven assessment practices, at the subgroup level, and high levels of parent engagement, the school will implement systematic Tier 2 and Tier 3 interventions to close learning gaps as well as provide engaging parent academy events to increase both parent involvement and student achievement. For students already demonstrating mastery of standards, teachers will collaborate in PLC teams to design lessons, activities, and learning opportunities that incorporate student voice and choice, deepening and extending learning through increased depth and complexity.

Outcomes

Identify the <u>measurable outcomes</u> you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	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% Aisan 94.17% Multiple Ethnicities 94.15% White 92.6%	Schoolwide attendance numbers have improved to 94.17% positive attendance from September 2024 - March 2025 with four grade levels (2nd, 4th, 5th, 6th) averaging 95% positive attendance rates and K and 1st grades with 94%. Ethnicity breakdowns are as follows: Filipino - 95.35% Black 96.26% Hispanic 93.43% Aisan 96.31% Multiple Ethnicities 95.84% White 95.23% All subgroups have shown postive attendance growth over last year. Hispanic students are still lagging behind by the highest group attendance rates by 2.83%.	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%	EL's by Grade Level are as follows: K - 9 students	We will find ways (programs, translators, etc..)to incorporate ALL of

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	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%	1st grade - 9 students 2nd grade - 8 students 3rd grade - 14 students 4th grade - 9 students 5th grade - 11 students 5th grade - 12 students EL's by Primary Languages : * Arabic (12.5%) * Chinese, Mandarin (25%) * Chinese, Cantonese (2.8%) * Farsi (4.2%) * Japanese (6.9%) * Korean (6.9%) * Portuguese (2.8%) * Russian (6.9%) * Spanish (16.7%) * Tamil (2.8%) * Vietnamese (4.2%) * Albanian, Ukranian, Sinhala each at (1.4%)	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 competancies: * Emotional Regulation - High strength 4% - Strength 28% - Medium 64% - Low 1% * Grit - High strength 14% - Strength 38% - Medium 41% - Low 4% * Self Management - High strength 32% - Strength 46% - Medium 17% - Low 1% * Social Awareness -High strength 28% - Strength 48% - Medium 22%- White Students in Grades 3-6 (100) self reported the following % in these SEL competencies: * Emotional Regulation - High strength 11% - Strength 22% - Medium 63% - Low 1% * Grit - High strength19% - Strength 37% - Medium 39% - Low 2% * Self Management - High strength 44% - Strength	Students (117) have an ethnicity listed as hispanic. Of these students *Emotional Regulation - High strength 24% - Strength 27% - Medium 26% - Low 7% * Grit - High strength 25% - Strength 31% - Medium 29% - * Self Management - High strength 24% - Strength 37% - Medium 24% - * Social Awareness -High strength 29% - Strength 41% - Medium 22%- Low - 15% SWD (108 of 434 students) have identified the following: *Emotional Regulation - High strength 8% - Strength 19% - Medium 30% - Low 6% * Grit - High strength13% - Strength 23% - Medium 24% - Low 2% * Self Management - High strength 18% - Strength 22% - Medium 21% - Low - 1%	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 Management, and Social Awareness as a strength or high strength. 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. 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.

What metrics are being used?	Baseline - Year 1	<mark>Year 2</mark>	Expected Outcomes – What goal is the school trying to reach in 3 years?
	40% - Medium 13% - Low 0% * Social Awareness -High strength 30% - Strength 47% - Medium 20%- Low 0% Asian students (93) in grades 3-6 self reported the following % in these SEL competencies: * Emotional Regulation - High strength 4% - Strength 30% - Medium 62% - Low 3% * Grit - High strength 29% - Strength 35% - Medium 34% - Low 1% * Self Management - High strength 41% - Strength 42% - Medium 17% - Low 0% * Social Awareness -High strength 14% - Strength 52% - Medium 34%- Low 0% 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: * Kinder: 55% of students are on track (27/52) * 1st grade: 68% of students are on track (44/65) 2 students with no data 2nd grade: 72% of students are on track (50/69) 2 students with no data 3rd grade: 74% of students are on track (52/70) 1 student with no data 4th grade: 77% of students are on track (48/62) 2 students with no data 5th grade: 79% of students are on track (44/56) 6th grade: 81% of students are on track (51/63) 3 students with no data	* Social Awareness -High strength12% - Strength 25% - Medium 24%- Low - 1% 79% of all GT students are on track toi meeting SEL standards: PK: 90% (teacher reported) 1st grade: 65% (teacher reported) 2nd grade: 88% (teacher reported) 3rd grade 84% (student reported) 4th grade: 71% (student reported) 5th grade: 76% (student reported) 6th grade: 83% (student reported)	

