



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
G. W. Hellyer Elementary School	43 69450 6047203	05-08-2024	6/25/2024

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

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

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

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

This plan is being used by G. W. Hellyer Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by G. W. Hellyer Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Educational Partner Involvement

How, when, and with whom did G. W. Hellyer Elementary 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

Parents and community members are included in planning, implementing, and evaluating our programs through our different parent groups. Our School Site Council, English Language Advisory Committee, and Title I meetings are held on a regular basis to collect information and feedback from our families. This information is utilized to more effectively plan the use of our funds for different programs to optimize student achievement.

The School Site Council constantly reviews the SPSA and discusses actions taken. On 05-07-2024, the staff met to review the SPSA goals and the various strategies to attain the goals. As a staff, we reviewed and provided feedback on each goal's proposed goals, strategies, and needs. The staff provided their feedback and suggestions at the 05-07-2024 staff meeting. On 5-15-2024, the SSC met to look at the new goals and how they align with the LCAP. The principal also presented the site budget for the 24-25 school year. SSC provided input on the site goals and how the money would be spent to meet the strategies listed on the site goals. On 04-12-2024, the ELAC met and discussed the specific goals for English Learners. They discussed their needs and how they would like English Learners to be better supported to reach language and academic proficiency.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

A School Plan for Student Achievement (SPSA) goal is needed to address the drop in English Language Proficiency (ELP) among our English Learners (ELs). The data from the previous school year (2021-2022) clearly indicates a decline in ELPAC scores among EL students, highlighting an urgent need for targeted intervention. Developing a specific goal to address this decline in ELP will allow us to focus our efforts and resources on improving outcomes for EL students. By setting a goal for the 2024-2025 school year, we can establish a clear direction for improvement and implement strategies to support ELs in developing their English language proficiency skills. This goal will be essential in ensuring that EL students receive the necessary support to succeed academically and linguistically.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on the data from the California Dashboard, it's evident that there is a significant issue with chronic absenteeism among socioeconomically disadvantaged students. Therefore, a goal will be developed to specifically address this issue for the 2024-2025 school year. This goal will aim to implement targeted interventions and support strategies to reduce chronic absenteeism among socioeconomically disadvantaged students, ensuring they have equitable access to education and the opportunity to succeed.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Our Asian subgroup needs additional support to address chronic absenteeism and improve their standing on the California Dashboard by moving 3.0 points. Meanwhile, our Hispanic subgroup has dropped on the CA Dashboard specifically in Mathematics, moving to the Orange category from the previous year. To tackle these challenges, the Multi-Tiered System of Support (MTSS) and Instructional Leadership Team (ILT) will collaborate to strengthen Tier I instruction for the 2024-2025 school year. This joint effort aims to enhance support for both subgroups, ensuring they receive the necessary resources and interventions to improve their academic performance and attendance.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.83%	0.27%	1.07%	3	1	4
Asian	23.42%	21.93%	20.05%	85	82	75
Filipino	3.86%	2.94%	2.67%	14	11	10
Hispanic/Latino	67.77%	71.12%	73.53%	246	266	275
Pacific Islander	0.83%	1.07%	1.07%	3	4	4
White	2.75%	1.34%	1.07%	10	5	4
Multiple/No Response	0.55%	1.34%	0.53%	2	5	2
Total Enrollment				363	374	374

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	73	71	64
Grade 1	48	56	50
Grade 2	50	51	50
Grade3	52	54	54
Grade 4	46	51	56
Grade 5	49	45	53
Grade 6	45	46	47
Total Enrollment	363	374	374

Conclusions based on this data:

- Hellyer's enrollment has increased from the 2021-2022 school year. It is in line with the 2020-2021 school year, with a total of 374 students, marking an increase of eleven students.
- Hellyer's 6th-grade enrollment has seen a decrease from the 2020-2021 to the 2022-2023 school year, with a total of 13 students.
- Attendance data shows that the Asian subgroup's enrollment has dropped from 28% to 21%, while Hispanic enrollment has increased from 64% to 71% from the previous school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	159	160	152	36.10%	43.8%	40.6%
Fluent English Proficient (FEP)	49	48	66	14.70%	13.5%	17.6%
Reclassified Fluent English Proficient (RFEP)	16	20		6.7%	11.90%	

Conclusions based on this data:

1. The overall number of English Learners increased from 36% to 42.8% from the span of the 2020-2021 to the 2022-2023 school year.
2. Fluent English Proficient or IFEP enrollment when they enroll in school has dropped from 14% to 12% in the span of the 2020-2021 to the 2022-2023 school years.
3. Minimal growth from last years reclassification data, from a 11.90% reclassification rate to a 12.60% reclassification rate.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	50	52	0	50	50	0	50	50	0.0	100.0	96.2
Grade 4	46	46	53	0	46	52	0	46	52	0.0	100.0	98.1
Grade 5	47	50	43	0	50	43	0	50	43	0.0	100.0	100.0
Grade 6	60	47	50	0	47	50	0	47	50	0.0	100.0	100.0
All Grades	204	193	198	0	193	195	0	193	195	0.0	100.0	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2411.	2404.		18.00	28.00		26.00	10.00		20.00	26.00		36.00	36.00
Grade 4		2450.	2447.		19.57	19.23		28.26	23.08		17.39	17.31		34.78	40.38
Grade 5		2449.	2504.		16.00	23.26		14.00	32.56		16.00	11.63		54.00	32.56
Grade 6		2513.	2501.		6.38	12.00		38.30	22.00		36.17	36.00		19.15	30.00
All Grades	N/A	N/A	N/A		15.03	20.51		26.42	21.54		22.28	23.08		36.27	34.87

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.00	22.00		56.00	48.00		26.00	30.00
Grade 4		13.04	13.46		69.57	65.38		17.39	21.15
Grade 5		16.00	23.26		56.00	53.49		28.00	23.26
Grade 6		4.26	10.00		70.21	44.00		25.53	46.00
All Grades		12.95	16.92		62.69	52.82		24.35	30.26

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.00	14.00		50.00	58.00		36.00	28.00
Grade 4		15.22	13.46		58.70	46.15		26.09	40.38
Grade 5		12.00	25.58		40.00	55.81		48.00	18.60
Grade 6		8.51	14.00		65.96	60.00		25.53	26.00
All Grades		12.44	16.41		53.37	54.87		34.20	28.72

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.00	8.00		74.00	68.00		14.00	24.00
Grade 4		10.87	13.46		76.09	69.23		13.04	17.31
Grade 5		8.00	9.30		62.00	76.74		30.00	13.95
Grade 6		14.89	10.00		74.47	86.00		10.64	4.00
All Grades		11.40	10.26		71.50	74.87		17.10	14.87

