



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Treeview School	Elementary	01611926001192	04/10/2025	June 25, 2025

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 Treeview Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Treeview Elementary School serves a diverse group of students in an inclusive and innovating learning environment. Our student population comprises of 60% Latino students, 19% Asian students, 10% African American students, 8% white students, 3% other. Nearly 80% of Treeview students qualify for free or reduced lunch program. In addition, nearly 37% of Treeview students are English learners, and 17% are newcomers (3 or fewer years in the US).

Schoolwide Program

The Treeview Elementary Schoolwide Program (SWP) is a comprehensive support and improvement plan of action to raise the academic performance of all students, particularly the lowest-achieving students, and improve the school's education 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 and the way academic progress is measured. The SWP has 7 performance goals that are aligned to HUSD's Local Education Agency plan:

Goal 1 Deeper Learning -- Language and Literacy: Deeper Learning -- During the 2025-26 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 21.98 to 31.98% as measured by the 2026 CAASPP.

Goal 2 Deeper Learning -- Mathematics: Deeper Learning -- During the 2025-26 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded in Mathematics will increase by 10% from 10.70% to 20.70% as measured by the 2026 CAASPP.

Goal 3 Deeper Learning -- During the 2024-2025 school year, the percentage of Treeview Elementary School English Learners (ELs) performing at Somewhat/Moderately will increase by 10%, from 40.3 to 50.3 as measured by the Reading Domain of the 2025-2026 English Language Proficiency Assessment California (ELPAC).

Goal 4 Deeper Learning -- Visual and Performing Arts: During the 2025-2026 school year, Treeview Elementary School will promote arts education by ensuring that all students have access to a Visual or Performing Arts (VAPA)-related activity every week.

Goal 5 Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): During the 2025-2026 school year, Treeview Elementary 5th graders who indicate feelings of school connectedness on the California Healthy Kids Survey (CHKS) will increase 10% from 59% to 69%.

Goal 6 Relationship-Centered Schools -- Parent Engagement: During the 2025-2026 school year, Treeview Elementary School will increase parent participation in school activities by 150%. This will include a 150% increase in monthly Coffee & Conversation attendance from 4 to 10 and a 150% increase in monthly Parent Teacher Association meetings from 6 to 15.

Goal 7 Relationship-Centered Schools -- Attendance and Chronic Absenteeism: During the 2025-2026 school year, Treeview Elementary School will increase its daily attendance rate by 4% from 93% to 97%.

DATA ANALYSIS

Our SPSA includes an analysis of recent student achievement and school climate data, including the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment California (ELPAC), Fastbridge Screeners (Cycle 1-3), Imagine Learning Galileo Assessments, California Healthy Kids Survey (CHKS), and Hayward Unified School District (HUSD) Attendance Summary Report.

SPECIFIC ACTIONS AND TASKS TO MEET PERFORMANCE GOALS

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 online platforms to personalize instruction (Imagine Learning)
- Provide staff development of AVID WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies
- Provide staff development on restorative practices.
- Provide staff development of anti-bias/anti-racist practices
- Provide staff development of Benchmark Curriculum
- Provide staff development on teaching foundational reading skills and math skills
- Engage staff in a Cycle of Inquiry around student learning, including monitoring and evaluating Benchmark 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.
- The Community Schools Specialist (CSS) and Family Engagement Specialist (FES) 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 supports as deemed appropriate by parents and staff.

BUDGET

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

- Imagine Learning licenses for Treeview students in grades 3-6 to provide online, personalized learning paths to provide the strategies and skills needed to develop English Language Arts and Mathematics skills (\$17,000).
- 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) (\$10,000).
- Scholastic News Subscription for all Treeview students to bring current events into our classrooms, including lesson plans that meet CCSS standards and other online resources (\$2,300)

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

- Playworks to support a safe and inclusive school environment (\$10,000)
- 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 (\$3,900)

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 (\$4,200)
- Art Materials to increase VAPA activities (\$3,000)
- Calm Corners Materials (\$426.00)
- Materials and Supplies cover essentials needed to operate our schools, including the increase in paper usage to support the newly adopted Benchmark ELA Curriculum (\$23,774)

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.

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Treeview ES developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools—HUSD will collaborate with families, community partners, and staff to increase student access to the social-emotional support they need, particularly through positive relationships, trauma-informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Educational Partner Involvement

How, when, and with whom did Treeview 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

To involve all Treeview ES educational partners in the development of the 2025-2026 SPSA, the following events occurred:

August 2024.