What metrics are being used?	Baseline - Year 1	Year 2	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
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 Provide translators (both in person and/or technological devices) 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, the school program, and/or their educational progress and access.	**YEAR 1:** LCFF Base Title I Lottery	**YEAR 1:** 21967.32 13664.54 1634.12	**YEAR 1:** ALL students across all academic areas - Tier 1/ some Tier 2 SED, Title I	**YEAR 1:** Teachers Ed Tech Mentor Advanced Learner Coordinator
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..)	**YEAR 2:** LCFF Base Title I Lottery LCFF Supplemental	**YEAR 2:** 26473.54 10803.97 1634.12 8392.	**YEAR 2:** ALL students across all academic areas - Tier 1/ some Tier 2 SED, Title I, SWD, Hispanic, ALL EL students	**YEAR 2:** Teachers Ed Tech Mentor Advanced Learner Coordinator Parent or Teacher Volunteer to coordinate

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
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				ACE after school classes through IPSF
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				EL Coordinator
Provide a stipend to a staff member to keep the Greentree website up to date with information that is necessary to keep families informed of school news, activities, guidelines, calendars, attendance, etc...				
Provide up to date and more realistic Social and Emotional Learning (SEL) curriculum on various educational outcomes, including teacher engagement and implementation fidelity with SEL, student behavior, SEL competencies, and conflict resolution skills. (mooZoom)				
Incorporate STEAM based and other highly engaging after school enrichment classes for student participation on campus, through partnership with IPSF through ACE After School programming.				
Create an English Learner Advisory Committee who is representative of our EL population so that they can better understand school programs, curriculum, funding and provide input into how our supplemental funds, Title 1 funds and other site monies are allocated for specific student groups.				
Provide a Title I teacher on special assignment (TOSA) to deliver direct intervention to targeted students who are identified, through site and district data, as needing tier 2/tier 3 academic support. In addition, the TOSA, will support students needing Tier 2 behavioral support and assist with guiding the use of formative assessments and flexible grouping to improve student outcomes aligned with district goals, as well as work with the Admin team to engage families and foster strong home-school connections. (district provided)				
Provide furniture (tables, EZ ups, etc...) for family engagment nights, school community celebrations/events.				
YEAR 3: Purchase new, advanced technology that is enticing, engaging and that can help prepare students for future work or higher level learning opportunities.				
Provide scholoarships 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				

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
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 Provide at least 3 full days of MTSS team planning throught the school year, to oversee the schoolwide program in all areas (academic, behavior, Tiers 1 - 3, parent engagement, EL, etc).				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	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.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**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. ==Year 2:== Purchasing engaging, advanced technology ensures all students — regardless of background — have access to modern tools that prepare them for future academic and workforce demands. It bridges the "digital divide," giving historically underrepresented students exposure to skills critical for 21st-century success. Offering scholarships removes financial barriers, allowing students from low-income families to participate in enriching, real-world experiences that support personal growth, inspire learning, and broaden horizons that the school environment alone cannot replicate. Recognizing student achievements beyond academics — such as behavior, attendance, and personal growth — increases motivation and a sense of belonging. It acknowledges diverse types of success, helping every student feel valued and celebrated. Ensuring differentiated instruction for GATE students and those needing more challenge promotes equity by meeting the needs of all learners, not just those who need intervention, preventing advanced students from becoming disengaged or overlooked.Providing stipends for staff to attend targeted trainings ensures teachers can build skills to differentiate instruction, implement culturally responsive teaching, and address the varied needs of learners. This grows staff capacity to meet students where they are. Maintaining an up-to-date, accessible website ensures all families — especially those who may face language, schedule, or technological			