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.00	16.00		70.00	58.00		22.00	26.00
Grade 4		17.39	17.31		65.22	59.62		17.39	23.08
Grade 5		6.00	18.60		60.00	62.79		34.00	18.60
Grade 6		8.51	18.00		80.85	60.00		10.64	22.00
All Grades		9.84	17.44		68.91	60.00		21.24	22.56

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Conclusions based on this data:

1. Student CAASPP ELA data shows a 42% met or exceeded percentage.
2. 6th-grade students showed an increase in the percentage of students not meeting standards from 19.5% to 30% for ELA.
3. 5th-grade students showed a decrease in the percentage of students not meeting standards from 54% to 32.56%, a 22% decrease.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	50	52	0	50	50	0	50	50	0.0	100.0	96.2
Grade 4	46	46	53	0	46	53	0	46	53	0.0	100.0	100.0
Grade 5	47	50	43	0	50	43	0	50	43	0.0	100.0	100.0
Grade 6	60	47	50	0	47	50	0	47	50	0.0	100.0	100.0
All Grades	204	193	198	0	193	196	0	193	196	0.0	100.0	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2410.	2415.		14.00	16.00		24.00	28.00		32.00	26.00		30.00	30.00
Grade 4		2467.	2456.		19.57	20.75		21.74	13.21		26.09	33.96		32.61	32.08
Grade 5		2454.	2508.		12.00	18.60		16.00	30.23		14.00	27.91		58.00	23.26
Grade 6		2522.	2491.		14.89	12.00		25.53	10.00		29.79	36.00		29.79	42.00
All Grades	N/A	N/A	N/A		15.03	16.84		21.76	19.90		25.39	31.12		37.82	32.14

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.00	24.00		56.00	48.00		28.00	28.00
Grade 4		28.26	24.53		39.13	32.08		32.61	43.40
Grade 5		14.00	16.28		44.00	53.49		42.00	30.23
Grade 6		14.89	12.00		51.06	44.00		34.04	44.00
All Grades		18.13	19.39		47.67	43.88		34.20	36.73

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.00	16.00		58.00	60.00		30.00	24.00
Grade 4		15.22	15.09		54.35	54.72		30.43	30.19
Grade 5		10.00	23.26		36.00	58.14		54.00	18.60
Grade 6		8.51	4.00		63.83	54.00		27.66	42.00
All Grades		11.40	14.29		52.85	56.63		35.75	29.08

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.00	16.00		60.00	56.00		24.00	28.00
Grade 4		21.74	22.64		50.00	50.94		28.26	26.42
Grade 5		2.00	18.60		48.00	51.16		50.00	30.23
Grade 6		21.28	10.00		65.96	58.00		12.77	32.00
All Grades		15.03	16.84		55.96	54.08		29.02	29.08

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Students in grades 3rd - 6th maintained a percentage of met or exceeded standards at 37% in both 21/22 and 22/23.
2. 5th-grade showed an increase in met or exceeded percentages from 28% to 48%, a 20% increase from the previous year.
3. 6th grade students reflect a decrease in standards exceeded or met, from 39% to 24%, a 15% decrease from previous years.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1437.9	1419.6	1391.1	1450.8	1435.5	1400.7	1407.8	1382.5	1368.3	34	39	36
1	1453.7	1445.2	1436.8	1464.4	1455.7	1455.5	1442.3	1434.0	1417.5	21	20	29
2	1487.6	1458.4	1476.5	1489.5	1462.7	1484.9	1485.2	1453.6	1467.5	26	19	21
3	1462.2	1510.5	1482.6	1462.1	1514.6	1479.1	1461.8	1505.9	1485.5	19	19	17
4	1493.1	1573.3	1492.3	1485.7	1583.7	1489.5	1499.8	1562.4	1494.9	19	15	15
5	1537.1	1525.7	*	1534.4	1532.2	*	1539.6	1518.9	*	15	20	8
6	1538.0	1566.1	1526.4	1550.5	1574.2	1527.4	1525.2	1557.4	1525.3	16	13	18
All Grades										150	145	144

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.47	17.95	8.57	29.41	33.33	34.29	32.35	33.33	28.57	11.76	15.38	28.57	34	39	35
1	9.52	5.00	6.90	38.10	35.00	48.28	38.10	45.00	24.14	14.29	15.00	20.69	21	20	29
2	23.08	15.79	4.76	46.15	36.84	47.62	19.23	31.58	42.86	11.54	15.79	4.76	26	19	21
3	0.00	36.84	5.88	26.32	26.32	47.06	36.84	26.32	23.53	36.84	10.53	23.53	19	19	17
4	16.67	60.00	0.00	33.33	33.33	53.33	27.78	0.00	26.67	22.22	6.67	20.00	18	15	15
5	33.33	30.00	*	33.33	40.00	*	26.67	20.00	*	6.67	10.00	*	15	20	*
6	25.00	53.85	5.56	37.50	30.77	72.22	25.00	7.69	5.56	12.50	7.69	16.67	16	13	18
All Grades	19.46	27.59	7.69	34.90	33.79	47.55	29.53	26.21	25.17	16.11	12.41	19.58	149	145	143

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	29.41	20.51	8.57	41.18	41.03	37.14	20.59	23.08	25.71	8.82	15.38	28.57	34	39	35
1	38.10	15.00	31.03	33.33	45.00	34.48	19.05	30.00	20.69	9.52	10.00	13.79	21	20	29
2	34.62	26.32	23.81	38.46	47.37	52.38	19.23	10.53	19.05	7.69	15.79	4.76	26	19	21
3	21.05	36.84	23.53	36.84	42.11	47.06	10.53	15.79	5.88	31.58	5.26	23.53	19	19	17
4	16.67	73.33	40.00	50.00	20.00	40.00	16.67	0.00	6.67	16.67	6.67	13.33	18	15	15
5	66.67	60.00	*	20.00	30.00	*	6.67	0.00	*	6.67	10.00	*	15	20	*
6	37.50	61.54	44.44	37.50	30.77	33.33	12.50	7.69	11.11	12.50	0.00	11.11	16	13	18
All Grades	33.56	37.24	27.27	37.58	37.93	39.86	16.11	14.48	16.78	12.75	10.34	16.08	149	145	143