- Principal begins to provide the Treeview ES staff with timely information about the school's programs by utilizing weekly Bulldog Pride (staff newsletter), weekly staff collaboration meetings (each Wednesday) and monthly Site Based Decision Making (SBDM), School Site Council (SSC) and staff meetings.

September 2024.

- Principal begins to provide parents with information about the academic programs used at Treeview ES, 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 monthly meetings, weekly phone messages home (English & Spanish), bi-month Treeview Parent Journal (English & Spanish) and school website.

October 2024.

- Treeview ES convened in-person Back to School Night to inform parents about the goals outlined in the 2024-2025 SPSA and the rights of parents to be involved in the oversight of the current SPSA and development of the 2025-2026 SPSA. At Back to School Night, the principal also highlighted the variety of methods for parent involvement and communication.
- The Family Engagement Specialist and principal host first of monthly Coffee Chats. 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 2024.

- Monthly PTA, SBDM, SSC, ELAC and staff meetings

December 2024.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting
- Treeview ES School Site Council (SSC) reviewed the 2024-2025 SPSA goals.

January 2025.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting.
- Treeview ES SSC started to identify goals and budget priorities for the 2025-2026 school year.

February 2025.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting.
- The 2025-2026 budget was shared with SBDM, SSC and at staff meeting. \$93,391 was allocated to Treeview, \$35,779 less than the \$129,170 budget for the 2024-2025 school year.

March 2025.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting.
- SSC created a proposed 2025-2026 Budget that included Imagine Learning Licenses for students grades 3-6 (\$19,000), AVID membership, Library and Summer Institute training for all teachers and administrators (\$12,000). 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 2025.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting.
- Treeview ES staff supported proposed budget by SSC at staff meeting. SSC approved 2025-2026 Site Plan for Student Achievement (SPSA) and accompanying budget
- SPSA submitted for review

May 2025.

- SSC approved final 2025-2026 Site Plan for Student Achievement (SPSA) and accompanying budget.

Resource Inequities

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

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

2017-2018

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 equaled 17% of the entire school population. Inequities with the budget resulted in the academic needs of many students not being met. This included students who received special education and 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.

2018-2019

In an effort to address the inequities of the 2017-2018 budget, during the 2018-2019 school year, Treeview teachers began to use the online platform Imagine Learning (IL) to provide reading and math intervention and enrichment during the school day. Although it was in its infancy at Treeview, the Imagine Learning program was so appreciated 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.

2019-2020

The Treeview staff's efforts with Imagine Learning were 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.

2020-2021

The 2020-21 school year saw a decline in Imagine Learning use, which 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 of Imagine Learning, students who used it made gains in literacy and vocabulary development. Unfortunately, only those students with support at home showed gains.

2021-2022

Students returned from distance learning, and local and state data showed a decline in ELA performance, specifically reading. The budget challenges made it difficult to continue with online platforms and provide the intensive reading intervention needed.

2022-2023

While steps have been taken to support the academic needs of many students through online platforms, data from COST Meetings, Fastbridge Assessments, and CAASPP showed a greater need to support intensive intervention for students reading below grade level, English Learners, and students in Special Education. 2022 CAASPP data showed nearly 50% of grades 3-6 students scored Standards Not Met in ELA. 90% of grades 3-6 students do not read at grade level. To help address the reading performances, the Treeview Instructional Leadership Team (ILT) piloted The Science of Reading Professional Development. The Science of Reading Professional Development will be extended to all teachers for the 2023-2024 school year to address reading performance and will be paid for using Title 1 funds.

2023-2024

The newcomer population at Treeview (students in the United States less than three years old) has steadily increased over the past three years. Currently, 17% of Treeview students are newcomers, and our staff is not properly equipped to serve these students, many of whom do not speak English. We can support these students' social, emotional, and academic needs by case-managing them.

With IL, AVID, AR, and professional development in teaching reading, equitable achievement will be realized at Treeview across student populations of varying demographics.

2024-2025

Treeview has successfully exited its Additional Targeted Support and Improvement (ATSI) designation.

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.

Referring to the California School Dashboard for Treeview Elementary School, state indicators for which overall performance was in the "Red" or "Orange" performance category include English Language Arts (ELA), English Learner (EL) Progress, and Suspension Rate. These three areas were specifically addressed in our SPSA through the following actions:

ELA

- Continue with implementation of University of Florida Learning Institute (UFLI) reading intervention
- Imagine Learning (IL) use, with fidelity, for students in grades 3-6 (\$19,000 - Title 1)
- AVID WICOR strategies (\$10,00 - Title 1)

EL Progress

- Continue with implementation of University of Florida Learning Institute (UFLI) reading intervention
- Imagine Learning (IL) use, with fidelity, for students in grades 3-6 (\$19,000 - Title 1)
- Newcomer support group

Suspension Rates

- Playworks providing safe and inclusive play (\$10,000 - Title 1)
- Restorative Practices Training (District Provided)
- Calm Corners in each classroom (\$426.00)

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.