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
	barriers — have timely access to critical information, promoting engagement and supporting student success through strong school-home partnerships. Offering STEAM and other enrichment programs on campus after school ensures that all students, especially those who may not have access to private programs, benefit from high-quality, interest-driven learning opportunities that develop creativity, problem-solving, and collaboration skills. Implementing an updated SEL program addresses students' social-emotional needs, supporting positive behavior, self-regulation, and conflict resolution. This is crucial for creating safe, inclusive classrooms where all students feel supported and ready to learn. To support these initiatives, staff will need professional development focused on technology integration to enhance student engagement and digital literacy, culturally responsive teaching practices to promote equity and inclusion, and strategies for effective differentiation to challenge both GATE and advanced learners. Training will also be needed in the implementation of updated social-emotional learning (SEL) curricula, trauma-informed practices, and positive behavior interventions (PBIS) to address the diverse social-emotional and behavioral needs of students. Additionally, professional development in data-driven instruction and family engagement strategies will ensure that teachers and staff can effectively monitor student growth, design targeted interventions, and foster strong school-home partnerships to support all learners. **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.				

Priority Focus Area (Goal) 4:

NA

Outcomes

Identify the <u>measurable outcomes</u> you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?

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
YEAR 1:	**YEAR 1:**	**YEAR 1:**	**YEAR 1:**	**YEAR 1:**
YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:
YEAR 3:				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** Year 2: **Year3:**			

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding from the LCAP for the following:
- Impacted and interventions sections?
  - High School - 1 FTE (6 sections)
  - Middle School/K-8 - 0.4 FTE (2 sections)
- High School Graduation Support – specifically in Science and Math?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding from the LCAP for the following:
- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

Greentree Elementary School will utilize the direct support funding in the following ways:
* Instructional aides (IA's) will be assigned to student groups (Tier 2, EL), classroom support, Pk/K overlap instructional time, and playground supervision based on theiir funding source and % of allocation within that funding source.
* 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. LCFF Supplemental funds will continue to be used to support our EL students by providing small group ELD support as well as through EL Bootcamps to increase their English proficiency.
* Our school support TOSA will be an integral member of our Multiple Tier System of Support (MTSS) team, School Intervention Team (SIT),as well as assist with PAL/Student Leadership, new teacher support, behavior intervention

ATSI Identified Schools

ATSI Annual Review (2024-2025)

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	$282,056.98
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	$123,947.43

Subtotal of additional federal funds included for this school: $123,947.43

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	$108,384.81
LCFF Supplemental	$40,864.50
Lottery	$8,860.24

Subtotal of state or local funds included for this school: $158,109.55

Total of federal, state, and/or local funds for this school: $282,056.98

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

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	108,384.81
LCFF Supplemental	40,864.50
Lottery	8,860.24
Title I	123,947.43

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	108,384.81
	LCFF Supplemental	40,864.50
	Lottery	8,860.24
	Title I	123,947.43

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,878.10
Goal 2	152,875.25
Goal 3	47,303.63

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
	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 10/21/25.

Attested:

Principal, Tamara Brown on 10/21/25
SSC Chairperson, Tara Johnson on 10/21/25

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:

Tamara Brown School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Lori Darwish	Classroom Teacher
Alison Fogarty	Classroom Teacher
Andrea Vyn	Classroom Teacher
	Other School Staff
Tara Johnson	Parent or Community Member
Nicole Abejon	Parent or Community Member
Kira Yoon	Parent or Community Member
James Mai	Parent or Community Member
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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.

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.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	68	70	61	67	67	61	67	67	96.8	98.5	95.7
Grade 4	56	66	70	56	66	67	56	66	67	100.0	100.0	95.7
Grade 5	66	57	68	65	56	66	65	56	66	98.5	98.2	97.1
Grade 6	76	66	60	73	66	59	73	66	59	96.1	100.0	98.3
All Grades	261	257	268	255	255	259	255	255	259	97.7	99.2	96.6