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.53	2.56	2.86	11.76	17.95	17.14	47.06	51.28	42.86	17.65	28.21	37.14	34	39	35
1	9.52	5.00	3.45	14.29	25.00	13.79	47.62	30.00	51.72	28.57	40.00	31.03	21	20	29
2	15.38	10.53	4.76	50.00	15.79	38.10	15.38	52.63	28.57	19.23	21.05	28.57	26	19	21
3	0.00	15.79	0.00	15.79	31.58	17.65	36.84	42.11	52.94	47.37	10.53	29.41	19	19	17
4	0.00	46.67	0.00	27.78	20.00	26.67	44.44	20.00	33.33	27.78	13.33	40.00	18	15	15
5	13.33	5.00	*	33.33	15.00	*	40.00	50.00	*	13.33	30.00	*	15	20	*
6	6.25	23.08	0.00	31.25	30.77	27.78	37.50	38.46	50.00	25.00	7.69	22.22	16	13	18
All Grades	11.41	12.41	2.80	25.50	21.38	23.78	38.26	42.76	42.66	24.83	23.45	30.77	149	145	143

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.53	17.95	14.29	70.59	71.79	60.00	5.88	10.26	25.71	34	39	35
1	38.10	20.00	44.83	52.38	70.00	41.38	9.52	10.00	13.79	21	20	29
2	38.46	21.05	19.05	53.85	63.16	71.43	7.69	15.79	9.52	26	19	21
3	26.32	36.84	17.65	42.11	52.63	58.82	31.58	10.53	23.53	19	19	17
4	33.33	73.33	13.33	44.44	20.00	73.33	22.22	6.67	13.33	18	15	15
5	20.00	20.00	*	73.33	70.00	*	6.67	10.00	*	15	20	*
6	31.25	23.08	22.22	50.00	69.23	66.67	18.75	7.69	11.11	16	13	18
All Grades	30.20	27.59	23.78	56.38	62.07	59.44	13.42	10.34	16.78	149	145	143

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.47	20.51	14.29	58.82	64.10	54.29	14.71	15.38	31.43	34	39	35
1	23.81	10.00	20.69	66.67	90.00	65.52	9.52	0.00	13.79	21	20	29
2	32.00	36.84	52.38	60.00	52.63	42.86	8.00	10.53	4.76	25	19	21
3	21.05	68.42	47.06	52.63	21.05	35.29	26.32	10.53	17.65	19	19	17
4	22.22	73.33	53.33	61.11	20.00	33.33	16.67	6.67	13.33	18	15	15
5	73.33	85.00	*	26.67	5.00	*	0.00	10.00	*	15	20	*
6	68.75	84.62	61.11	18.75	15.38	27.78	12.50	0.00	11.11	16	13	18
All Grades	35.14	47.59	37.76	52.03	43.45	46.15	12.84	8.97	16.08	148	145	143

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.82	5.13	2.86	82.35	79.49	80.00	8.82	15.38	17.14	34	39	35
1	9.52	10.00	10.34	57.14	50.00	51.72	33.33	40.00	37.93	21	20	29
2	19.23	5.26	14.29	57.69	73.68	52.38	23.08	21.05	33.33	26	19	21
3	0.00	21.05	0.00	52.63	52.63	47.06	47.37	26.32	52.94	19	19	17
4	5.56	40.00	0.00	61.11	46.67	60.00	33.33	13.33	40.00	18	15	15
5	26.67	5.00	*	60.00	55.00	*	13.33	40.00	*	15	20	*
6	12.50	15.38	0.00	25.00	61.54	38.89	62.50	23.08	61.11	16	13	18
All Grades	11.41	12.41	5.59	59.73	62.76	58.04	28.86	24.83	36.36	149	145	143

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.29	20.51	22.86	29.41	46.15	28.57	35.29	33.33	48.57	34	39	35
1	19.05	5.00	3.45	52.38	60.00	55.17	28.57	35.00	41.38	21	20	29
2	24.00	21.05	4.76	56.00	57.89	76.19	20.00	21.05	19.05	25	19	21
3	10.53	10.53	18.75	52.63	84.21	68.75	36.84	5.26	12.50	19	19	16
4	0.00	66.67	33.33	66.67	26.67	40.00	33.33	6.67	26.67	18	15	15
5	20.00	20.00	*	73.33	60.00	*	6.67	20.00	*	15	20	*
6	18.75	38.46	38.89	75.00	53.85	55.56	6.25	7.69	5.56	16	13	18
All Grades	20.27	23.45	21.13	54.05	55.17	50.70	25.68	21.38	28.17	148	145	142

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The data indicates an overall decline in performance for level 4 students, dropping from 27% in the 2021-2022 school year to 7.69% in the 2022-2023 school year, making a 19% decrease.
2. The writing domain decreased from 12% well-developed to 2.80%, a drop of 9.20% from the previous year.
3. Data reflects that 6th-grade students' overall language proficiency increased from 30.77% in the 2021-2022 school year to 72.77% in the 2022-2023 school year, making a 42% increase.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
374	61	42.8	0.8
Total Number of Students enrolled in G. W. Hellyer Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	160	42.8
Foster Youth	3	0.8
Homeless	16	4.3
Socioeconomically Disadvantaged	228	61
Students with Disabilities	44	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
Asian	82	21.9
Filipino	11	2.9
Hispanic	266	71.1
Two or More Races	5	1.3
Pacific Islander	4	1.1
White	5	1.3

Conclusions based on this data:

1. The Hispanic subgroup currently stands at 71.1% enrollment, showing an increase from the previous year.

2. The Asian population percentage decreased from the 2021-2022 year to the current year, which is 21%.
3. Socioeconomically disadvantaged percentage stands at 61%, down from 68.8% in the 2022-2023 year.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

- Chronic Absenteeism is Very High, specifically for our students with disabilities.
- Academic performance for ELA and Math at Yellow.
- English Learner Progress shows a decline, moving from orange to red.