Other Needs

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

See above.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Treeview 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	0.53%	0%	0.22%	2	0	1
African American	8.02%	6.41%	9.05%	30	28	41
Asian	11.50%	13.27%	10.82%	43	58	49
Filipino	9.36%	6.64%	4.19%	35	29	19
Hispanic/Latino	55.08%	57.21%	60.49%	206	250	274
Pacific Islander	3.21%	2.52%	1.77%	12	11	8
White	6.68%	7.55%	7.28%	25	33	33
Two or More Races	4.81%	4.81%	3.97%	18	21	18
Not Reported	0.80%	1.6%	2.21%	3	7	
Total Enrollment				374	437	453

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	63	47	64
Grade 1	46	73	56
Grade 2	48	67	70
Grade3	56	48	62
Grade 4	49	61	51
Grade 5	60	64	65
Grade 6	52	77	62
Total Enrollment	374	437	453

Conclusions based on this data:

1. Hispanic/Latino students continues to be the largest student population. Three consecutive years.
2. Asian student population has declined each year for the past three years.
3. For three consecutive years (21-22, 22-23, 23-24) the student enrollment has increased.

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	121	147	158	32.4%	33.6%	34.9%
Fluent English Proficient (FEP)	50	67	51	13.4%	15.3%	11.3%
Reclassified Fluent English Proficient (RFEP)	25	39	29	6.7%	8.9%	6.4%

Conclusions based on this data:

1. English Learners populations continues to increase which is why Treeview is in need of a 1.0 EL Specialist
2. Online platform Imagine Learning continues to be needed to help support the language needs of English Learner population.
3. New Comer Support group needs to continue in order to support the social and emotional needs of our increase of English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	49	50	64	49	49	61	49	49	61	100.0	98.0	95.3
Grade 4	49	64	56	47	63	51	47	63	51	95.9	98.4	91.1
Grade 5	62	64	63	62	63	60	62	63	60	100.0	98.4	95.2
Grade 6	54	80	64	52	78	60	52	78	60	96.3	97.5	93.8
All Grades	214	258	247	210	253	232	210	253	232	98.1	98.1	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2387.	2368.	2382.	16.33	10.20	11.48	20.41	10.20	16.39	20.41	32.65	31.15	42.86	46.94	40.98
Grade 4	2415.	2406.	2384.	10.64	6.35	3.92	23.40	17.46	17.65	17.02	23.81	15.69	48.94	52.38	62.75
Grade 5	2418.	2404.	2401.	6.45	3.17	3.33	12.90	12.70	15.00	16.13	20.63	11.67	64.52	63.49	70.00
Grade 6	2449.	2468.	2426.	1.92	2.56	0.00	11.54	16.67	20.00	34.62	41.03	13.33	51.92	39.74	66.67
All Grades	N/A	N/A	N/A	8.57	5.14	4.74	16.67	14.62	17.24	21.90	30.04	18.10	52.86	50.20	59.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.37	4.17	11.48	51.02	58.33	62.30	30.61	37.50	26.23
Grade 4	10.64	9.52	1.96	59.57	50.79	68.63	29.79	39.68	29.41
Grade 5	1.61	7.94	3.33	62.90	49.21	51.67	35.48	42.86	45.00
Grade 6	3.85	3.85	3.33	55.77	57.69	40.00	40.38	38.46	56.67
All Grades	8.10	6.35	5.17	57.62	53.97	55.17	34.29	39.68	39.66

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.50	16.67	6.56	47.92	37.50	45.90	39.58	45.83	47.54
Grade 4	4.26	3.17	0.00	57.45	57.14	49.02	38.30	39.68	50.98
Grade 5	8.06	4.76	3.33	43.55	36.51	40.00	48.39	58.73	56.67
Grade 6	3.85	1.28	0.00	38.46	50.00	36.67	57.69	48.72	63.33
All Grades	7.18	5.56	2.59	46.41	46.03	42.67	46.41	48.41	54.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.16	0.00	3.28	67.35	79.17	85.25	24.49	20.83	11.48
Grade 4	4.26	3.17	0.00	76.60	71.43	70.59	19.15	25.40	29.41
Grade 5	8.06	4.76	10.00	67.74	50.79	55.00	24.19	44.44	35.00
Grade 6	7.69	5.13	1.67	67.31	71.79	60.00	25.00	23.08	38.33
All Grades	7.14	3.57	3.88	69.52	67.86	67.67	23.33	28.57	28.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.20	2.04	1.64	57.14	63.27	70.49	32.65	34.69	27.87
Grade 4	6.38	9.52	3.92	68.09	60.32	66.67	25.53	30.16	29.41
Grade 5	6.45	3.17	1.67	48.39	47.62	51.67	45.16	49.21	46.67
Grade 6	5.77	6.41	5.00	67.31	70.51	60.00	26.92	23.08	35.00
All Grades	7.14	5.53	3.02	59.52	60.87	62.07	33.33	33.60	34.91