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2451.	2427.	2453.	36.07	28.36	35.82	22.95	25.37	20.90	21.31	16.42	25.37	19.67	29.85	17.91
Grade 4	2476.	2461.	2448.	32.14	21.21	25.37	23.21	22.73	19.40	19.64	24.24	20.90	25.00	31.82	34.33
Grade 5	2551.	2541.	2533.	44.62	39.29	31.82	26.15	28.57	28.79	13.85	21.43	22.73	15.38	10.71	16.67
Grade 6	2550.	2569.	2542.	27.40	37.88	20.34	30.14	24.24	35.59	21.92	16.67	25.42	20.55	21.21	18.64
All Grades	N/A	N/A	N/A	34.90	31.37	28.57	25.88	25.10	25.87	19.22	19.61	23.55	20.00	23.92	22.01

Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.23	20.90	31.34	62.30	59.70	55.22	11.48	19.40	13.43
Grade 4	25.00	18.18	28.36	60.71	62.12	50.75	14.29	19.70	20.90
Grade 5	33.85	23.21	31.82	56.92	66.07	57.58	9.23	10.71	10.61
Grade 6	35.62	40.91	18.64	42.47	43.94	62.71	21.92	15.15	18.64
All Grades	30.59	25.88	27.80	54.90	57.65	56.37	14.51	16.47	15.83

Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.51	25.37	29.85	47.54	40.30	41.79	22.95	34.33	28.36
Grade 4	18.18	10.61	16.42	63.64	63.64	46.27	18.18	25.76	37.31
Grade 5	38.46	23.21	27.27	49.23	66.07	54.55	12.31	10.71	18.18
Grade 6	20.55	36.36	16.95	49.32	40.91	54.24	30.14	22.73	28.81
All Grades	26.77	23.92	22.78	51.97	52.16	49.03	21.26	23.92	28.19

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.11	13.43	17.91	77.05	76.12	68.66	9.84	10.45	13.43
Grade 4	10.71	7.58	11.94	76.79	74.24	70.15	12.50	18.18	17.91
Grade 5	18.46	26.79	19.70	75.38	66.07	74.24	6.15	7.14	6.06
Grade 6	24.66	21.21	16.95	68.49	65.15	74.58	6.85	13.64	8.47
All Grades	17.25	16.86	16.60	74.12	70.59	71.81	8.63	12.55	11.58

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.59	19.40	29.85	63.93	59.70	59.70	11.48	20.90	10.45
Grade 4	19.64	16.67	8.96	66.07	68.18	68.66	14.29	15.15	22.39
Grade 5	24.62	23.21	16.67	69.23	66.07	71.21	6.15	10.71	12.12
Grade 6	24.66	30.30	35.59	64.38	62.12	57.63	10.96	7.58	6.78
All Grades	23.53	22.35	22.39	65.88	63.92	64.48	10.59	13.73	13.13

Conclusions based on this data:

1.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	68	70	62	68	70	62	68	70	98.4	100.0	100
Grade 4	56	66	70	56	66	69	56	66	69	100.0	100.0	98.6
Grade 5	66	57	68	65	56	66	65	56	66	98.5	98.2	97.1
Grade 6	76	66	60	74	66	60	74	66	60	97.4	100.0	100
All Grades	261	257	268	257	256	265	257	256	265	98.5	99.6	98.9

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2449.	2440.	2457.	27.42	30.88	30.00	32.26	25.00	28.57	22.58	14.71	22.86	17.74	29.41	18.57
Grade 4	2482.	2475.	2467.	16.07	18.18	30.43	35.71	28.79	15.94	33.93	25.76	21.74	14.29	27.27	31.88
Grade 5	2531.	2509.	2506.	38.46	23.21	22.73	16.92	23.21	18.18	15.38	28.57	34.85	29.23	25.00	24.24
Grade 6	2561.	2575.	2541.	33.78	48.48	30.00	24.32	10.61	20.00	21.62	24.24	28.33	20.27	16.67	21.67
All Grades	N/A	N/A	N/A	29.57	30.47	28.30	26.85	21.88	20.75	22.96	23.05	26.79	20.62	24.61	24.15