School and Student Performance Data

Academic Performance English Language Arts

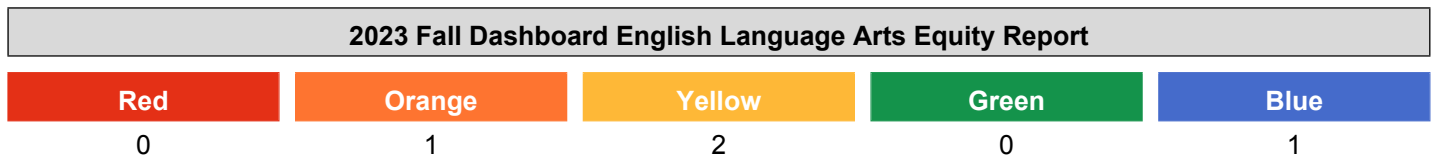
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 19 points below standard Increased +7.2 points 182 Students	English Learners  Yellow 22 points below standard Increased +8.2 points 84 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Orange 42.2 points below standard Decreased -3.7 points 109 Students	Students with Disabilities 110.3 points below standard Decreased Significantly -16.8 points 23 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	 No Performance Color 0 Students	 Blue 44.4 points above standard Increased Significantly +21.1 points 44 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 43.3 points below standard Increased +4.2 points 127 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 2 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.8 points below standard Decreased Significantly -29.1 points 50 Students	67.3 points above standard Increased Significantly +52.9 points 34 Students	27.9 points below standard Increased +10.6 points 76 Students

Conclusions based on this data:

1. All students group grew 7.2 points and is in Yellow zone.
2. Asian group performing at High level, a 21.1% point increase.
3. Socioeconomically Disadvantaged decreased by 3.7 points from previous year.

School and Student Performance Data

Academic Performance Mathematics

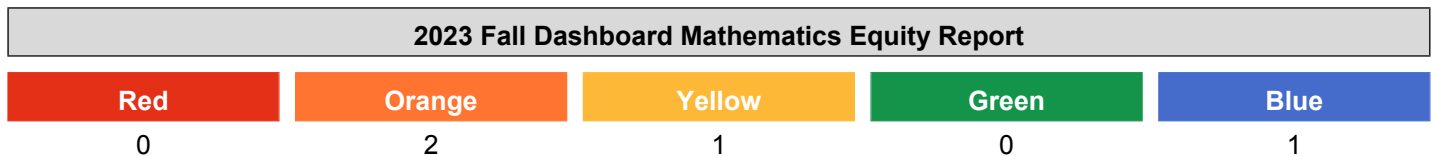
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 29.3 points below standard Increased +5.6 points 182 Students	English Learners  Orange 32.5 points below standard Maintained +1.5 points 84 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Yellow 39.2 points below standard Increased +6.6 points 109 Students	Students with Disabilities 93.8 points below standard Decreased Significantly -18.4 points 23 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 0 Students	American Indian  No Performance Color 0 Students	Asian  Blue 40.9 points above standard Increased Significantly +18.1 points 44 Students	Filipino Less than 11 Students 6 Students
Hispanic  Orange 54.8 points below standard Maintained +2 points 127 Students	Two or More Races Less than 11 Students 1 Student	Pacific Islander Less than 11 Students 2 Students	White Less than 11 Students 2 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 78.1 points below standard Decreased Significantly -20.1 points 50 Students	Reclassified English Learners 34.7 points above standard Increased Significantly +22.8 points 34 Students	English Only 39.8 points below standard Increased +13.8 points 76 Students
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Conclusions based on this data:

1. Asian group performing at High level, 40.9 points above standard.
2. Hispanic group performing at Low Level, 54.8 points below standard, but a 2 point growth from previous year.
3. Reclassified EL students performing at 34.7 points above standard. A 22.8 point growth from previous school year.

School and Student Performance Data

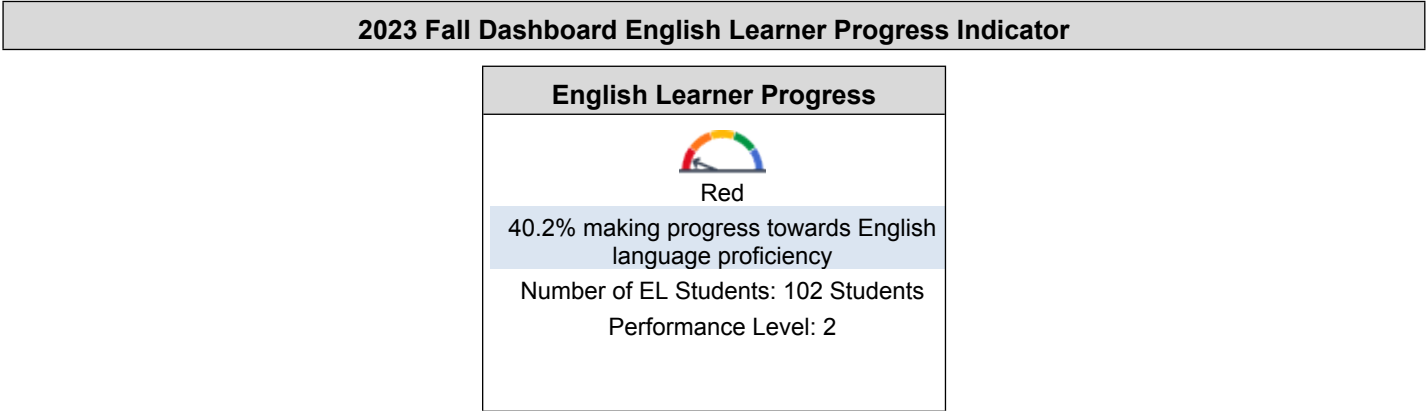
Academic Performance English Learner Progress

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18	43	1	40

Conclusions based on this data:

1. A drop from 53.9 points to 40.2 points of EL's who made progress towards proficiency. A 13.7 point drop from previous year.
2. Most EL students at Hellyer progressed one level (40.0 %)
3. The majority of EL students fall into the Maintained section, 43%.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

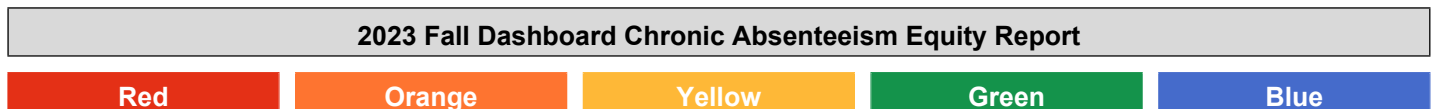
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 28.7% Chronically Absent Declined Significantly -3 411 Students	English Learners  Yellow 20.9% Chronically Absent Declined Significantly -7.6 177 Students	Foster Youth Less than 11 Students 3 Students
Homeless 68% Chronically Absent 0 25 Students	Socioeconomically Disadvantaged  Red 35.3% Chronically Absent Maintained -0.3 269 Students	Students with Disabilities  Orange 32.7% Chronically Absent Declined -9.5 55 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 5 Students	American Indian  No Performance Color 0 Students	Asian  Orange 10.5% Chronically Absent Increased 3.6 86 Students	Filipino 9.1% Chronically Absent Increased 9.1 11 Students
Hispanic  Yellow 34.2% Chronically Absent Declined Significantly -8 292 Students	Two or More Races Less than 11 Students 5 Students	Pacific Islander Less than 11 Students 4 Students	White Less than 11 Students 8 Students

Conclusions based on this data:

1. Overall Absenteeism reflects a 'significant decrease' of 3 percentage points.
2. The Asian group data reflects an increase of 3.6 percentage points.
3. The subgroups of socioeconomically disadvantaged maintained, but are still -3 points from the baseline.

