

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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
Treeview Elementary School	01611926001192	05/04/2022	06/08/2022

School Mission and Vision Statements

The mission of Treeview Elementary School is to create an environment where greatness is expected and nurtured. Treeview provides students with the tools and skills needed to be college and career ready by promoting student success, organizational skills, and learning strategies. Treeview's priorities are aligned with the Hayward Unified School District's (HUSD) Strategic Plan focused on deeper-learning, relationship-centered schools, service excellence and operational sustainability.

Deeper Learning. Treeview increases opportunities for all students to think critically and master academic content. AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies are used in Treeview classrooms, at all grade levels (k-6), to increase student engagement and deeper-learning experiences. Imagine Learning and Imagine Math on-line platforms are used by all students to provide early intervention in literacy and math as well as enrichment in literacy and math. Renaissance Accelerated Reader is used by all students to accelerate reading skills. Our reading intervention specialist and English Learner Specialist teaching reading skills to small groups of students struggling with literacy.

Relationship-Centered Schools. Treeview provides student access to social-emotional support through training and partnerships. Treeview staff is trained in Positive Behavior Intervention and Supports (PBIS) and Sanford Harmony Social Emotional Learning (SEL) Program. Our partnership

with Stars Inc. clinicians and Hayward Police Department's Youth & Family Services Bureau (YFSB) allows us to expand our social emotional support of students. Our Family Engagement Specialist (FES) helps expand parent education and engagement with the school. In 2022-2023 Treeview will continue its partnership with The Brave Space Institute to provide year-long professional development focused on addressing complex equity challenges in school. Treeview will also partner with Core Shifts to develop a scholar profile and build anti-racist assessment systems.

Service Excellence. Treeview thrives on providing a positive experience for our students, teachers, parent and community. Our welcoming environment starts in our main office where all are greeted by an office staff member trained to provide quality service to all. Teachers have been trained to use Class Dojo and Google Classroom to provide parents with direct connection to their child's teacher. Friday Night Phone Announcements and bi-weekly Bulldog Parent Journal provides continuous updates to families and community members about what is happening at Treeview.

Operational Sustainability. Treeview has created safety and technology plans that are equitable and sustainable. Our safety committee meets monthly and facilitate yearly safety plan analysis and training for safety and emergencies. Our Site Based Decision Making (SBDM) team and School Site Council (SSC) have created a need-based, equitable technology plan allowing us to have a 1-to-1 student to device ratio.

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)

Schoolwide Program

The Treeview Elementary School Single Plan for Student Achievement is a comprehensive support and improvement plan of actions to be taken to raise the academic performance of all students and improve the school's educational program. This plan specifies how categorical funds (Title 1, LCFF) and site discretionary funds will be used to accomplish the goals outlined in the plan. The Common Core State Standards (CCSS) are reflected in the changes to the instructional practices at Treeview as well as the way academic progress is measured. The Treeview SPSA has 5 performance goals aligned to HUSD's Local Education Agency plan. These goals include:

1. 21st Century Success in ELA: During the 2022-2023 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded, in ELA, will increase by 10%, from 28.03% (2019 data - no 2020/21 data) to 38.03% as measured by the California Assessment of Student Performance and Progress (CAASPP).
2. 21st Century Success for English Learners: During the 2022-2023 school year, the percentage of Treeview Elementary School English Learners (ELs) advancing one proficiency level will increase by 10%, from 52.6% (2017 California English Language Development Test-CELDT) to 62.6% as measured by the English Language Proficiency Assessment California (ELPAC).
3. 21st Century Success in Math: During the 2022-2023 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded, in Mathematics will increase 10% from 23.08% (2019 data - no 2020/21 data) to 33.08% as measured by the California Assessment of Student Performance and Progress (CAASPP).
4. 21st Century School Climate: During the 2022-2023 school year, the percentage of Treeview Elementary School 5th graders who indicate that "At school, teachers and other grown-ups...care about you" will increase 10% from 74% (2019) to 84% as measured by the California Healthy Kids Survey.
5. Ensuring Daily Attendance: Treeview Elementary School will maintain a 96% and higher attendance rating for the 2022 - 2023 school year.

DATA ANALYSIS

Our SPSA includes an analysis of recent student achievement and school climate data including: California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment California (ELPAC), Imagine Learning Galileo Assessments, California Healthy Kids Survey (CHKS), Hayward Unified School District (HUSD) Attendance Report.

SPECIFIC ACTIONS AND TASKS TO MEET PERFORMANCE GOALS

In order to achieve the above stated goals, Treeview Elementary School has set forth specific goals and related actions in our SPSA that include:

- Provide staff development to teachers on on-line platforms to personalize instruction.
- Provide staff development of AVID WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies
- Provide staff development on Renaissance Accelerated Reader
- Provide staff development of Sanford Harmony Social Emotional Learning program
- Provide staff development of equity challenges, through Brave Space Institute
- Provide staff development of anti-racist assessment systems through Core Shifts

- Provide staff development of benchmark Curriculum
- Provide staff development of The Science of Reading
- Engage staff in Cycle of Inquiry around student learning including monitoring and evaluating the data.
- Development of a rigorous English Language Development (ELD) and Academic Language Development Program (ALD) to improve students English language and academic language development skills.
- Improve school climate through a variety of strategies (PBIS), activities (Sanford Harmony), initiatives (Equity PD), and events.
- The Family Engagement Specialist will collaborate with the principal and support staff in coordinating trainings/workshops for parents/caretakers that support success in school, discipline strategies, health and nutrition classes English Language classes and other support as deemed appropriate by parents and staff.
- Maintain 96% attendance rate

BUDGET

As outlined in the SPSA, the majority of Title 1 (3010) supplemental funds are spent on:

- Imagine Learning licenses for Treeview students Grade 3-6 to provide on-line, personalized learning paths to provide the strategies and skills needed to develop English Language Arts and Mathematics skills

(\$22,000).

- Renaissance Learning /Accelerated Reader for all Treeview students to monitor reading practices and progress (\$14,727)
- AVID membership and Summer Institute will provide Treeview teachers with training in line with Title 1 funding: STEM Literacy for all students, Reading for Disciplinary Literacy, WICOR (Writing, Inquiry, Collaboration,

Organization, Reading) Strategies (\$22,390).

- Reading Professional Development (\$10,000)

As outlined in the SPSA, the majority of LCFF (0795) supplemental funds are spent on:

- Renaissance Learning /Accelerated Reader (\$14,727).
- Substitute Coverage for SSTs/504 Meetings would allow teachers to attend Student Study Team (SST) and 504 (students with disabilities) Meetings (\$1,480)
- Scholastic News Subscription for all Treeview students to bring current events into our classrooms classrooms including lesson plans that meet CCSS standards, and other online resources (\$2,559)
- Substitute coverage for ELPAC test administration allows assistance with administration of the ELPAC, the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English (\$2,775)
- Substitute coverage for release time allows for teachers to observe and learn from colleagues, teachers at other sites and different programs such as California Distinguished Schools and AVID (\$2,775)

As outlined in the SPSA, the majority of Site Discretionary funds are spent on:

- Teacher Individual Supplies to purchase items for their classrooms not provided by office staff (\$4,600)
- Materials and Supplies covers essentials needed to operate our schools including the increase in paper usage to support newly adopted Benchmark ELA Curriculum (\$13,082)

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

Treeview Elementary School provides a quality education for all Treeview students. This includes the achievements of disadvantaged students, such as those who are in poverty, English Language Learners, students of color and students who receive special education. To effectively meet the needs of all students Treeview is expanding personalized learning, through Imagine Learning (ELA and Math) and Renaissance Learning Accelerated Reader, to assess students and meet students where they are.