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	30.65	32.35	31.43	51.61	42.65	52.86	17.74	25.00	15.71
Grade 4	28.57	16.67	24.64	51.79	57.58	36.23	19.64	25.76	39.13
Grade 5	33.85	12.50	18.18	40.00	71.43	63.64	26.15	16.07	18.18
Grade 6	21.62	34.85	18.33	55.41	45.45	56.67	22.97	19.70	25.00
All Grades	28.40	24.61	23.40	49.81	53.52	52.08	21.79	21.88	24.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	30.65	25.00	32.86	56.45	51.47	52.86	12.90	23.53	14.29
Grade 4	14.29	21.21	26.09	67.86	57.58	44.93	17.86	21.21	28.99
Grade 5	23.08	14.29	21.21	56.92	67.86	59.09	20.00	17.86	19.70
Grade 6	29.73	39.39	13.33	55.41	53.03	68.33	14.86	7.58	18.33
All Grades	24.90	25.39	23.77	58.75	57.03	55.85	16.34	17.58	20.38

Conclusions based on this data:

1.

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) 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1437.2	1492.6	1410.2	1450.8	1477.0	1411.7	1405.2	1528.9	1406.8	11	11	18
1	1439.9	1436.8	*	1437.3	1435.5	*	1442.1	1437.5	*	14	13	9
2	1456.4	1474.1	1455.5	1442.6	1475.3	1450.1	1469.5	1472.5	1460.4	17	12	17
3	*	1486.9	1490.9	*	1496.7	1485.7	*	1476.4	1495.6	10	15	14
4	*	1519.1	1481.3	*	1526.8	1483.8	*	1511.1	1478.2	8	11	14
5	*	*	*	*	*	*	*	*	*	8	5	10
6	*	*	*	*	*	*	*	*	*	10	5	5
All Grades										78	72	87

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.18	45.45	17.65	36.36	36.36	41.18	27.27	18.18	17.65	18.18	0.00	23.53	11	11	17
1	7.14	0.00	*	42.86	46.15	*	28.57	30.77	*	21.43	23.08	*	14	13	*
2	11.76	0.00	0.00	29.41	66.67	43.75	29.41	16.67	31.25	29.41	16.67	25.00	17	12	16
3	*	20.00	28.57	*	26.67	35.71	*	26.67	7.14	*	26.67	28.57	*	15	14
4	*	36.36	21.43	*	27.27	21.43	*	36.36	14.29	*	0.00	42.86	*	11	14
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.95	23.61	18.82	37.18	40.28	38.82	32.05	22.22	20.00	12.82	13.89	22.35	78	72	85

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.18	27.27	35.29	27.27	45.45	17.65	36.36	27.27	29.41	18.18	0.00	17.65	11	11	17
1	7.14	7.69	*	42.86	53.85	*	14.29	30.77	*	35.71	7.69	*	14	13	*
2	11.76	25.00	12.50	23.53	50.00	56.25	41.18	16.67	6.25	23.53	8.33	25.00	17	12	16
3	*	40.00	57.14	*	13.33	14.29	*	26.67	0.00	*	20.00	28.57	*	15	14
4	*	45.45	21.43	*	54.55	28.57	*	0.00	7.14	*	0.00	42.86	*	11	14
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.21	37.50	40.00	34.62	36.11	28.24	23.08	18.06	10.59	14.10	8.33	21.18	78	72	85

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	45.45	23.53	63.64	18.18	11.76	27.27	27.27	47.06	9.09	9.09	17.65	11	11	17
1	14.29	7.69	*	7.14	30.77	*	50.00	38.46	*	28.57	23.08	*	14	13	*
2	11.76	0.00	6.25	29.41	41.67	25.00	35.29	33.33	43.75	23.53	25.00	25.00	17	12	16
3	*	0.00	14.29	*	40.00	35.71	*	20.00	14.29	*	40.00	35.71	*	15	14
4	*	9.09	7.14	*	27.27	7.14	*	45.45	35.71	*	18.18	50.00	*	11	14
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	12.50	11.76	24.36	33.33	20.00	44.87	30.56	42.35	23.08	23.61	25.88	78	72	85

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.18	36.36	29.41	72.73	63.64	47.06	9.09	0.00	23.53	11	11	17
1	28.57	23.08	*	28.57	61.54	*	42.86	15.38	*	14	13	*
2	17.65	0.00	18.75	52.94	83.33	68.75	29.41	16.67	12.50	17	12	16
3	*	20.00	28.57	*	33.33	42.86	*	46.67	28.57	*	15	14
4	*	36.36	28.57	*	63.64	28.57	*	0.00	42.86	*	11	14
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	23.61	30.59	51.28	61.11	49.41	17.95	15.28	20.00	78	72	85