Conclusions based on this data:

1. During the 23-24 school year participation rates decline.
2. During the 23-24 school year, 5th and 6th grade were the largest grade level group reading below grade level as measured by the CAASPP.

3. During the 23-24 school year, 3rd grade had the highest percentage of students Exceeding standard and lowest percentage of student at Standards Not Met

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	49	50	64	49	49	63	49	49	63	100.0	98.0	98.4
Grade 4	49	64	56	44	64	55	44	64	55	89.8	100.0	98.2
Grade 5	62	64	63	62	62	63	62	62	63	100.0	96.9	100
Grade 6	54	80	64	53	79	62	53	79	62	98.1	98.8	96.9
All Grades	214	258	247	208	254	243	208	254	243	97.2	98.4	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2391.	2353.	2376.	18.37	2.04	4.76	20.41	18.37	12.70	8.16	18.37	34.92	53.06	61.22	47.62
Grade 4	2419.	2416.	2367.	15.91	7.81	0.00	4.55	12.50	3.64	31.82	28.13	23.64	47.73	51.56	72.73
Grade 5	2423.	2391.	2390.	1.61	3.23	1.59	6.45	6.45	7.94	29.03	17.74	7.94	62.90	72.58	82.54
Grade 6	2409.	2459.	2410.	0.00	2.53	3.23	5.66	3.80	8.06	24.53	46.84	17.74	69.81	46.84	70.97
Grade 11															
All Grades	N/A	N/A	N/A	8.17	3.94	2.47	9.13	9.45	8.23	23.56	29.53	20.99	59.13	57.09	68.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.37	8.16	6.35	36.73	32.65	49.21	44.90	59.18	44.44
Grade 4	11.36	10.94	0.00	36.36	35.94	25.45	52.27	53.13	74.55
Grade 5	3.23	0.00	1.59	30.65	27.42	20.63	66.13	72.58	77.78
Grade 6	3.77	1.27	3.23	28.30	45.57	24.19	67.92	53.16	72.58
Grade 11									
All Grades	8.65	4.72	2.88	32.69	36.22	30.04	58.65	59.06	67.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.33	8.16	3.17	36.73	34.69	47.62	46.94	57.14	49.21
Grade 4	11.36	10.94	0.00	34.09	35.94	30.91	54.55	53.13	69.09
Grade 5	3.23	4.84	3.17	41.94	33.87	33.33	54.84	61.29	63.49
Grade 6	0.00	3.80	1.61	37.74	49.37	38.71	62.26	46.84	59.68
All Grades	7.21	6.69	2.06	37.98	39.37	37.86	54.81	53.94	60.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.41	2.04	6.35	46.94	53.06	53.97	32.65	44.90	39.68
Grade 4	11.36	6.25	0.00	50.00	45.31	43.64	38.64	48.44	56.36
Grade 5	3.23	6.45	1.59	46.77	38.71	41.27	50.00	54.84	57.14
Grade 6	1.89	2.53	1.61	47.17	54.43	41.94	50.94	43.04	56.45
All Grades	8.65	4.33	2.47	47.60	48.03	45.27	43.75	47.64	52.26

Conclusions based on this data:

1. During the 23-24 school year, 3rd grade had the highest percentage of students Exceeding standard and lowest percentage of student at Standards Not Met
2. During the 23-24 school year grades 4-6 increased the number of students not meeting standard from 2022-2023.
3. In Concepts & Procedures, Problem Solving & Modeling/ Data Analysis, and Communicating Reasoning Treeview 6th grade increased the number of students at or near standards as measured by the CAASPP.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1417.4	1407.1	1372.1	1442.6	1414.9	1390.6	1358.1	1388.8	1329.0	28	21	37
1	1431.6	1420.4	1387.6	1480.8	1444.0	1429.2	1381.8	1396.5	1345.5	22	32	24
2	1475.3	1431.8	1426.9	1489.8	1466.8	1464.1	1460.3	1396.2	1389.4	15	30	34
3	1491.2	1483.4	1494.4	1506.5	1499.2	1505.7	1475.6	1467.1	1482.8	15	14	29
4	1523.8	1519.7	1480.3	1550.4	1548.8	1482.6	1496.7	1490.0	1477.4	17	20	18
5	1544.6	1505.6	1494.2	1559.2	1525.6	1502.2	1529.5	1484.9	1485.8	13	16	21
6	1553.4	1493.2	1462.7	1570.1	1505.5	1459.8	1536.5	1480.5	1465.2	19	13	14
All Grades										129	146	177