School and Student Performance Data

Conditions & Climate

Suspension Rate

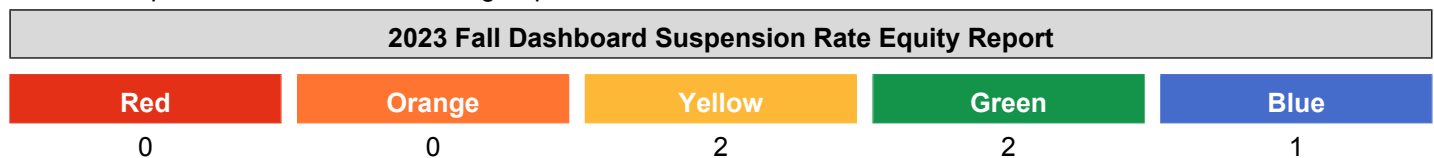
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1% suspended at least one day Declined -0.6 414 Students	English Learners  Yellow 1.1% suspended at least one day Maintained -0.1 178 Students	Foster Youth Less than 11 Students 3 Students
Homeless 0% suspended at least one day 25 Students	Socioeconomically Disadvantaged  Blue 0.7% suspended at least one day Declined Significantly -1.1 270 Students	Students with Disabilities  Green 1.8% suspended at least one day Declined -2.4 55 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 5 Students	American Indian  No Performance Color 0 Students	Asian  Yellow 1.2% suspended at least one day Maintained 0 86 Students	Filipino 0% suspended at least one day Maintained 0 11 Students
Hispanic  Green 0.7% suspended at least one day Declined -0.8 295 Students	Two or More Races Less than 11 Students 5 Students	Pacific Islander Less than 11 Students 4 Students	White Less than 11 Students 8 Students

Conclusions based on this data:

1. The overall Suspension Rate remains at Green, with a 0.6 percentage point decrease.
2. The overall suspension rate for the Hispanic subgroup decreased by 0.8 percentage points.
3. The overall rating for socioeconomically disadvantaged students demonstrated a blue level with a negative decline of 1.1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Pupil Outcomes

Hellyer Goal 1a: The percentage of all 4th through sixth-grade students, including student groups, who score At Standard on the CAASPP English Language Arts assessment will increase by at least 10% by June 2025.

Hellyer Goal 1b: The percentage of kindergarten through third-grade students, including student groups, who score At Standard on the Trimester DIBLES Reading Assessment will increase by at least 10% by June 2025.

Hellyer Goal 1c: The percentage of all 4th through sixth-grade students, including student groups, who score At Standard on the CAASPP Mathematics assessment will increase by at least 10% by June 2025.

Hellyer Goal 1d: By June 2025, the percentage of all Kindergarten through sixth-grade English Learner (EL) students will increase by 15% towards the standard on the ELPAC assessment, moving from the baseline of [insert baseline ELPAC data] to the target of [insert target ELPAC data].

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2022-23 CAASPP assessment results, the overall achievement in ELA for all students (3rd - 6th) increased from 41.45% at or above grade level to 42.05% at or above grade level. According to the California Schools Dashboard, students identified as English learners and Socioeconomically Disadvantaged are in the lowest performance band for English Language Arts as measured by the 2022-2023 CAASPP English Language Arts and Mathematics assessments.

Teachers will focus on strengthening Tier I, II, and III supports for students throughout the school year, guided by our MTSS site team in collaboration with educational services. Site and district teacher professional development will target methods from the Science of Reading, Trauma-Skilled Schools, and Thinking Maps, all aimed at supporting all students, with a particular focus on English Language Learners and socioeconomically disadvantaged students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Measurable Outcomes: C.A. Dashboard ELA -The percentage of all 3rd to 6th-grade students, including student groups, who scored below standard on the English Language Arts assessment will decrease by at least 5 points by June 2025 on the California Dashboard. Trimester Measurable Outcomes: Goal: By the end of the school year, increase the percentage of students at standard in RenSTAR English Language Arts by 10 percentage points, from 49% to 59%.	Dashboard: * All Students 19 points below the standard * EL Students 22 points below the standard * Socioeconomically Disadvantaged 42.2 points below standard RenStar: All Students: 49% Students identified as English Learner (EL): 19% Students identified as Hispanic: Students identified as Socioeconomically Disadvantaged (SED):	Dashboard: * All Students 14 points below the standard * EL Students 17 points below the standard * Socioeconomically Disadvantaged 37.2 points below standard RenStar: All Students: 59% Students Identified as English Learners (EL): 29% Students identified as Hispanic: Students identified as Socioeconomically Disadvantaged (SED):
Annual Measurable Outcomes: Trimester Measurable Outcomes: Goal: Increase the percentage of students at standard in NSGRA/DIBBLES by 10 percentage points, from 37% to 47%, by the end of the school year for students in K - 3rd.	Dashboard: N/A RenStar: All Students: 27% Students Identified as EL: 13%	Dashboard: RenStar All Students: 37% Students Identified as EL: 23%
Annual Measurable Outcomes: C.A. Dashboard Math: The percentage of all 3rd to 6th-grade students, including student groups, who scored below standard on the Mathematics assessment will decrease by at least 5 points by June 2025. Trimester Measurable Outcomes: Goal: Increase the percentage of students at standard in RenSTAR Mathematics by 10 percentage points, from 59% to 69%, by the end of the school year.	Dashboard: * All Students 29.3 points below the standard * EL Students 32.5 points below the standard * Socioeconomically Disadvantaged 39.2 points below standard RenStar: All Students: 59% Students Identified as EL: 42%	Dashboard: * All Students 24.3 points below the standard * EL Students 27.5 points below the standard * Socioeconomically Disadvantaged 34.2 points below standard RenStar: All Students: 69% Students Identified as EL: 52%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Provide training for teachers around the Science of Reading, Thinking Maps and multi-Tiered Systems of Support (MTSS) to support the reading needs of students.	All Students	5,000 LCFF Concentration 4000-4999: Books And Supplies Necessary materials and supplies will be available for teacher use. 500 Title I 5000-5999: Services And Other Operating Expenditures Repographics
1.2	Provide intervention materials and instructional supplies for for the Student Support Specialist (SSS) to support students with meeting content standards.	All Students	1,000 LCFF Supplemental 4000-4999: Books And Supplies Intervention Supplemental Materials
1.3	Provide release time for grade-level teachers to plan instructional activities that will support students in meeting content standards.	All Students	5000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries subs for PLC days 1500 Title I 3000-3999: Employee Benefits benefits for subs
1.4	Professional development to support teacher growth and understanding around Best Instructional Practices/Strategies, for example Thinking Maps, Step-Up-To-Writing, and GLAD.	All Students	5000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Sub for Teacher Professional Development
1.5	Provide student and staff with instructional materials and supplies to support content mastery.	All Students	8000 LCFF Concentration 4000-4999: Books And Supplies Instructional Supplies
1.6	Provide students and teachers with copy machine and copy paper for instructional support.	All Students	12,000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Copy Machine Lease
1.7	A Student Support Specialists, under the direction of Ed Services, plan, implement, monitor, assess, and provide direct intervention support for students who have not met the district's adopted standards of proficiency and require additional support to attain these standards.	Identified students with needs	2500 Title I None Specified Provide supplemental materials, resources, and training for staff, including release time and planning days specifically dedicated to the Science of Reading.
1.8	Students will participate in experiential learning, science camp, aligned to the next Generation Science Standards with a focus on recycling and sustainability.	6th Grade Students	6,000 LCFF Supplemental None Specified Equal Access for students to attend Science Camp