Grade Level	**Speaking Domain** Percentage of Students by Domain Performance Level for All Students											
	Well Developed			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	27.27	27.27	35.29	54.55	54.55	35.29	18.18	18.18	29.41	11	11	17
1	7.14	30.77	*	71.43	53.85	*	21.43	15.38	*	14	13	*
2	5.88	41.67	18.75	64.71	50.00	56.25	29.41	8.33	25.00	17	12	16
3	*	60.00	57.14	*	26.67	14.29	*	13.33	28.57	*	15	14
4	*	72.73	42.86	*	27.27	14.29	*	0.00	42.86	*	11	14
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.46	52.78	44.71	48.72	36.11	31.76	12.82	11.11	23.53	78	72	85

Grade Level	**Reading Domain** Percentage of Students by Domain Performance Level for All Students											
	Well Developed			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	45.45	11.76	81.82	54.55	70.59	9.09	0.00	17.65	11	11	17
1	21.43	30.77	*	35.71	38.46	*	42.86	30.77	*	14	13	*
2	11.76	16.67	0.00	70.59	58.33	75.00	17.65	25.00	25.00	17	12	16
3	*	0.00	14.29	*	53.33	57.14	*	46.67	28.57	*	15	14
4	*	18.18	7.14	*	63.64	35.71	*	18.18	57.14	*	11	14
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.26	22.22	10.59	60.26	52.78	60.00	29.49	25.00	29.41	78	72	85

Grade Level	**Writing Domain** Percentage of Students by Domain Performance Level for All Students											
	Well Developed			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	54.55	72.73	35.29	36.36	9.09	35.29	9.09	18.18	29.41	11	11	17
1	14.29	0.00	*	64.29	61.54	*	21.43	38.46	*	14	13	*
2	17.65	0.00	18.75	47.06	83.33	50.00	35.29	16.67	31.25	17	12	16
3	*	6.67	7.14	*	60.00	64.29	*	33.33	28.57	*	15	14
4	*	0.00	14.29	*	81.82	42.86	*	18.18	42.86	*	11	14
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.95	15.28	18.82	62.82	61.11	54.12	19.23	23.61	27.06	78	72	85

Conclusions based on this data:

1.

School and Student Performance Data
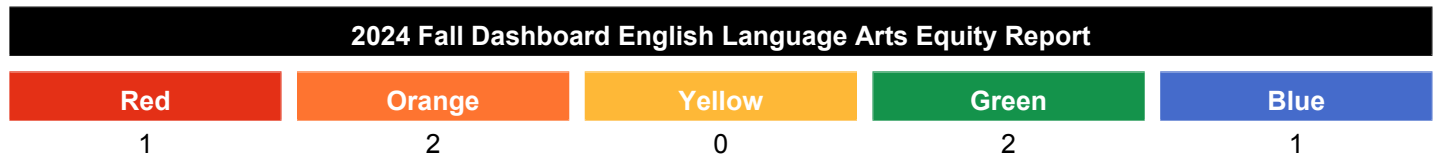
Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
447	**29.3%**	**17.2%**	**0.2%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	77	17.2%
Foster Youth	1	0.2%
Homeless	0	0.0%
Socioeconomically Disadvantaged	131	29.3%
Students with Disabilities	90	20.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.7%
American Indian	0	0.0%
Asian	148	33.1%
Filipino	11	2.5%
Hispanic	124	27.7%
Two or More Races	57	12.8%
Pacific Islander	0	0.0%
White	104	23.3%

Conclusions based on this data:

1.