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	4.76	0.00	42.86	23.81	27.03	35.71	47.62	35.14	14.29	23.81	37.84	28	21	37
1	0.00	0.00	0.00	27.27	18.75	4.17	54.55	53.13	41.67	18.18	28.13	54.17	22	32	24
2	6.67	3.33	0.00	46.67	33.33	35.29	33.33	33.33	26.47	13.33	30.00	38.24	15	30	34
3	20.00	7.14	20.69	26.67	50.00	37.93	40.00	21.43	24.14	13.33	21.43	17.24	15	14	29
4	29.41	20.00	11.11	41.18	45.00	33.33	11.76	30.00	16.67	17.65	5.00	38.89	17	20	18
5	38.46	18.75	9.52	30.77	37.50	38.10	30.77	12.50	28.57	0.00	31.25	23.81	13	16	21
6	26.32	30.77	0.00	63.16	15.38	14.29	10.53	23.08	42.86	0.00	30.77	42.86	19	13	14
All Grades	16.28	9.59	5.65	40.31	30.82	28.25	31.78	34.93	30.51	11.63	24.66	35.59	129	146	177

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.43	9.52	10.81	46.43	19.05	27.03	21.43	47.62	32.43	10.71	23.81	29.73	28	21	37
1	54.55	12.50	8.33	27.27	34.38	37.50	9.09	37.50	20.83	9.09	15.63	33.33	22	32	24
2	40.00	20.00	29.41	20.00	36.67	32.35	40.00	33.33	17.65	0.00	10.00	20.59	15	30	34
3	40.00	50.00	51.72	33.33	28.57	27.59	20.00	7.14	10.34	6.67	14.29	10.34	15	14	29
4	70.59	65.00	38.89	17.65	30.00	27.78	0.00	0.00	0.00	11.76	5.00	33.33	17	20	18
5	69.23	56.25	42.86	23.08	25.00	33.33	0.00	0.00	0.00	7.69	18.75	23.81	13	16	21
6	63.16	38.46	7.14	36.84	23.08	57.14	0.00	7.69	7.14	0.00	30.77	28.57	19	13	14
All Grades	48.84	31.51	27.12	31.01	29.45	32.77	13.18	23.29	15.25	6.98	15.75	24.86	129	146	177

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	4.76	0.00	*	9.52	10.81	*	57.14	40.54	*	28.57	48.65	*	21	37
1		0.00	0.00		6.25	0.00		31.25	8.33		62.50	91.67		32	24
2		0.00	0.00		16.67	11.76		23.33	17.65		60.00	70.59		30	34
3	0.00	0.00	6.90	25.00	14.29	27.59	56.25	35.71	27.59	18.75	50.00	37.93	16	14	29
4	0.00	0.00	0.00	40.00	15.00	27.78	46.67	55.00	22.22	13.33	30.00	50.00	15	20	18
5	5.56	0.00	0.00	5.56	12.50	14.29	66.67	37.50	38.10	22.22	50.00	47.62	18	16	21
6	5.26	7.69	0.00	26.32	30.77	0.00	57.89	15.38	21.43	10.53	46.15	78.57	19	13	14
All Grades	3.88	1.37	1.13	22.48	13.70	13.56	41.86	36.30	25.99	31.78	48.63	59.32	129	146	177

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.71	14.29	0.00	78.57	33.33	56.76	10.71	52.38	43.24	28	21	37
1	36.36	31.25	16.67	54.55	53.13	45.83	9.09	15.63	37.50	22	32	24
2	13.33	23.33	35.29	80.00	66.67	47.06	6.67	10.00	17.65	15	30	34
3	26.67	14.29	34.48	53.33	64.29	55.17	20.00	21.43	10.34	15	14	29
4	47.06	35.00	22.22	41.18	60.00	38.89	11.76	5.00	38.89	17	20	18
5	23.08	6.25	4.76	76.92	62.50	66.67	0.00	31.25	28.57	13	16	21
6	15.79	38.46	0.00	78.95	30.77	50.00	5.26	30.77	50.00	19	13	14
All Grades	24.03	23.97	17.51	66.67	54.11	51.98	9.30	21.92	30.51	129	146	177