1.9	Provide staff with the second year of training and online resources on Thinking Maps. The training and resources will assist staff in building students' foundational critical thinking, problem-solving, comprehension, and communication skills necessary for academic success in all content areas. The eight Maps, which correlate to core cognitive processes, provide a common visual "language for learning" used across all grade levels and content areas to improve academic outcomes for students of all backgrounds and ability levels. The eight portable visuals provide consistency (between grade levels and content areas), allow for differentiation, and allow for a high level of rigor in synchronistic and asynchronistic environments.	All Students	3700 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Teacher release time
1.10	The district will utilize SJ Learns Grant funding and ELOP funding to partner with Cultivating Literacy who will provide their Individualized Literacy Plan Program to students grades K-2 where each family will be paired with a reading teacher to guide them throughout a 9-week reading program implemented using a provided reading kit and program plan.	All Students	14,630 District Funded 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

ELA targets were achieved based on StarRen data. The goal was a 10% growth from Beginning of Year (BOY) to Trimester 1 (Tri-1). For reading, proficiency was at 39% at BOY and increased to 49% at Tri-2. In math, proficiency was at 52% at BOY and increased to 59% at Tri-2. We expect to maintain this growth, aiming for a 10% increase by Trimester 3 (Tri-3).

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal. All expenditures were implemented as planned and allocated appropriately to support this year's students in achieving SPSA goals.

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

Based on this analysis, we will make changes to our goal, annual outcomes, metrics, and strategies to focus more on supporting English learners and socioeconomically disadvantaged students in achieving ELA growth. These changes can be found in the SPSA under the goal section, where we will adjust the language to explicitly mention targeting English learners and socioeconomically disadvantaged students in ELA growth initiatives.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions Of Learning

Hellyer Goal 2a: The percentage of students who feel they can better manage their emotions, thoughts, and behaviors in different school situations will increase by at least 10% by June 2025 (57%—67%) as measured by the Panorama Staff and Student Surveys.

Hellyer Goal 2b: By June 2025, the chronic absenteeism rate among socially economically disadvantaged and Asian student groups will decrease by at least 5% as measured by the California Dashboard.

Hellyer Goal 2c: The percentage of students with disabilities who are chronically absent will decrease from Very High to Medium (5%) as measured by the California Dashboard by June 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the Panorama survey, 57% of students shared that they have a difficult time managing their emotions, thoughts, and behaviors in different school situations.

Based on DataZone, the following subgroups - Socioeconomically disadvantaged, students with disabilities, and Asian - all reflect a very high or high level of chronic absenteeism in the California Dashboard for SPSA.

Based on the California Dashboard, the Hispanic subgroup showed a growth of 3.0 points and a significant decline in the chronic absenteeism indicator.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students who feel they can better manage their emotions, thoughts, and behaviors in different school situations will increase by at least 10% by June 2025 (57%—67%) as measured by the Panorama Student Surveys.	All Students: 57%	All Students: 67%
The chronic absenteeism rate among socially economically disadvantaged and Asian student groups will decrease by at least 5% points as measured by the California Dashboard	Students identified as Socioeconomically Disadvantaged: 35.3% Asian: 10.6%	Students identified as Socioeconomically Disadvantaged: 30% Asian: 5.6%
Percentage of Students with Disabilities who are chronically absent will decrease by 5% points as measured by DataZone	Students with Disabilities: 32.7% All Students: Students identified as Hispanic: Students identified as Socioeconomically Disadvantaged:	Students with Disabilities: 27.7% All Students: Students identified as Hispanic: Students identified as Socioeconomically Disadvantaged:

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Student Lead Monday morning announcement promoting Second-Step curriculum and monthly themes.	All Students	0 None Specified
2.2	A full-time School Social Worker is assigned to each school site. School Social Workers will support the needs of All students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey.	All Students	150,000 District Funded 1000-1999: Certificated Personnel Salaries
2.3	Grade-level release time 2x a year to create Literacy Blocks with action steps to support students not achieving grade level standards in reading.	All Students	3000 Title I 1000-1999: Certificated Personnel Salaries Teacher Release Time
2.4	Pay for substitute teachers so that teachers can attend SST and IEP meetings to put interventions into place and to monitor progress and student achievement.	All Students	5000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Teacher release time
2.5	Provide students with supplemental computer-based learning programs such as Accelerated Reader (A.R.), Math Shelf, Reflect Math, LEXIA and ST Math.	All Students	2000 LCFF Supplemental 4000-4999: Books And Supplies