Imagine Learning allows students to learn at their own pace and to have a say in how and what they learn. During the 2017-2018 school year, Treeview teachers piloted the Imagine Learning online program. The 2018-2019 school year was the first year of Imagine Learning professional development and implementation. During the 2019-2020 school year Treeview teachers implement Imagine Learning with full fidelity and were awarded the 2019-2020 Imagine Nation Beacon School Award for innovative use of digital programs for our use of Imagine Learning. During the 2020-21 school year Treeview saw Imagine Learning usage decrease in the primary grades (K-2) as teachers used the district's IXL program. Students in grades 3-6 continued to use Imagine Learning averaging 16 minutes/week and completing 1 lesson/week. Students

Renaissance Learning Accelerated Reader monitors children's independent reading practice. Students pick a book at their own level and read it at their own pace. When finished, students takes a short quiz on the computer. Passing the quiz is an indication that the student understood what was read. Accelerated Reader gives students, teachers, and librarians feedback based on the quiz results, which the teacher then uses to help studetns set goals and direct ongoing reading practice.

Along with expanding personalized learning through Imagine Learning and Accelerated Reader, Treeviewis also expanding how we assess students to effectively meet the needs of all students. Students in grades 3 through 6 will continue to be tested once-a-year in reading and mathematics through the SBAC. All Treeview students kindergarten through grade 6 will also take the Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) Imagine Learning Assessments. Teachers will also work in collaboration to build standards based common assessments that will be evaluated by cross grade level teams.

Treeview's partnership with Core Shifts will reimagine assessments to be anti-racist and focus on the power of performance assessment.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teachers

AVID Survey - March 2022

Reading Professional Development Survey - April 2022

Student

California Healthy Kids Survey (CHKS) - April 2022

Parents

English Language Advisory Committee (ELAC) Survey - November 2021

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Treeview Elementary School, formative classroom observations are conducted weekly by the administration. Each week a different grade level span (K-1, 2-3, 4-5, 6-Preps) is visited for formative classroom observation.

During 2021-2022 school year, these observation were in person after a year (2020-2021) of observations through the online platform Zoom during synchronous time. Following each observation, teachers are given written feedback that includes (1) an appreciation, (2) an "I wonder," (3) and an invitation to meet with the administrator to discuss the feedback. Since these are not formal observations that are part of the evaluation process outlined in the HUSD/HEA Collective Bargaining Agreement, teachers are invited to discuss the feedback, not required. At the end of each week, the administration tracks which classrooms have been visited and which have not. The administration reviews trends observed during the week. Each Friday, in the Bulldog Weekly, a weekly Treeview staff (certificated and classified) newsletter, positive trends are shared with staff members to keep staff informed of what is happening in Treeview classrooms. Trends observed this year include:

- Increase use of AVID strategies including note-taking, promoting higher order thinking to deepen learning, use of essential questions
- Increase of student interaction
- Increase of random calling of students to answer questions in class
- Students "left off the hook" when they didn't know the answer or didn't want to participate.
- Increase use of graphic organizers to help students dissect math problems.
- Not enough allowing students to learn from misconceptions while showing appreciation for student thinking.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data from state, local and site specific assessments are continuously used to measure student progress and identify areas of support. Assessments include English Language Proficiency Assessment for California (ELPAC) Fontas and Pinnell (F&P) Assessments (Grades K-2), Imagine Learning Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Treeview Elementary School's sixteen (16) of sixteen (16) teachers meet the requirements for highly qualified staff including a bachelor's degree, full state certification or license, demonstrated that they know each subject they teach.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The focus of Treeview Elementary School's staff development is addressing the complex equity challenges in school and developing (Equity Pilot School) and closing the opportunity gap by preparing all students for college readiness (AVID).

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Treeview's Wednesday collaboration schedule allows teachers to meet twice a month for grade level meetings, once a month for cross-grade level meetings and once a month for collaboration.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

To involve all Treeview Elementary School stakeholders in the development of the 2022-2023 SPSA, the following events occurred:

August 2021. Beginning in August, the principal has provided the Treeview Elementary School staff with timely information about the school's programs by utilizing weekly Bulldog Pride (staff newsletter), weekly staff check-in meetings (each Wednesday) and monthly Site Based Decision Making (SBDM), School Site Council (SSC) and staff meetings.

September 2020. The principal begins to provide parents with information about the academic programs used at Treeview Elementary School, the assessments used to measure student progress and proficiency levels students are expected to achieve at various Parent, Teacher Association (PTA) monthly meetings, English Language Advisory Committee (ELAC) monthly meetings, Coffee & Conversation meetings, through weekly phone messages home (English & Spanish), bi-month Treeview Parent Journal (English & Spanish), school website and posting on social media (Facebook, Instagram).

October 2020. Treeview convened its annual Back to School Night via Zoom to inform parents about the goals outlined in the 2020-2021 SPSA and the rights of parents to be involved in the oversight of the current SPSA and development of the 2022-2023 SPSA. At Back to School Night, the principal also highlighted the variety of methods of parent involvement and communication. The principal host first of monthly Coffee Chats in partnership with Parent Engagement Specialist. Highlighted at each meeting are specific events geared toward family involvement and learning about the educational program at Treeview . Monthly PTA, SBDM, SSC, ELAC and staff meeting

November 2021. Monthly PTA, SBDM, SSC, ELAC and staff meetings

December 2021. Treeview Elementary School School Site Council (SSC) reviewed the 2020-2021 SPSA. Monthly PTA, SBDM, SSC, ELAC and staff meeting

January 2022. Treeview Elementary School SSC started to identify Budget Priorities for the 2022-2023 school year. The SSC identified three major priorities: continue with Imagine Learning Licenses, continue with AVID Training for teachers and bring back Renaissance Learning Accelerated Reader to help increase literacy and reading comprehension of students. Monthly PTA, SBDM, SSC, ELAC and staff meeting.

February 2022. The three priorities identified by SSC were shared with the Treeview Elementary School staff. 2022-2023 budget was reviewed by SSC. \$111,068 was allocated to Treeview. This amount was \$4,665 less than 2021-20202 budget.

March 2022. SSC created a proposed 2022-2023 Budget that included Imagine Learning Licenses for students grades 3-6 (\$22,000), Renaissance Learning Accelerate Reader (\$14,727), AVID membership, Library and Summer Institute training for all teachers and administrators (\$22,390), substitutes for 504/SST teacher coverage, release time for teachers, materials and supplies. The proposed budget was shared with Treeview staff for input. The proposed budget was also shared with the parent community at the March PTA meeting for parent input.

April 2022. Treeview staff supported proposed budget by SSC at staff meeting. Treeview parents supported proposed budget at PTA meeting. SSC approved 2022-2023 Site Plan for Student Achievement (SPSA) and accompanying budget

May 2022. SSC approved 2022-2023 Site Plan for Student Achievement (SPSA) and accompanying budget. SSC submits final SPSA and Budget for 2022-2023 school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The Treeview Elementary School 2017-2018 Budget reflected 80% of funds going toward paying four substitutes to deliver LLI reading intervention and math intervention. The total number of students receiving this intervention support equalled to 17% of the entire school population. With only 17% of the student population receiving intervention, the academic needs of many students were not being met. This included students who receive special education who were excluded from receiving reading and/or math intervention. The budget also did not reflect funding to support students performing above grade level. Absent from the budget and site plan were actions to provide enrichment.

In an effort to address these inequities, during the 2018-2019 school year, Treeview teachers began to use the online program Imagine Learning to provide intervention and enrichment during the school day. Although it was in its infancy at Treeview, the Imagine Learning program was appreciated so much by teachers, students and parents that the staff endorsed the purchase of Imagine Learning licenses for all Treeview students, including students in poverty, students of color, students who receive special education and students who were English Language Learners for the 2019-2020 school year. The Treeview staff's efforts with Imagine Learning, was rewarded with the Imagine Nation Beacon School Award for innovative use of digital programs. Treeview also saw a rise in the percentage of EL students advancing one proficiency level from 52.6 to 63.1 in 2019-2020. Imagine Learning was beneficial in reaching this success. The 2020-21 school year saw a decline in Imagine Learning use. This is attributed mostly to the global pandemic. To support all students, during distance learning, the school district purchased the online platform IXL. The K-2 teachers used IXL for their students. Despite the declining use, students who used Imagine Learning made gains in Literacy Development and Vocabulary Development.

To help raise the academic achievement of all students while providing support to those most in need, Treeview will pilot the AVID program for the 2019-2020 school year and trained all teacher in Summer 2020. Treeview will continue with AVID in 2022-2023.