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	39.29	9.52	16.22	42.86	71.43	56.76	17.86	19.05	27.03	28	21	37
1	59.09	12.50	4.17	31.82	56.25	79.17	9.09	31.25	16.67	22	32	24
2	60.00	50.00	29.41	33.33	33.33	52.94	6.67	16.67	17.65	15	30	34
3	80.00	71.43	55.17	6.67	14.29	34.48	13.33	14.29	10.34	15	14	29
4	82.35	85.00	61.11	5.88	10.00	5.56	11.76	5.00	33.33	17	20	18
5	92.31	75.00	76.19	0.00	6.25	0.00	7.69	18.75	23.81	13	16	21
6	94.74	61.54	64.29	5.26	7.69	7.14	0.00	30.77	28.57	19	13	14
All Grades	68.99	46.58	38.98	20.93	33.56	39.55	10.08	19.86	21.47	129	146	177

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	9.52	0.00	82.14	76.19	45.95	17.86	14.29	54.05	28	21	37
1	0.00	3.13	0.00	18.18	25.00	4.17	81.82	71.88	95.83	22	32	24
2	6.67	6.67	0.00	73.33	26.67	23.53	20.00	66.67	76.47	15	30	34
3	6.67	0.00	10.34	33.33	35.71	48.28	60.00	64.29	41.38	15	14	29
4	11.76	0.00	0.00	52.94	60.00	38.89	35.29	40.00	61.11	17	20	18
5	7.69	0.00	4.76	69.23	50.00	47.62	23.08	50.00	47.62	13	16	21
6	5.26	0.00	0.00	57.89	38.46	28.57	36.84	61.54	71.43	19	13	14
All Grades	4.65	3.42	2.26	55.81	42.47	34.46	39.53	54.11	63.28	129	146	177

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.57	33.33	10.81	42.86	28.57	40.54	53.57	38.10	48.65	28	21	37
1	0.00	0.00	0.00	54.55	43.75	25.00	45.45	56.25	75.00	22	32	24
2	13.33	6.67	2.94	60.00	60.00	52.94	26.67	33.33	44.12	15	30	34
3	6.67	14.29	6.90	73.33	57.14	62.07	20.00	28.57	31.03	15	14	29
4	5.88	5.00	0.00	58.82	65.00	66.67	35.29	30.00	33.33	17	20	18
5	30.77	18.75	0.00	53.85	37.50	52.38	15.38	43.75	47.62	13	16	21
6	10.53	23.08	0.00	89.47	46.15	42.86	0.00	30.77	57.14	19	13	14
All Grades	8.53	12.33	3.95	60.47	48.63	48.59	31.01	39.04	47.46	129	146	177

Conclusions based on this data:

1. Continued support for the increasing number of newcomer students to Treeview.

2. 6th grade was the only grade level that showed an increase in the overall percentage of EL's at level 4 based on 2023 ELPAC.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
453	83.7%	34.9%	0.7%
Total Number of Students enrolled in Treeview Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	158	34.9%
Foster Youth	3	0.7%
Homeless	12	2.6%
Socioeconomically Disadvantaged	379	83.7%
Students with Disabilities	50	11%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	9.1%
American Indian	1	0.2%
Asian	49	10.8%
Filipino	19	4.2%
Hispanic	274	60.5%
Two or More Races	18	4%
Pacific Islander	8	1.8%
White	33	7.3%

Conclusions based on this data:

1. Dashboard data shows that almost 84% of Treeview students are eligible for free and/or reduced meals.

2. Dashboard data shows that almost 35% of Treeview students are English Learners.
3. Hispanic students continue to be the largest student group by Race/Ethnicity.

School and Student Performance Data

Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Red</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Orange</p></div>
<div>Mathematics</div> <div><p>Red</p></div>		
<div>English Learner Progress</div> <div><p>Yellow</p></div>		

Conclusions based on this data:

- English Learner progress needs intensive intervention.
- Chronic absenteeism needs to be better addressed.
- Intervention continue to be needed in both ELA and mathematics.