School and Student Performance Data
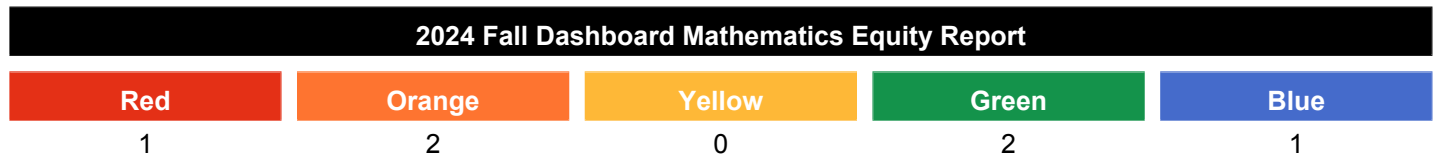
Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Mathematics Performance: Mathematics performance is in the Yellow category. Targeted interventions and support need to be provided to students who are struggling to meet grade level standards, during tier 2 and/or tier 3 time, as well as before and after school intervention classes. In 2024, "All Students" were 2.3 points below the standard in mathematics. Achievement gaps exist in mathematics for Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students   Math needs to be a focused concentration moving forward.

2. English Language Arts (ELA): Although "All Students" are in the Green category for ELA, there was a decline of 4.8 points. Strategies need to be aimed to halt this decline and improve overall performance. Achievement gaps exist among different student groups, particularly for Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), and Hispanic students in both ELA and Matth. Targeted interventions should address these disparities.

3. Chronic Absenteeism: Chronic absenteeism is a concern, with 11.5% of students chronically absent. Specific groups, such as Hispanic students, have higher rates of chronic absenteeism than other subgroups.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	0	2	1

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	No Performance Color
12.2 points above standard	3.0 points above standard	Less than 11 Students
Declined 4.8 points	Increased 10.0 points	
251 Students	74 Students	3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	33.6 points below standard
		Declined 18.1 points
	1 Student	83 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
81.2 points below standard	Less than 11 Students	0 Students
Declined 10.7 points		
49 Students	2 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Orange
35.6 points above standard	Less than 11 Students	37.6 points below standard
Declined 11.7 points		Declined 12.9 points
89 Students	7 Students	66 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
23.5 points above standard	0 Students	28.3 points above standard
Declined 23.0 points		Increased 16.2 points
32 Students		55 Students

Conclusions based on this data:

1. English Language Arts (ELA): Although "All Students" are in the Green category for ELA, there was a decline of 4.8 points . Strategies should aim to halt this decline and improve overall performance. Achievement gaps exist in ELA for Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students [4, 5].

2. English Learner (EL) Progress: English Learners are making progress, with 53.7% making progress and Overall EL's being in the Green having increased their overall scores by 10 points. Continued and enhanced support is needed to ensure they meet proficiency standards and continue to progress.

School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	0	2	1

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Green	No Performance Color
2.3 points below standard	2.0 points below standard	Less than 11 Students
Declined 3.4 points	Increased 7.8 points	
252 Students	74 Students	3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	37.8 points below standard
		Declined 8.8 points
	1 Student	84 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
96.2 points below standard	Less than 11 Students	0 Students
Declined 12.4 points		
49 Students	2 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
36.6 points above standard	Less than 11 Students	57.1 points below standard
Maintained 1.0 points		Declined 6.4 points
90 Students	7 Students	66 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
2.8 points below standard	0 Students	5.4 points above standard
Declined 16.8 points		Maintained 0.5 points
33 Students		54 Students

Conclusions based on this data:

1. Mathematics performance is in the Yellow category and declined slightly over the past year. Targeted interventions and support should be provided to students struggling in math both in Tier 2/Tier 3 time as well as in before and after school intervention opportunities. In 2024, "All Students" were 2.3 points below the standard in mathematics.

2. Achievement gaps exist in mathematics for Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students.

3. Math needs to be a focus area for staff and students in the upcoming school year.

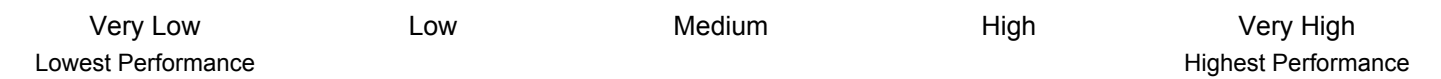# School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
53.7% making progress.	making progress.
Number Students: 54 Students	Number Students: 3 Students

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.