Because of the learning loss during distance learning, staff is concerned about literacy development and comprehension development of students. Renaissance Learning Accelerated Reader will be used to support the literacy and comprehension development of all students. Treeview will also be working to develop guided reading groups and practices and professional development on the science of reading.

Another area of concern is more budgetary support for students in special education or with learning disabilities.

With Imagine Learning, AVID, Accelerated Reader and professional development equitable achievement will be realized at Treeview across student populations of varying demographics.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	71	50	50
Grade 1	63	74	49
Grade 2	80	59	62
Grade3	61	71	54
Grade 4	75	62	69
Grade 5	61	68	58
Grade 6	50	59	65
Total Enrollment	461	443	407

Conclusions based on this data:

1. Attendance has decreased each of the past three years.
2. For three years, the largest demographic group has been Hispanic students
3. The number of African American students has decline each of the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	157	146	128	34.1%	33.0%	31.4%
Fluent English Proficient (FEP)	69	71	52	15.0%	16.0%	12.8%
Reclassified Fluent English Proficient (RFEP)	10	20	3	5.8%	12.7%	2.1%

Conclusions based on this data:

1. The number of ELs has declined.
2. There was an increase of ELs who have been RFEP between 2018/19 - 2012/20.
3. The drop of ELs who have been RFEP in 2020/21 is most likely related to the virtual learning during pandemic.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	81	64	53	79	54	0	79	53	0	97.5	84.4	0.0
Grade 4	68	78	67	67	76	0	66	76	0	98.5	97.4	0.0
Grade 5	58	62	58	58	59	0	58	59	0	100	95.2	0.0
Grade 6	66	52	65	66	51	0	65	51	0	100	98.1	0.0
All Grades	273	256	243	270	240	0	268	239	0	98.9	93.8	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2388.	2342.		12.66	3.77		21.52	7.55		26.58	20.75		39.24	67.92	
Grade 4	2422.	2435.		18.18	14.47		13.64	23.68		15.15	25.00		53.03	36.84	
Grade 5	2423.	2439.		12.07	10.17		6.90	18.64		27.59	10.17		53.45	61.02	
Grade 6	2500.	2479.		9.23	9.80		29.23	19.61		27.69	31.37		33.85	39.22	
All Grades	N/A	N/A	N/A	13.06	10.04		18.28	17.99		24.25	21.76		44.40	50.21	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.92	3.92		53.16	43.14		32.91	52.94	
Grade 4	15.38	18.42		43.08	47.37		41.54	34.21	
Grade 5	12.07	11.86		34.48	40.68		53.45	47.46	
Grade 6	12.31	13.73		47.69	37.25		40.00	49.02	
All Grades	13.48	12.66		45.32	42.62		41.20	44.73	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.92	2.00		44.30	22.00		41.77	76.00	
Grade 4	20.31	11.84		31.25	50.00		48.44	38.16	
Grade 5	12.07	10.17		34.48	40.68		53.45	49.15	
Grade 6	13.85	9.80		44.62	49.02		41.54	41.18	
All Grades	15.04	8.90		39.10	41.53		45.86	49.58	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.13	5.88		56.96	52.94		32.91	41.18	
Grade 4	13.64	10.53		60.61	68.42		25.76	21.05	
Grade 5	8.62	3.39		51.72	52.54		39.66	44.07	
Grade 6	9.23	5.88		70.77	58.82		20.00	35.29	
All Grades	10.45	6.75		60.07	59.07		29.48	34.18	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.39	3.92		55.70	33.33		32.91	62.75	
Grade 4	15.38	9.21		35.38	56.58		49.23	34.21	
Grade 5	10.34	13.56		36.21	28.81		53.45	57.63	
Grade 6	23.08	15.69		49.23	52.94		27.69	31.37	
All Grades	14.98	10.55		44.94	43.88		40.07	45.57	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Prior to pandemic, the percentage of students tested has declined.
2. Nearly half of students in grades 3-6 are reading below grade level