School and Student Performance Data

Academic Performance English Language Arts

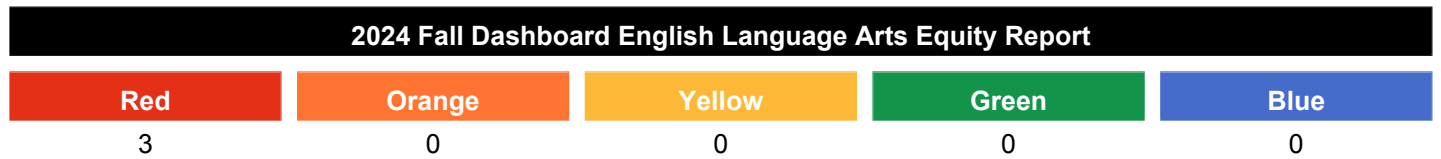
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>87.0 points below standard</div> <div>Declined 18.4 points</div> <div>223 Students</div>	<div>English Learners</div> <div> Red</div> <div>115.6 points below standard</div> <div>Declined 25.7 points</div> <div>87 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>94.8 points below standard</div> <div>Declined 15.4 points</div> <div>190 Students</div>

Students with Disabilities  No Performance Color 107.6 points below standard Increased 21.5 points 34 Students	African American  No Performance Color 95.7 points below standard Declined 20.9 points 21 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 42.7 points below standard Increased 18.9 points 22 Students	Filipino  No Performance Color Less than 11 Students 10 Students	Hispanic  Red 101.0 points below standard Declined 23.9 points 141 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  No Performance Color 89.2 points below standard Declined 12.0 points 16 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

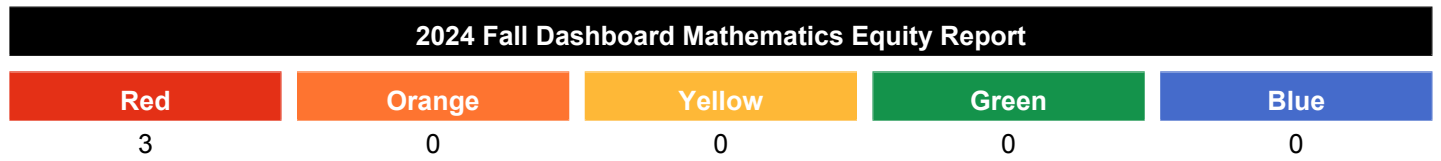
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>113.4 points below standard</div> <div>Declined 19.1 points</div> <div>226 Students</div>	<div>English Learners</div> <div> Red</div> <div>130.6 points below standard</div> <div>Declined 19.9 points</div> <div>90 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>120.2 points below standard</div> <div>Declined 17.0 points</div> <div>193 Students</div>

Students with Disabilities  No Performance Color 132.9 points below standard Increased 14.3 points 34 Students	African American  No Performance Color 122.7 points below standard Maintained 0.2 points 21 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 73.5 points below standard Maintained 2.1 points 22 Students	Filipino  No Performance Color Less than 11 Students 10 Students	Hispanic  Red 128.4 points below standard Declined 27.4 points 144 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  No Performance Color 107.8 points below standard Declined 15.1 points 16 Students

Conclusions based on this data:

1. Students are generally performing better in Mathematics than ELA.
2. Intensive intervention needed to support all subgroups in mathematics.
3. Tutoring would be beneficial for students.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>Yellow</div> <div>40.3% making progress.</div> <div>Number Students: 124 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 4 Students</div>

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.2%	35.5%	0%	40.3%

Conclusions based on this data:

1. The number of EL students at Treeview continues to increase.
2. Only 40% of ELs are making progress. Need more intensive support for ELs..
3. Need to be more strategic with EL Specialist's support of classroom instruction.

School and Student Performance Data

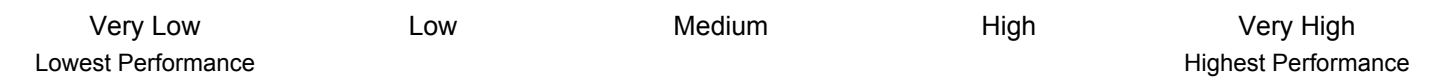
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

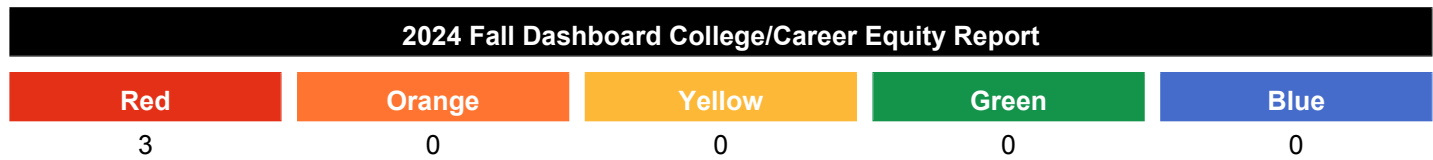
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Yellow