2024 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**
11.1%	35.2%	0%	53.7%

Conclusions based on this data:

1. Our English Learners are making progress, with 53.7% making progress over last school year.   Continued and enhanced support is needed to ensure they meet proficiency standards.

2. Current data indicates that we have 5 students who are Long-Term English Learners and 3 students at risk of being LTEL's. However, of those eight (8) students, six (6) are students with IEP's.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.

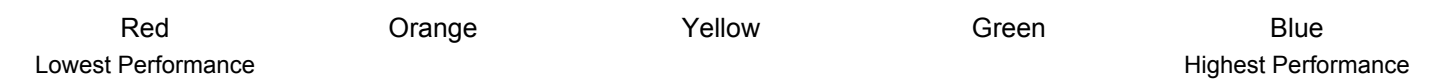The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Green	No Performance Color
11.5% Chronically Absent	8.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 0.8	Declined 2.8	3 Students
469 Students	91 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	15.8% Chronically Absent
2 Students	1 Student	Declined 2.4
		158 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
18.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 3.4	5 Students	
101 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Red
5.1% Chronically Absent	0% Chronically Absent	23.1% Chronically Absent
Declined 3.4	Declined 16.7	Increased 1.5
158 Students	11 Students	130 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
9.8% Chronically Absent	0 Students	9.6% Chronically Absent
Increased 5.5		Declined 2
61 Students		104 Students

Conclusions based on this data:

1. Chronic absenteeism is a concern, with 11.5% of students chronically absent based on 23/24 data.

2. Specific groups, such as Hispanic students (Red - 23.1% chronically absent), Students with Disabilitys (SWD) are in the yellow = 18.8% chronically absent, and Socioeconomically Disadvantaged (SED) are yellow = 15.8% chronicallly absent have higher rates of chronic absenteeism. However, current data shows about a 2% increase in kids coming to school during the 24/25 school year.

3. The Asian, White, and English Learner subgroups are all coming to school consistently.

School and Student Performance Data

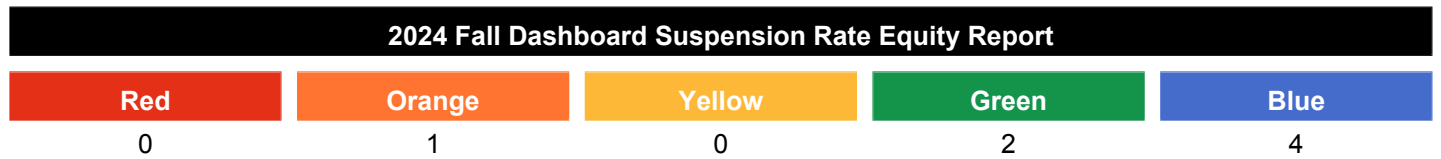## Academic Engagement
Graduation Rate

The 2024 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	4

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Blue	No Performance Color
0.6% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0.2%	Declined 2.2%	3 Students
480 Students	92 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0.6% suspended at least one day
3 Students	1 Student	Maintained 0%
		161 Students

Students with Disabilities	**African American**	**American Indian**
Blue	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 4%	5 Students	
104 Students		

Asian	**Filipino**	**Hispanic**
Blue	No Performance Color	Blue
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0%	Maintained 0%	Declined 0.7%
160 Students	12 Students	134 Students

Two or More Races	**Pacific Islander**	**White**
Orange	No Performance Color	Green
3.3% suspended at least one day	0 Students	0.9% suspended at least one day
Increased 0.4%		Maintained 0%
61 Students		108 Students

Conclusions based on this data:

1. Very few students at Greentree are meeting the threshold to be suspended from school. Soaring Reflections, Behavior Notifications and follow up check-ins with either a classroom teacher, TOSA, ERC and/or administration have been relatively effective.

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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 (S*ections: 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 (S*ections: 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 (S*ections: 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

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:

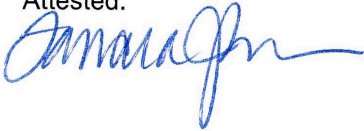| Signature	Committee or Advisory Group Name
	Advanced Learning and Differentiation Advisory Committee

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 4.29.25.

Attested:

Principal, Tamara Brown on	4.29.25
SSC Chairperson, Azadeh Rostami on	05, 21, 25