			Web-Based educational Programs 2500 LCFF Concentration 4000-4999: Books And Supplies Web-Based educational Programs
2.6	Multi-tiered Systems of Support (MTSS) - release time for staff to attend district provided trainings to support systems and gain knowledge of instructional strategies to support all learners.	All Students	2000 Title I 1000-1999: Certificated Personnel Salaries Additional Planning Time for MTSS - Tier I, II, III implementation
2.7	Continue to provide TK-6th grade a variety of sensory materials in the Wellness Center throughout the school year.	All Students	3000 LCFF Supplemental 4000-4999: Books And Supplies SEL Program Support
2.8	Provide adequate yard duty supervision for before and during school hours to ensure student safety during unstructured times - Before School, AM and Lunch recesses.	All Students	10,000 General Fund 2000-2999: Classified Personnel Salaries Student Safety During Morning , first recess, and lunch time 9000 LCFF Supplemental 2000-2999: Classified Personnel Salaries Student Safety During Morning , first recess, and lunch time
2.9	Continue to implement the LEXIA Eagle Reader program school wide. Focus is on Time Usage, Level Progression, and Meeting Grade-level benchmarks. Students will be honored monthly for these areas and presented with certificate and rewards (pencils, folders, notebooks etc).	All Students	3000 LCFF Supplemental 4000-4999: Books And Supplies Supplemental Material
2.10	Little Heroes will provide structured recess, lunch and PE activities during the school day for all grade levels. In addition, it provides youth leadership opportunities that develop conflict resolution skill building that supports a positive school climate. School will also provide Little Heroes 2.0, after school program focused on 4th - 6th grade students.	All Students	13707 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Recess Program 13367 Title I 5000-5999: Services And Other Operating Expenditures Recess Program
2.11	Implementation of SOAR Positive Behavioral Intervention Supports (PBIS) program. Students will be recognized monthly for demonstrated one/all of the schools core values of (Safety, being Open-Minded, Accountable and Respectful). Students will receive a certificate and prize for being a SOAR winner of the month.	All Students	3,000 LCFF Concentration 4000-4999: Books And Supplies Materials and Supplies

2.12	Partnership with Valley Christian to provide enrichment opportunities in Music, Art, sports, and dance for students.	All Students	0 None Specified
2.13	Recognize staff to support the five resiliency factors of Trauma-Skilled Schools (T.S.S).	All Staff	2000 General Fund None Specified Supplies and Materials
2.14	Instructional Theme for the School Year - Promotes school focus, develops a sense of unity, and provides a vision for achieving instructional goals for the school community.	All Students and All Staff	2500 General Fund 4000-4999: Books And Supplies Materials and Supplies for instructional Theme
2.15	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as Starting Arts.	All Students	18,900 District Funded 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The goal for the percentage of students who feel welcome and included at school was met. Based on the Panorama survey, this section saw the "greatest increase" of 11 percentage points, reaching a 74% agreeable rate among students.

Goal #2 for the percentage of students who are chronically absent was met for all students, ELs, and Hispanic subgroups. The California Dashboard reflected a 3.0 percentage point decrease, moving from orange to yellow on the indicator.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal. All expenditures were implemented as planned and allocated appropriately to support this year's students in achieving SPSA goals.

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

Based on the California Dashboard, our socioeconomically disadvantaged, students with disabilities, and Asian subgroups reflected an increase in chronic absenteeism. Target goals in this area will need to be developed to support these students' attendance goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement

Hellyer Goal 3a: The percentage of parents who feel satisfied with their child's academic progress as measured by the Panorama Family Survey will increase from 97% to 100% by June 2025.

Hellyer Goal 3b: The number of parents completing the "Latino Literacy Project" program will increase by at least three parents by June 2025, as measured by the class completion rate.

Hellyer Goal 3c: By May 2025, the percentage of parents who engage in multicultural celebrations at Hellyer will increase by 15%, as measured by the school-site parent survey.

Hellyer Goal 3D: By June 2025, Hellyer will collaborate with Catholic Charities to provide one session of the CAFE program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 23-24 Parent Panorama survey, 97% of the families surveyed expressed satisfaction with their child's academic progress.

The completion rate of 13 out of 20 parents in the 23-24 Latino Literacy Project highlights the positive correlation between parental involvement and student achievement. Research consistently demonstrates that when parents actively engage in their child's education, it leads to improved academic outcomes. Programs like the literacy project provide parents with tools and knowledge to support their children's learning at home, reinforcing classroom instruction and fostering a supportive learning environment. Therefore, promoting parental involvement in school activities is essential for enhancing student success.

Based on the 23-24 100% participation rate of CAFE at Hellyer in collaboration with Catholic Charities, there continues to be a need to partner with Catholic Charities to continue offering this program to our families in the coming school year. This program not only provides essential resources and support but also fosters a sense of community and belonging among our families, enhancing the overall well-being of our school community.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of parents who feel satisfied with their child's academic progress as measured by the Panorama Family Survey will increase from 97% to 100% by June 2025.	All Students: 97%	All Students: 100%
Number of parents who complete the "Latino Literacy Project" program	2023-2024: 13 parents	2024-25: 16 parents
Hellyer will collaborate with Catholic Charities to provide one session of the CAFE program, and we will use sign-up sheets to monitor participation rates.	2024-2025: 1 session with 20 participants	2024-2025: 1 session with 20 participants

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implement a home-school connection folder system. This folder will be sent home once a week and will contain school flyers, homework, and other important information. Parents will be informed of the routines and expectations for this folder at Back to School Night and by teachers throughout the school year. This initiative will improve communication between school and home.	All Students	2,000 LCFF Concentration 4000-4999: Books And Supplies reward/incentive program more consistently advertised and used
3.2	Provide families with the Latino Literacy Parent Project for the fall and spring sessions to promote family engagement.	All Students	2667 LCFF Concentration 4000-4999: Books And Supplies materials and supplies
3.3	Provide Math Festival for families to promote math and family engagement	All Students	800 Title I 5800: Professional/Consulting Services And Operating Expenditures Julia Robinson Math Festival Service Contract
3.4	Continue to strengthen and increase the amount of parent communication by using district provided digital communication platform, emails, and personalized outreach between teacher and parent and administrator and parent.	All Students	500 LCFF Supplemental 4000-4999: Books And Supplies Kinder Open House event
3.5	Hellyer Elementary School will partner with Catholic Charities to offer the Community Assistance for Education (CAFE) program to Hellyer parents. CAFE provides valuable resources and support to families, including educational workshops, counseling services, and assistance with basic needs.	All Students	1200 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Contract with Catholic Charities for program of CAFE