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-
3. Largest group reading below grade level is 3rd grade.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	81	64	53	80	58	0	80	58	0	98.8	90.6	0.0
Grade 4	68	78	67	67	77	0	67	77	0	98.5	98.7	0.0
Grade 5	58	62	58	58	61	0	58	61	0	100	98.4	0.0
Grade 6	66	52	65	66	51	0	66	51	0	100	98.1	0.0
All Grades	273	256	243	271	247	0	271	247	0	99.3	96.5	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2400.	2350.		6.25	0.00		27.50	10.34		23.75	18.97		42.50	70.69	
Grade 4	2431.	2454.		10.45	10.39		19.40	20.78		25.37	40.26		44.78	28.57	
Grade 5	2447.	2438.		6.90	14.75		8.62	9.84		29.31	8.20		55.17	67.21	
Grade 6	2492.	2461.		13.64	5.88		12.12	17.65		33.33	25.49		40.91	50.98	
All Grades	N/A	N/A	N/A	9.23	8.10		17.71	14.98		27.68	24.29		45.39	52.63	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.00	6.90		38.75	22.41		46.25	70.69	
Grade 4	17.91	23.38		29.85	35.06		52.24	41.56	
Grade 5	10.34	19.67		27.59	11.48		62.07	68.85	
Grade 6	16.92	9.80		33.85	31.37		49.23	58.82	
All Grades	15.19	15.79		32.96	25.51		51.85	58.70	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.50	3.45		38.75	29.31		48.75	67.24	
Grade 4	13.43	14.29		40.30	48.05		46.27	37.66	
Grade 5	6.90	11.48		36.21	31.15		56.90	57.38	
Grade 6	16.67	5.88		40.91	35.29		42.42	58.82	
All Grades	12.55	9.31		39.11	36.84		48.34	53.85	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.00	0.00		56.25	29.31		28.75	70.69	
Grade 4	14.93	12.99		37.31	45.45		47.76	41.56	
Grade 5	6.90	9.84		34.48	26.23		58.62	63.93	
Grade 6	10.61	7.84		50.00	43.14		39.39	49.02	
All Grades	12.18	8.10		45.39	36.44		42.44	55.47	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 96 percent of all students grade 3-6 were tested.
2. 76 percent of all students grades 3-6 have not met standards
3. 4th grade is the only grade that decreased percentage of students that have not met standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1426.8	1421.0	*	1440.9	1429.7	*	1393.8	1400.2	*	25	22	*
1	1450.4	1461.7		1465.0	1483.0		1435.3	1439.9		40	23	0
2	1469.5	1500.9		1479.9	1519.2		1458.7	1482.0		24	29	0
3	1472.0	1491.6	1503.2	1477.0	1490.4	1516.4	1466.6	1492.2	1489.6	26	26	17
4	1483.6	1521.4	1535.0	1474.4	1523.0	1549.4	1492.4	1519.5	1520.3	25	26	18
5	1511.4	1486.5	1523.9	1517.5	1490.5	1534.9	1504.9	1481.9	1512.6	13	19	19
6	1483.3	*	1527.1	1474.9	*	1536.9	1491.3	*	1517.1	17	8	16
All Grades										170	153	71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	13.64	*	*	31.82	*	*	45.45	*	*	9.09	*	25	22	*
1	27.50	17.39		35.00	34.78		*	39.13		*	8.70		40	23	
2	*	24.14		50.00	44.83		*	27.59		*	3.45		24	29	
3	*	3.85	6.25	*	53.85	75.00	42.31	30.77	12.50	*	11.54	6.25	26	26	16
4	*	23.08	33.33	*	50.00	53.33	*	23.08	13.33	*	3.85	0.00	25	26	15
5	*	5.26	5.56	*	36.84	55.56	*	31.58	33.33	*	26.32	5.56	13	19	18
6	*	*	26.67	*	*	46.67	*	*	13.33	*	*	13.33	17	*	15
All Grades	20.00	15.69	18.46	38.82	41.18	56.92	24.71	33.99	18.46	16.47	9.15	6.15	170	153	65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.73	*	*	31.82	*	*	31.82	*	*	13.64	*	25	22	*
1	50.00	39.13		32.50	39.13		*	8.70		*	13.04		40	23	
2	54.17	55.17		*	34.48		*	6.90			3.45		24	29	
3	*	34.62	68.75	50.00	38.46	25.00	*	23.08	0.00	*	3.85	6.25	26	26	16
4	*	42.31	53.33	48.00	46.15	40.00	*	7.69	6.67	*	3.85	0.00	25	26	15
5	*	42.11	55.56	*	21.05	38.89	*	21.05	5.56	*	15.79	0.00	13	19	18
6	*	*	46.67	*	*	33.33	*	*	13.33	*	*	6.67	17	*	15
All Grades	34.71	39.87	56.92	39.41	35.95	33.85	14.12	16.34	6.15	11.76	7.84	3.08	170	153	65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	4.55	*	*	36.36	*	48.00	45.45	*	*	13.64	*	25	22	*
1	*	0.00		*	26.09		32.50	52.17		35.00	21.74		40	23	
2	*	17.24		*	20.69		*	41.38		*	20.69		24	29	
3		3.85	0.00	*	15.38	25.00	*	69.23	56.25	53.85	11.54	18.75	26	26	16
4		11.54	0.00	*	38.46	40.00	*	34.62	46.67	44.00	15.38	13.33	25	26	15
5	*	5.26	5.56	*	10.53	5.56	*	36.84	66.67	*	47.37	22.22	13	19	18
6	*	*	0.00	*	*	33.33	*	*	46.67	*	*	20.00	17	*	15
All Grades	8.24	7.19	1.54	21.76	24.84	26.15	35.29	46.41	53.85	34.71	21.57	18.46	170	153	65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	68.00	36.36	*	*	45.45	*	*	18.18	*	25	22	*
1	65.00	56.52		30.00	34.78		*	8.70		40	23	
2	*	41.38		50.00	55.17		*	3.45		24	29	
3	*	7.69	12.50	69.23	65.38	81.25	*	26.92	6.25	26	26	16
4	*	30.77	40.00	60.00	61.54	60.00	*	7.69	0.00	25	26	15
5	*	5.26	16.67	*	57.89	77.78	*	36.84	5.56	13	19	18
6	*	*	13.33	76.47	*	66.67	*	*	20.00	17	*	15
All Grades	42.35	30.07	20.00	47.65	53.59	72.31	10.00	16.34	7.69	170	153	65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.73	*	52.00	54.55	*	*	22.73	*	25	22	*
1	52.50	34.78		35.00	56.52		*	8.70		40	23	
2	70.83	65.52		*	31.03			3.45		24	29	
3	*	61.54	93.75	50.00	38.46	0.00	*	0.00	6.25	26	26	16
4	*	69.23	86.67	52.00	26.92	13.33	*	3.85	0.00	25	26	15
5	*	68.42	94.44	*	21.05	5.56	*	10.53	0.00	13	19	18
6	*	*	73.33	*	*	20.00	*	*	6.67	17	*	15
All Grades	45.88	54.90	87.69	40.59	37.91	9.23	13.53	7.19	3.08	170	153	65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	4.55	*	76.00	81.82	*	*	13.64	*	25	22	*
1	*	13.04		30.00	65.22		45.00	21.74		40	23	
2	*	6.90		54.17	68.97		*	24.14		24	29	
3		0.00	0.00	*	65.38	75.00	65.38	34.62	25.00	26	26	16
4		3.85	6.67	52.00	69.23	80.00	48.00	26.92	13.33	25	26	15
5		5.26	5.56	*	31.58	66.67	*	63.16	27.78	13	19	18
6	*	*	0.00	*	*	40.00	64.71	*	60.00	17	*	15
All Grades	10.59	5.23	3.08	47.06	63.40	66.15	42.35	31.37	30.77	170	153	65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	27.27	*	48.00	45.45	*	*	27.27	*	25	22	*
1	*	8.70		47.50	65.22		37.50	26.09		40	23	
2	*	17.24		79.17	62.07		*	20.69		24	29	
3	*	11.54	25.00	73.08	80.77	56.25	*	7.69	18.75	26	26	16
4	*	19.23	0.00	72.00	76.92	93.33	*	3.85	6.67	25	26	15
5	*	10.53	0.00	*	57.89	88.89	*	31.58	11.11	13	19	18
6	*	*	26.67	76.47	*	60.00	*	*	13.33	17	*	15
All Grades	11.76	15.03	13.85	64.71	67.32	73.85	23.53	17.65	12.31	170	153	65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students overall performed better on speaking portion of ELPAC
2. Need better supports for newcomer students.
3. Number of students performing at Beginning Reading increased from 18/19 to 20/21

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
407	65.6	31.4	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	128	31.4
Foster Youth	2	0.5
Homeless	6	1.5
Socioeconomically Disadvantaged	267	65.6
Students with Disabilities	34	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	8.6
American Indian or Alaska Native	2	0.5
Asian	52	12.8
Filipino	29	7.1
Hispanic	228	56.0
Two or More Races	24	5.9
Native Hawaiian or Pacific Islander	13	3.2
White	24	5.9

Conclusions based on this data:

1. Nearly 80% of students are eligible for free & reduced meal program.

2. Hispanic students are the largest demographic.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="289 747 378 779">Orange</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="764 747 854 779">Orange</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1260 747 1317 779">Blue</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="289 947 378 978">Orange</p>		

Conclusions based on this data:

1. Intensive intervention for ELA needed.
2. Intensive intervention for Math needed.

School and Student Performance Data

Academic Performance English Language Arts

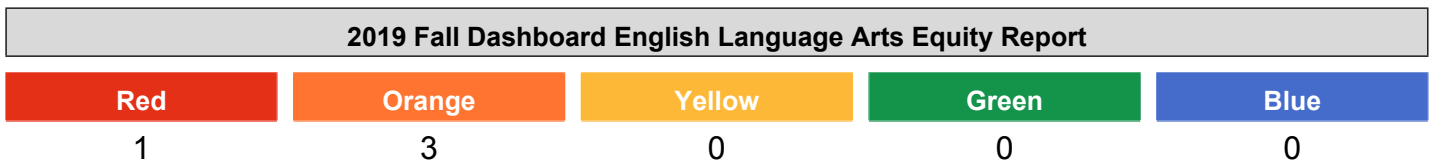
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 55.9 points below standard Declined -7.8 points 223	<p>English Learners</p> Orange 65.7 points below standard Maintained ++1.1 points 94	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color 90.3 points below standard Maintained ++1.4 points 16	<p>Socioeconomically Disadvantaged</p> Red 71.6 points below standard Declined -4.4 points 170	<p>Students with Disabilities</p> No Performance Color 126.3 points below standard Increased ++3 points 25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 86 points below standard Declined Significantly -15.7 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 46.8 points below standard Declined Significantly -22.5 points 31	 No Performance Color 2.8 points below standard Declined -6.7 points 24
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.7 points below standard Declined -3.2 points 117	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 35.8 points below standard Maintained ++0.5 points 12

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.3 points below standard Increased ++13.7 points 64	10.4 points below standard Declined -5 points 30	61.8 points below standard Declined Significantly -20.3 points 105

Conclusions based on this data:

1. Intensive intervention needed to support all subgroups in ELA
2. Intensive intervention needed to support ELs.

School and Student Performance Data

Academic Performance Mathematics

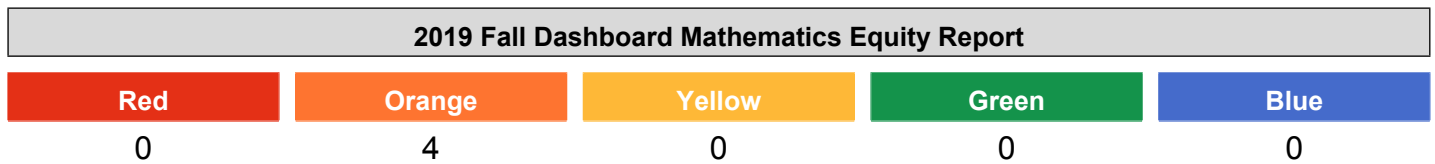
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 67.9 points below standard Declined Significantly -15.4 points 228	<p>English Learners</p> Orange 81.3 points below standard Declined -8.2 points 96	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color 116.4 points below standard Declined Significantly -31.9 points 17	<p>Socioeconomically Disadvantaged</p> Orange 81.3 points below standard Declined -14.8 points 175	<p>Students with Disabilities</p> No Performance Color 134.5 points below standard Maintained -2.8 points 26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 102.3 points below standard Declined Significantly -30.8 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 51.4 points below standard Declined Significantly -29.7 points 31	 No Performance Color 25.8 points below standard Declined Significantly -17.8 points 25
Hispanic	Two or More Races	Pacific Islander	White
 Orange 80.9 points below standard Declined -10.5 points 119	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 21.1 points below standard Increased ++13.8 points 12

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104 points below standard Declined -4.1 points 67	28.9 points below standard Maintained ++2.3 points 29	71.5 points below standard Declined Significantly -25.1 points 108

Conclusions based on this data:

1. Students generally performing better in mathematics than ELA
2. Intensive intervention needed to support all students.