	Implementation Steps: 1. Coordinate with Catholic Charities to schedule sessions of the CAFE program at Hellyer Elementary School. 2. Promote the CAFE program to Hellyer parents through various communication channels, such as newsletters, school website, and parent meetings. 3. Provide necessary logistical support for the sessions, including arranging meeting spaces, refreshments, and materials. 4. Collaborate with Catholic Charities staff to facilitate the CAFE sessions, ensuring that they align with the needs and interests of Hellyer parents. 5. Monitor participation rates using sign-up sheets or attendance records to assess the effectiveness and reach of the program. 6. Collect feedback from participating parents to evaluate the impact of the CAFE program and identify areas for improvement. 7. Maintain ongoing communication and collaboration with Catholic Charities to sustain the CAFE program and explore opportunities for future collaboration. By collaborating with Catholic Charities to provide the CAFE program, Hellyer Elementary School aims to support the well-being and academic success of our families, fostering a strong partnership between the school and the community.		
3.6	Hellyer hosts three multicultural celebrations per school year: the Latino American Independence Festival, the Tet Festival, and the Asian American and Pacific Islander Festival "Luau". These celebrations offer students and families the opportunity to celebrate and learn about diverse cultures through music, dance, food, and traditional activities.	All Students	1000 LCFF Supplemental 2000-2999: Classified Personnel Salaries Custodian Extra Hours - Set up and clean up after festivals
3.7	Host a literacy night for families to learn how to support their children in developing reading skills and to promote literacy at home. This event aligns with our school goal of ensuring all students become fluent readers by third grade.	All Students	500 LCFF Concentration None Specified Food for families - Evening event
3.8	Supporting the Latino Literacy Club to Promote School Events: School we'll provide supplies and materials to help the Latino Literacy Club promote school events and festivals. This will engage parents, improve communication, and build community.	All Students	3000 General Fund None Specified Supplies and materials for events
3.9	Food Incentive for School Events Description: Allocate funds to provide food at school events to encourage attendance and participation. Implementation Steps:	All Students	1639 General Fund None Specified Food Incentive for School Events

- | | | |
|---|--|--|
| <ol style="list-style-type: none"> 1. Set aside a portion of the budget for simple and affordable food options. 2. Promote food availability through flyers and announcements to increase attendance. | | |
|---|--|--|

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Goal #3a was successfully achieved, with 97% of parents expressing satisfaction with their child's academic progress. This high level of parental satisfaction indicates strong support for the educational programs at Hellyer.

Additionally, Goal #3b was attained, with 15 parents completing the Latino Literacy program, marking an increase of three parents from the previous school year. This demonstrates growing interest and engagement in programs aimed at enhancing parental involvement and support for student learning.

Moreover, Goal #3c was met, evidenced by increased participation at school events, particularly multicultural celebrations. This surge in attendance underscores the success of our efforts to create inclusive and engaging events that foster a sense of community among our diverse population.

Overall, there has been a notable increase in family and community engagement at Hellyer. This positive trend is attributed to various initiatives, including the incorporation of sessions from programs like CAFE and PIQE. These programs have played a significant role in promoting family involvement and fostering stronger connections between the school, families, and the community.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal. All expenditures were implemented as planned and allocated appropriately to support this year's students in achieving SPSA goals.

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

Unfortunately, funds for the CAFE program from the County level will not be available for the coming school year. In response, the site will need to collaborate with the district and Catholic Charities to continue providing the CAFE program to the Hellyer community. This collaboration is crucial in ensuring that our families continue to receive the valuable resources and support offered by the CAFE program.

Additionally, we will continue with the Julia Robinson Math Festival, as this year we noted over 100 families participating in the event, representing a 50% increase from the previous school year. This significant increase in participation highlights the success and popularity of the math festival in engaging our families and promoting math education in an interactive and enjoyable way. Through events like these, we aim to foster a positive relationship between families and mathematics, ultimately supporting our students' academic growth and achievement.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$321,110.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$23,667.00

Subtotal of additional federal funds included for this school: \$23,667.00

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	\$183,530.00
General Fund	\$19,139.00
LCFF Concentration	\$23,667.00
LCFF Supplemental	\$71,107.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$297,443.00

Total of federal, state, and/or local funds for this school: \$321,110.00

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
Title I	23667	0.00
LCFF Supplemental	71107	0.00
LCFF Concentration	23667	0.00
General Fund	19139	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	183,530.00
General Fund	19,139.00
LCFF Concentration	23,667.00
LCFF Supplemental	71,107.00
None Specified	0.00
Title I	23,667.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	173,700.00
2000-2999: Classified Personnel Salaries	20,000.00
3000-3999: Employee Benefits	1,500.00
4000-4999: Books And Supplies	35,167.00
5000-5999: Services And Other Operating Expenditures	74,304.00
5800: Professional/Consulting Services And Operating Expenditures	800.00
None Specified	15,639.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	District Funded	150,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	33,530.00
2000-2999: Classified Personnel Salaries	General Fund	10,000.00
4000-4999: Books And Supplies	General Fund	2,500.00
None Specified	General Fund	6,639.00
4000-4999: Books And Supplies	LCFF Concentration	23,167.00
None Specified	LCFF Concentration	500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	18,700.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	10,000.00
4000-4999: Books And Supplies	LCFF Supplemental	9,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	26,907.00
None Specified	LCFF Supplemental	6,000.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
3000-3999: Employee Benefits	Title I	1,500.00
5000-5999: Services And Other Operating Expenditures	Title I	13,867.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	800.00
None Specified	Title I	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,830.00
Goal 2	242,974.00
Goal 3	13,306.00

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

Name of Members	Role
Jose Jacinto	Principal
Diana Louly	Classroom Teacher
Loan Nguyen	Classroom Teacher
Paul Bergstrom	Classroom Teacher
Ngo Huynh	Other School Staff
Angel Suh	Parent or Community Member
Adriana Soto	Parent or Community Member
Perla Alvarez	Parent or Community Member
Graciela Perez	Parent or Community Member
Maira Acevedo	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

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 05-08-2024.

Attested:



Principal, Jose Jacinto on 05-22-2024

SSC Chairperson, Graciela Perez on 05-22-2024

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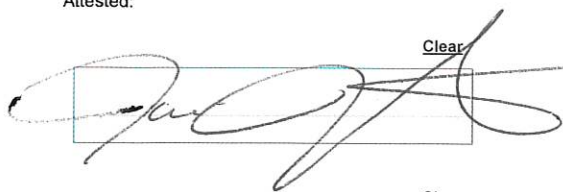
Signature	Committee or Advisory Group Name
	☐ State Compensatory Education Advisory Committee
	☐ English Learner Advisory Committee
	☐ Special Education Advisory Committee
	☐ Gifted and Talented Education Program Advisory Committee
	☐ District/School Liaison Team for schools in Program Improvement
	☐ Compensatory Education Advisory Committee
	☐ Departmental Advisory Committee
	☐ Other:

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.

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