School and Student Performance Data

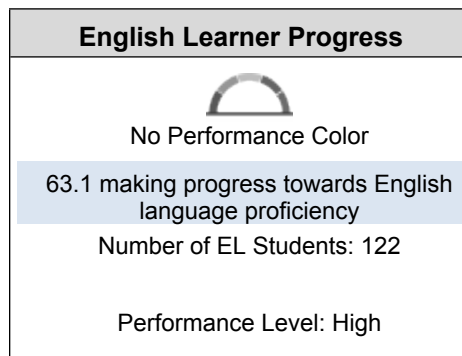
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
15.5	21.3	4.9	58.1

Conclusions based on this data:

1. Percentage of students progressing toward English Language Proficiency has decreased.
2. Number of EL students at Treeview has increased.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

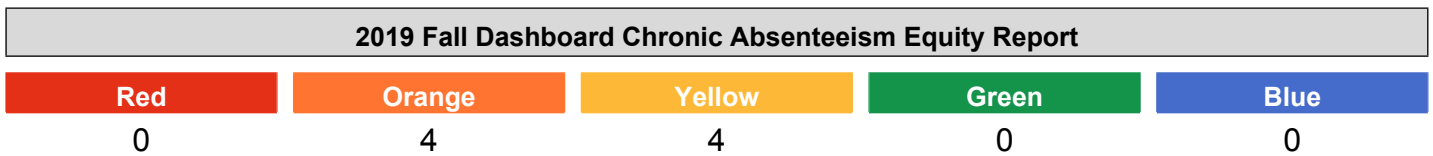
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 11.6 Maintained -0.4 492	<p>English Learners</p> Orange 12.6 Increased +1.7 175	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p> No Performance Color 14.8 Declined -7.4 27	<p>Socioeconomically Disadvantaged</p> Yellow 12.5 Declined -1.8 376	<p>Students with Disabilities</p> Orange 15.9 Increased +7.4 44

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow	 No Performance Color	 Orange	 Yellow
12.2	Less than 11 Students - Data Not Displayed for Privacy	9.7	6.3
Declined -2.6	1	Increased +4	Maintained +0.1
49		62	48
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 No Performance Color	 Orange
12	20.8	9.1	12.9
Declined -1.8	Increased +2.7	11	Increased +4.3
266	24		31

Conclusions based on this data:

1. All subgroups have showed increase in attendance.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

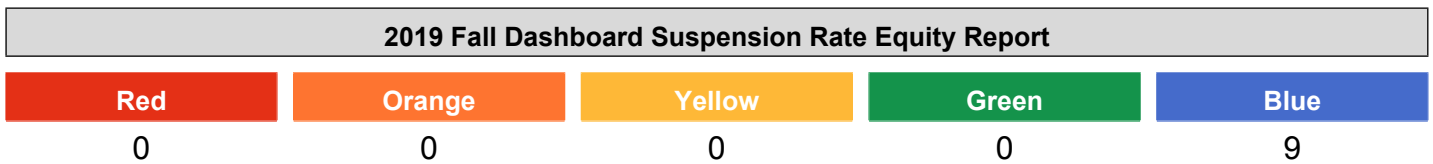
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.2</p> <p>Declined Significantly -1.7</p> <p>510</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Declined Significantly -1.1</p> <p>183</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p>Homeless</p>  <p>Blue</p> <p>0</p> <p>Declined -8.3</p> <p>31</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0.3</p> <p>Declined Significantly -2.1</p> <p>388</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0</p> <p>Declined -2.1</p> <p>46</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Declined -6.1 51	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 64	 Blue 0 Maintained 0 50
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4 Declined Significantly -1 276	 No Performance Color 0 Declined -4.3 26	 No Performance Color 0 11	 Blue 0 Declined -5.6 31

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.9	0.2

Conclusions based on this data:

1. Suspensions at Treeview have declined significantly
2. Programs such as PBIS, Sanford Harmony have contributed to declining suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English-Language Arts

LEA/LCAP Goal

LEA Goal:

- 21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery
- 21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery .

State Priorities:

- 4 - Pupil Achievement
- 4 - Pupil Achievement

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment
- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 1

21st Century Success in ELA

During the 2022-2023 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded, in ELA, will increase by 10%, from 28.03% (2019 data) to 38.03% as measured by the 2022 California Assessment of Student Performance and Progress (CAASPP). No 2020 nor 2021 CAASPP data because of the COVID-19 distance learning during pandemic.

Identified Need

What data did you use to form this goal (findings from data analysis)?

The data used to form this goal was 2019 California Assessment of Student Performance and Progress (CAASPP). The 2019 data was used as baseline data because there is no 2020 nor 2021 data due to COVID-19 distance learning. The School Site Council (SSC) will review 2022 CAASPP data in fall and, if necessary, make adjustments to our ELA goal.

Group data to be collected to measure gains:

LEA data, common formative assessments, grade level assessments and Imagine Learning Progress Monitoring will be analyzed during grade level collaboration, staff meetings, professional development, Instructional Leadership Team (ILT), School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings. The principal, ILT, classroom teachers and SSC will monitor the progress of students moving forward to the appropriate reading level.

Strategy:

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use HUSD adopted Benchmark Language Arts program, ELA Frameworks and California grade level standards in designing and differentiating standards.
- All teachers will use multiple measures of assessments (i.e., teacher created assessments) to monitor progress and adjust instruction based upon the needs of students
- Staff will analyze on demand and other student writing using AVID grade level writing rubrics and provide students with concrete feedback and directions as it relates to grade level writing standards Teachers will use graphic organizers (AVID) to support student learning.
- All English learners will assessed using ELPAC.
- Teachers will have the opportunity to work collaboratively, during staff meetings, to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly.
- Teachers will participate in on site AVID and Imagine Learning professional development to strengthen literacy instruction.

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs of literacy.
- Teachers will make home contact i.e., progress reports, phone calls, online classroom-to-home communication to discuss the progress of their at risk students.
- Teachers will incorporate Imagine Learning daily to provide intervention and enrichment throughout the school day.
- ALD/ELD will be offered forty-five minutes daily so teachers may provide targeted support.

Intensive Intervention (Tier 3)

- ELL Specialist will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Partner teacher will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Resource Specialist and paraeducators will provide push in and pull out support to students in special education.
- Counselors will provide check in with at risk students.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Our focus students are the third through sixth grade students who are English Language Learners, specifically African American students and student receiving Special Education in each grade level.

Anticipated annual growth for each group:

Our CAASPP results will indicate the following student academic growth:

The percentage of students who will meet or exceed the standards will increase from 28.03% to 38.03%.

The percentage of student who will not meet or exceed the standards will decrease from 71.97% to 61.97%

Means of evaluating progress toward this goal:

2022 CAASPP

Imagine Learning Progress Monitoring

Common Formative Assessments

How does this goal align to your Local Educational Agency Plan goals?:

Hayward Unified School District (HUSD) Board Priorities and Goals (Services & Operation,

Academics & Achievement, School Climate, Involvement/Engagement) are articulated throughout the Treeview Elementary School SPSA. Each of the 5 Area Goals contained in the SPSA have Title 1 budget allocations to supports identified in Board Priorities and Goals. Supports include but are not limited to CCSS curriculum alignment via common assessments, professional development and extended and intensive learning opportunities.

What did the analysis of the data reveal that led you to this goal?

A careful analysis of 2019 CAASPP results, showed that only 28.03% of Treeview 3rd-6th graders were performing at Standards Met or Exceeded. Over 70% of Treeview 3rd-6th graders did not meet standards.

Which stakeholders were involved in analyzing data and developing this goal?

English Language Advisory Committee Members (ELAC)

EL/intervention Specialist

Principal/Vice Principal

School Site Council

Instructional Leadership Team

Actions to improve achievement to exit program improvement (if applicable).

LEA has provided the following tools:

- Common Core Standard Based Unit Plan,
- Common Core Lesson Design, identifying structures to guide teaching and learning, working collaboratively with the teacher and school leaders
- Common Core Lesson Design Common Core Assessments
- Common Core Instructional Framework training

Treeview Staff will use the following strategies to implement the Common Core through the tools provided by the district:

- Improve Classroom discourse including questioning strategies' Use inquiry based on formative assessments and observations
- Incorporate blended learning
- Increase the cognitive demand of student tasks so that they are using the full range of Levels of Thinking from the Depth of Knowledge (DOK) Model.
- Create a scope & sequence for our school year using the Unit Plans, On Demand Tasks, common formative assessments and Backwards planning

Monitoring throughout the year:

- Provide Culturally linguistic and relevant, responsive strategies and materials to support ELLs and African American Students
- Determine an instructional focus based on an analysis of student achievement data
- Provide Professional Development to support the instructional focus
- Monthly monitoring and evaluation of the plan
- Align site resources to support the Plan.
- Identify and implement appropriate assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Benchmark Curriculum Instruction (ELA)

Task:
 The Instructional Leadership Team (ILT), School Site Council (SSC), English Language Advisory Committee (ELAC) and Site Based Decision Making (SBDM) team will analyze data regularly, focusing on all benchmark and formative data. The ILT SSC, ELAC SBDM and other groups will assess the implementation of Common Core as it relates to the growth towards mastery for all subgroups. There will be Benchmark Curriculum professional development throughout the year in order to focus on instruction including strategies for implementation of Depth of Knowledge strategies, strategic grouping and assessment.

Measures:
 Formative and district benchmark assessments including analyzes of the IAB, CASSPP results, teacher observations, and student work samples

People Assigned:
 Administration, English Language Intervention Specialist, Teachers, ELAC, SSC, ILT

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Benchmark Curriculum
	None Specified None Specified
	None Specified None Specified
	None Specified
	None Specified

	None Specified
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students Grades 3-6

Strategy/Activity

Imagine Learning Literacy Usage

Task:
Use of Imagine Learning (IL) Literacy online platform, with fidelity, by all Treeview 3rd-6th grade students, to improve literacy foundational skills through playing games and completing short lessons. Teachers and administrators received regular reports on student progress.

Measures:
IL and district benchmark assessments.

People Assigned:
Administration, EL Intervention Specialist, Teachers. ELAC , SSC, ILT

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
22,000.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Imagine Learning Licenses for all Treeview Elementary Students Grades 3-6

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School Wide AVID Implementation

Task:

Use of AVID strategies and lessons, by teachers, to provide key academic and social supports students need to thrive academically such as writing, learning to be inquisitive, learning to be collaborative, learning to be organized and learning reading strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

22,390.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected
5800: Professional/Consulting Services And Operating Expenditures
AVID Membership and Summer Institute Training

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School Wide use of Renaissance Accelerated Reader Program

Task:

Use of Renaissance Accelerated Reader Program to monitor and manage students' independent reading practices. Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend student learning and build skills mastery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

14,727.00

Source(s)

LCFF Supplemental and Concentration Funds
4000-4999: Books And Supplies
Renaissance Learning Accelerated Reader Program

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students Grades K-2

Strategy/Activity

Use of Scholastic News

Task:

Students in grades kindergarten to 2nd grade will have access to high-interest, non-fiction reading through Scholastic News. Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend student learning and build skills mastery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2,559.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected
4000-4999: Books And Supplies
Scholastic News subscription for each Treeview student

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Science of Reading Professional Development

Task:

This professional development provides teachers with the information needed to gain a deeper understanding of how students learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development. From this research, teachers will learn strategies for teaching foundational literacy skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

10,000.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected

5800: Professional/Consulting Services And
Operating Expenditures
The Science of Reading

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Release Time

Task:

Teachers will be allowed to observe and learn from colleagues, teachers at other sites and different programs such as AVID, California Distinguished Schools

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2,775.00

Source(s)

LCFF Supplemental and Concentration Funds
Release Time

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Release Time: IEP, SST and 504 Meetings

Task:

Provide substitute coverage for teachers to attend IEP, SST and 504 Meetings to meet students' academic, social and emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1,480.00

Source(s)

LCFF Supplemental and Concentration Funds

Teacher Release Time: IEP, SST and 504 Meetings

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Office and Classroom Materials and Supplies

Task:

Treeview will provide students with basic needs like pencils, pens, crayons and paper to help students engage in lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

13,082

Source(s)

General Fund

Office and Classroom Materials and Supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

LEA Goal:

- 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.
- 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

State Priorities:

- 4 - Pupil Achievement
- 4 - Pupil Achievement

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment
- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 2

21st Century Success for English Learners

During the 2022-2023 school year, the percentage of Treeview Elementary School English Learners (ELs) advancing one proficiency level will increase by 10%, from 63.1% (2019 California English Language Development Test -CELDT) to 73.1% as measured by the English Language Proficiency Assessment California (ELPAC). 2019 data was used because no 2020 ELPAC data due to pandemic distance learning.

Identified Need

What data did you use to form this goal (findings from data analysis)?

The data used to form this goal was the ELPAC from fall of school year 2019. The English Language Advisory Committee (ELAC) and School Site Council (SSC) will review 2022 ELPAC data in fall 2022 and, if necessary, make adjustments to our English Language Development goal.

Group data to be collected to measure gains:

The Instructional Leadership Team (ILT), English Learner Advisory Committee (ELAC), School Site Council (SSC), Intervention Specialist, and administration will monitor and evaluate ELPAC data. The administration will lead data analysis session with teachers, ILT, ELAC and SSC.

Strategy:

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use HUSD adopted MacMillan McGraw-Hill's Treasures Reading/Language Arts program, ELA Frameworks and California grade level standards in designing and differentiating standards.

- Grade 2 and 3 teachers will use Curriculum Associates' Ready Common Core Reading Student Instruction and Assessment.
- All teachers will use multiple measures of assessments (i.e., teacher created assessments) to monitor progress and adjust instruction based upon the needs of students.
- Staff will analyze on demand and other student writing using AVID grade level writing rubrics and provide students with concrete feedback and directions as it relates to grade level writing standards.
- Teachers will use graphic organizers (AVID) to support student learning.
- All English learners will assessed using ELPAC.
- Teachers will have the opportunity to work collaboratively, during staff meetings, to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly.
- Teachers will participate in on site AVID and Imagine Learning professional development to strengthen literacy instruction.

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs of English Language Learners
- Teachers will make home contact i.e., progress reports, phone calls, online classroom-to-home communication to discuss the progress of their at risk students.
- Teachers will incorporate Imagine Learning daily to provide intervention and enrichment throughout the school day
- ELD will be offered forty-five minutes daily so teachers may provide targeted support focused on academic vocabulary, Language Structure, Forms and Functions of English.

Intensive Intervention (Tier 3)

- ELL Specialist will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

The focus students for this goal are English Language Learners and Special Education students.

Anticipated annual growth for each group:

Every English Language Learner will increase one level on the ELPAC test.

Means of evaluating progress toward this goal:

ELPAC data.

Imagine Learning Progress Monitoring data

How does this goal align to your Local Educational Agency Plan goals?:

Hayward Unified School District (HUSD) Board Priorities and Goals (Services & Operation, Academics & Achievement, School Climate, Involvement/Engagement) are articulated throughout the Treeview Elementary School SPSA. Each of the 5 Area Goals contained in the SPSA have Title 1 budget allocations to supports identified in Board Priorities and Goals Supports include but are not limited to CCSS curriculum alignment via common assessments, professional development and extended and intensive learning opportunities.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

School Administration

School Site Council (SSC)

English Language Advisory Committee (ELAC)
English Learner (EL) Specialist/Intervention Specialist

Actions to improve achievement to exit program improvement (if applicable).
Improve classroom discourse including questioning strategies, knowledge of forms and functions of language
Increase cognitive demand using the Depth of Knowledge model

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Ensure students increase their CELDT level at least one level and Decrease LTELL

Task:

The ELAC committee will review and analyze student ELPAC, ELA, and Math data in order to make recommendations on programs and services for English Learners and allocating resources to support student achievement. Online programs will be utilized to advance the learning of ELL students.

Measures:

ELPAC, local assessments, ADEPT, ELAC meeting agenda/minutes, ELAC surveys

People Assigned:

Principal, ELL/Intervention Specialist , ILT. PLCs, grade level teams

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0

None Specified

0

None Specified

0	None Specified
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0	None Specified
	Teacher Release Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Imagine Learning Literacy Usage

Task:
Use of Imagine Learning (IL) Literacy online platform, with fidelity, by all Treeview 3rd-6th grade students, to improve literacy foundational skills through playing games and completing short lessons. Teachers and administrators received regular reports on student progress.

Measures:
IL and district benchmark assessments.

People Assigned:
Administration, EL Intervention Specialist, Teachers. ELAC , SSC, ILT

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	ESSA Title I , Part A , Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Imagine Learning Literacy

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

ELPAC Testing Administration

Task:
Provide substitute assistance with administration of the ELPAC, the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is a language

other than English. The substitute assistance will provide for more students to be testing. Currently Treeview Elementary only has a .5 EL Specialist, making it difficult for all students to be tested.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2,775.00

Source(s)

LCFF Supplemental and Concentration Funds

Substitute coverage for assistance with ELPAC Test Administration.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School Wide use of Renaissance Accelerated Reader Program

Task:

Use of Renaissance Accelerated Reader Program to monitor and manage students' independent reading practices. Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend student learning and build skills mastery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

LCFF Supplemental and Concentration Funds
4000-4999: Books And Supplies
Renaissance Accelerated Reader Program

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Release Time: Professional Development

Task:

Provide substitute coverage for teacher release time to allow teachers to observe and learn from colleagues, teachers at other sites and different programs such as California Distinguished Schools, AVID.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

LCFF Supplemental and Concentration Funds
Teacher Release Time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Release Time: IEP, SST and 504 Meetings

Task:

Provide substitute coverage for teachers to attend IEP, SST and 504 Meetings to meet students' academic, social and emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

LCFF Supplemental and Concentration Funds
Teacher Release Time: IEP, SST and 504 Meetings

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Office and Classroom Materials and Supplies

Task:

Treeview will provide students with basic needs like pencils, pens, crayons and paper to help students engage in lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

General Fund
Office and classroom materials and supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

LEA Goal:

- 21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery
- 21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery

State Priorities:

2 - Implementation of State Standards

2 - Implementation of State Standards

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment
- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 3

21st Century Success in Math

During the 2022-2023 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded, in Mathematics will increase 10% from 23.08% to 33.08% as measured by the 2022 California Assessment of Student Performance and Progress (CAASPP).

Identified Need

What data did you use to form this goal (findings from data analysis)?
CAASPP results.

Group data to be collected to measure gains:

LEA data will be entered into the OARS. This data, along with common formative assessments and grade level assessments, will be analyzed during grade level collaboration, staff meetings, professional development, Instructional Leadership Team (ILT), School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings. The principal, ILT, classroom teachers and SSC will monitor the progress of students moving forward to the appropriate math level.

Strategy:

Universal Access to Strong Core Instructional Program {Tier 1}

- All Grade Kindergarten through 5th grade teachers will use HUSD adopted McGraw-Hill's Math Expressions. Math Frameworks and California grade level standards in designing and differentiating standards.
- Grade 6 teachers will use McGraw Hill's California Math CCSS, Math Frameworks and California grade level standards in designing and differentiating standards.

- All teachers will use multiple measures of assessments (i.e., teacher created assessments) to monitor progress and adjust instruction based upon the needs of students.
- Teachers will use graphic organizers (AVID) to support student learning.
- Teachers will have the opportunity to work collaboratively, during staff meetings, to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly .
- Teachers will participate in on site AVID and Imagine Learning Math professional development to strengthen math instruction.

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs of math literacy.
- Teachers will make home contact i.e., progress reports, phone calls, online classroom-to-home communication to discuss the progress of their at risk students.
- Teachers will incorporate Imagine Learning Math daily to provide intervention and enrichment throughout the school day.

Intensive Intervention (Tier 3)

Resource Specialist and paraeducators will provide push in and pull out support to students in special education.

Counselors will provide check in with at risk students.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Our focus students are the third through sixth grade students who are English Language Learners, African American students and student receiving Special Education in each grade level

Anticipated annual growth for each group:

There will be a 10% increase from 26.94% to 36.94% in the number of children who meet or exceed standards.

There will be a 10% decrease from 73.06% to 63.06% in number of students not meeting standards.

Means of evaluating progress toward this goal:

CAASPP

Imagine Math Assessments

District Benchmark Assessments

Common Formative Assessments

Grade level performance assessments

How does this goal align to your Local Educational Agency Plan goals?:

Hayward Unified School District (HUSD) Board Priorities and Goals (Sen/ices & Operation, Academics & Achievement, School Climate, Involvement/Engagement) are articulated throughout the Treeview Elementary School SPSA. Each of the 5 Area Goals contained in the SPSA have Title 1 budget allocations to supports identified in Board Priorities and Goals. Supports include but are not limited to CCSS curriculum alignment via common assessments, professional development and extended and intensive learning opportunities.

What did the analysis of the data reveal that led you to this goal?

CAASPP 2019 results reveal the following:

A careful analysis of 2019 CAASPP results, showed that only 26 94% of Treeview 3rd-6th graders were performing at Standards Met or Exceeded in Math. 73% of Treeview 3rd-6th graders did not meet standards in Math

Which stakeholders were involved in analyzing data and developing this goal?

Principal/Vice Principal
School Site Council
Instructional Leadership Team

Actions to improve achievement to exit program improvement (if applicable).

Continue to revisit Common Core Standards and continue to learn to use old instructional materials in a new way .

Incorporate Imagine Learning Math 3-4x/week for approximately 20 minutes each session.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Common Core Math Instruction

Task:

Use of district adopted McGraw-Hill's Math Expressions (Grades K-5) and McGraw Hill's California Math CCSS (Grade 6) with fidelity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0

District Funded
4000-4999: Books And Supplies

0

None Specified

0

None Specified

0

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students Grade 3-6

Strategy/Activity

Use of Imagine Math as supplemental material for math instruction.

Task:

Imagine Math is an adaptive, interactive math program that teaches math skills at the student's skill level and helps them practice what they've learned.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected
4000-4999: Books And Supplies
Imagine Math Licenses

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Release Time: Professional Development

Task:

Provide substitute coverage for teacher release time to allow teachers to observe and learn from colleagues, teachers at other sites and different programs such as California Distinguished Schools, AVID.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

LCFF Supplemental and Concentration Funds
Teacher Release Time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Release Time: IEP, SST and 504 Meetings

Task:

Provide substitute coverage for teachers to attend IEP, SST and 504 Meetings to meet students' academic, social and emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

LCFF Supplemental and Concentration Funds

Substitute Coverage for IEP, SST and 504 Meetings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Office and Classroom Materials and Supplies

Task:

Treeview will provide students with basic needs like pencils, pens, crayons and paper to help students engage in lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

General Fund

Office and classroom materials and supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate/Parent Engagement

LEA/LCAP Goal

LEA Goal:

- 21st Century in School Climate: HUSD schools will ensure an appropriate and safe climate for all students
- 21st Century in School Climate HUSO schools will ensure an appropriate and safe climate for all students

State Priorities:

- 6 School Climate
- 6 - School Climate

LCAP Goal:

- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school
- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

Goal 4

A 21st Century School Climate

During the 2022-2023 school year, the percentage of Treeview Elementary School 5th graders who indicate that At school, teachers and other grown-ups,..care about you will increase 10% from 74% to 84% as measured by the California Healthy Kids Survey (2022).

Identified Need

What data did you use to form this goal (findings from data analysis)?

The 2018-2019 data was used as baseline data. No CHKS since 2019 because of distance learning during global pandemic. The School Site Council (SSC) will review 2022 CHKS data in fall 2022 and, if necessary, make adjustments to our School Climate goal.

Group data to be collected to measure gains:

The English Learner Advisory Committee (ELAC), School Site Council (SSC), Coordination of Sen/ices Team (COST), Parent Teacher Association (PTA) and administration will monitor and evaluate data. The administration will lead data analysis session with teachers , ELAC and SSC, COST and PTA.

Strategy:

Equity Training
Scholar Profile Work
Sanford Harmony Training
Reboot PBIS team
Monitor behavior matrix
4 to 1 ratio of positive attention to correction
Weekly drawing of Brag Tags

Groups participating in this goal (e.g., students, parents, teachers, administrators):
Students who need to feel connected to their school.

Anticipated annual growth for each group:

As our Positive Behavior Intervention System (PBIS) reboots for the new school year, we continue with intervention programs and with the addition of Brave Space Institute professional development and Sanford Harmony Character Development program, the expectation is that more students will feel that someone cares about them.

Means of evaluating progress toward this goal:

The percentage of 5th grade students who respond At school, teacher and other grown-ups care about you...all the time as measured by the California Healthy Kids Survey (CHKS)

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

An analysis of the 2019 California Healthy Kids Survey (CHKS) showed that of the 46 students in the 5th grade who responded to the survey, 24 (or 52%) responded that At school, teachers and grown-ups care about you all of the time. This means 22 (or 48%) of the students who responded did not feel that At school, teachers and grown-ups care about you.

Which stakeholders were involved in analyzing data and developing this goal?

Administration
Positive Behavior Intervention Supports (PBIS) team
School Site Council (SSC)
English Language Advisory Committee (ELAC)
Parent Teacher Association (PTA)
Coordination of Services Team (COST)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive Behavior Interventions & Supports (PBIS)

Task:

Positive Behavior Intervention Support (PBIS) will be implemented in order to decrease referrals & suspensions and improve student behavior on campus. Activities include:

- * Continue to provide students with Brag Tags when they display appropriate behavior as outlined in the PBIS matrix.
- * Monthly celebrations of Students of the Month - students modeling Be Safe, Be Respectful, Be Responsible
- * Monthly celebrations for the classrooms with outstanding behavior in the cafeteria, library, school yard, prep classes

Measures:

Suspension and expulsion data, attendance data, referral data, number of SST and Language Review Team meetings, COST team referrals for behavior

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3,097.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies PBIS Incentives
0	ESSA Title I , Part A , Basic Grants Low Income and Neglected Student Recognition
	None Specified None Specified
0	In Kind 4000-4999: Books And Supplies Sanford Harmony Social Emotional Learning program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improving Parent Engagement

Task:

AASAI meetings will occur two times a year in order to engage more African American families. Back to School Night and Open House will have community resources and information available. ChildCare, refreshments and translation will be provided for all parent meetings, including ELAC meetings. A room will be designated at Treeview for the Family Resource Center. A fingerprinted parent volunteer will assist in the parent center, as available. Funds will be allocated to assist

parents with being fingerprinted so that they can volunteer in the classroom, during field trips and during school wide events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

685.00

Title 1: Parent Allocation

Parent Engagement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Release Time: IEP, SST and 504 Meetings

Task:

Provide substitute coverage for teachers to attend IEP, SST and 504 Meetings to meet students' academic, social and emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0

LCFF Supplemental and Concentration Funds

Teacher Release Time: IEP, SST, 504

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Coordination of Services Team

Task:

The Coordination of Services Team (COST) will continue to meet bi-weekly, to discuss how the school can provide additional support for at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Attendance

LEA/LCAP Goal

LEA Goal :

- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites
- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites

State Priorities:

- 5 - Pupil Engagement
- 5 - Pupil Engagement

LCAP Goal:

- Increase average daily attendance by 1%
- Increase average daily attendance by 1%

Goal 5

Ensuring Daily Attendance

Treeview Elementary School will maintain a 97% and higher attendance rating for the 2022 - 2023 school year.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Data analysis reports from Infinite Campus

Group data to be collected to measure gains:

The attendance clerks, and principal will analyze weekly attendance data run from SIS - Infinite Campus

Groups participating in this goal (e.g., students, parents, teachers, administrators):

We are focusing on all students, but specifically students who meet the following subgroups: African-American, Hispanic/Latino, SED , and English Language Learners.

Anticipated annual growth for each group:

The expected growth is a 10% increase in the number of students who have perfect attendance each month and a 10% increase in the number of classes that have perfect attendance each month

Means of evaluating progress toward this goal:

Monthly perfect attendance awards.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

Treeview Elementary School has a 96% attendance rating for the 2018-2019 school year.

Which stakeholders were involved in analyzing data and developing this goal?

Principal/Vice Principal
School Site Council (SSC)
English Language Advisory Committee (ELAC),
Parent Teacher Association (PTA)
Attendance Clerk

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Improving Attendance

Task:

Students are celebrated for their attendance accomplishments including improvements

Measures:

Attendance reports daily and weekly will show growth maintained at or above 97%.

People Assigned:

Attendance Clerk, Principal, Vice Principal, EL/Intervention Specialist.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0

ESSA Title I , Part A , Basic Grants Low Income and Neglected
5800: Professional/Consulting Services And Operating Expenditures
Brave Space Institute Professional Development

0

In Kind
4000-4999: Books And Supplies
Sanford Harmony Social Emotional Learning program

0

In Kind

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Improving Attendance

Task:

Students are celebrated for their attendance accomplishments including improvements

Measures:

Attendance reports daily and weekly will show growth maintained at or above 96%,

People Assigned:

Attendance Clerk , Principal, Vice Principal, EL/Intervention Specialist.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$95,570.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
District Funded	\$0.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$56,949.00
General Fund	\$13,082.00
In Kind	\$0.00
LCFF Supplemental and Concentration Funds	\$24,854.00
None Specified	\$0.00
Title 1: Parent Allocation	\$685.00

Subtotal of state or local funds included for this school: \$95,570.00

Total of federal, state, and/or local funds for this school: \$95,570.00

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
LCFF	31,172.00	31,172.00
Title I	57,374.00	57,374.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	56,949.00
General Fund	13,082.00
In Kind	0.00
LCFF Supplemental and Concentration Funds	24,854.00
None Specified	0.00
Title 1: Parent Allocation	685.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	42,383.00
5800: Professional/Consulting Services And Operating Expenditures	32,390.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	0.00
	ESSA Title I , Part A , Basic Grants Low Income and Neglected	0.00
4000-4999: Books And Supplies	ESSA Title I , Part A , Basic Grants Low Income and Neglected	24,559.00

5800: Professional/Consulting Services And Operating Expenditures	ESSA Title I , Part A , Basic Grants Low Income and Neglected	32,390.00
	General Fund	13,082.00
	In Kind	0.00
4000-4999: Books And Supplies	In Kind	0.00
	LCFF Supplemental and Concentration Funds	7,030.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	17,824.00
	None Specified	0.00
	Title 1: Parent Allocation	685.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,013.00
Goal 2	2,775.00
Goal 3	0.00
Goal 4	3,782.00
Goal 5	0.00

School Site Council Membership

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

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

Name of Members	Role
Guillermo Morales	Principal
Veronica Ramos	Other School Staff
Lance James	Classroom Teacher
Marsha Wescott	Classroom Teacher
Bernadette Sledge-Daya	Classroom Teacher
Eric Guerra	Parent or Community Member
Sonia Padilla	Parent or Community Member
Joshua Ridenhour	Parent or Community Member
Miguel Villavicencio	Parent or Community Member
Ivonne Zepeda	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 4, 2022.

Attested:

Principal, Mr. Guillermo Morales on May 4, 2022

SSC Chairperson, Miguel Villavicencio on May 4, 2022