36.2% Chronically Absent

Declined 9.7

483 Students

English Learners



Yellow

33% Chronically Absent

Declined 13.3

197 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

7 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Homeless



No Performance Color

40% Chronically Absent

Declined 60

15 Students

Socioeconomically Disadvantaged












Yellow

39% Chronically Absent

Declined 11.7

408 Students

Students with Disabilities  Orange 32.3% Chronically Absent Declined 19.4 62 Students	African American  Orange 45.5% Chronically Absent Declined 5.8 44 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Orange 20.7% Chronically Absent Declined 12.1 58 Students	Filipino  No Performance Color 21.1% Chronically Absent Declined 10 19 Students	Hispanic  Yellow 39.7% Chronically Absent Declined 10 290 Students
Two or More Races  No Performance Color 42.9% Chronically Absent Declined 5.3 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	White  Orange 25.7% Chronically Absent Declined 13.7 35 Students

Conclusions based on this data:

1. Holding teachers accountable to completing attendance by 9:30am has helped with declining absenteeism. This allows attendance clerk time to follow up with students absent with no excuse.
2. "Attendance Matters" campaign (electronic marquee, bi-weekly parent newsletters, Coffee & Conversation talks) have contributed to declining absenteeism.
3. Restorative Practices (RP) Morning Circles have positively impact student attendance by fostering a stronger sense of belonging, improving relationships, and addressing underlying issues that might contribute to declining absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

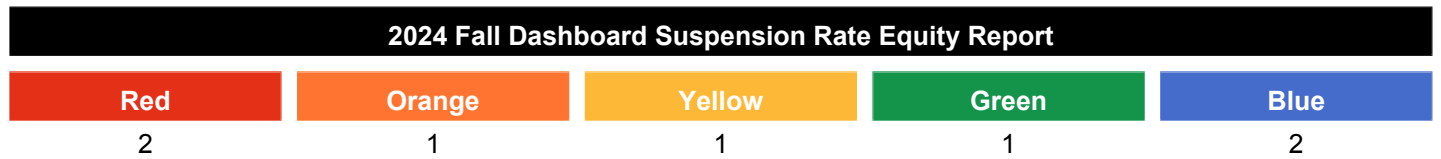
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>4.1% suspended at least one day</div> <div>Increased 0.3%</div> <div>493 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 2.2%</div> <div>201 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>16 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>4.3% suspended at least one day</div> <div>Increased 0.9%</div> <div>414 Students</div>

Students with Disabilities  Green 1.6% suspended at least one day Declined 4.6% 62 Students	African American  Red 6.7% suspended at least one day Increased 4.3% 45 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0% 58 Students	Filipino  No Performance Color 0% suspended at least one day Declined 6.9% 21 Students	Hispanic  Yellow 3.4% suspended at least one day Declined 0.6% 296 Students
Two or More Races  No Performance Color 3.4% suspended at least one day Declined 4% 29 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	White  Red 17.1% suspended at least one day Increased 11.1% 35 Students

Conclusions based on this data:

1. Suspensions at Treeview have declined significantly in 2022-23 school year.
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 1

Title and Description of School Goal

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

Deeper Learning -- Language and Literacy

Deeper Learning -- During the 2025-26 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 21.98 to 31.98% as measured by the 2026 CAASPP.

The 2024 data was used as baseline data because 2025 data is not yet available. The School Site Council (SSC) will review 2025 CAASPP data in fall 2025 and, if necessary, make adjustments to our ELA goal.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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.

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

The data used to form this goal was the 2024 California Assessment of Student Performance and Progress (CAASPP). The 2024 data was used as baseline data because 2025 data is not yet available. The School Site Council (SSC) will review the 2025 CAASPP data in the fall of 2025 and, if necessary, adjust our ELA goal.

Group data to be collected to measure gains:

- LEA data,
- Fastbridge assessments (Cycle I-III)
- Imagine Learning (IL)
- ELCAP

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.

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 Fastbridge assessments to monitor progress and adjust instruction based upon the needs of students
- Use of AVID Weekly lessons incorporate tools, strategies, and scaffolds to ensure that students can read, comprehend, and connect the content to their learning through the use of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) instructional methodologies.
- All English learners will be 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, Imagine Learning and reading Intervention 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)

- EL Specialist will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- LLI Reading Intervention 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 3rd through 6th grade students, specifically English Learners, 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 21.98% to 31.98%.

The percentage of student who will not meet or exceed the standards will decrease from 80.24% to 70.24%.

Means of evaluating progress toward this goal:

- 2025 CAASPP
- Fastbridge assessments (Cycle I-III)
- Imagine Learning (IL) Progress Monitoring

- ELCAP

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 7 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 2024 CAASPP results, showed that only 21.98% of Treeview 3rd-6th graders were performing at Standards Met or Exceeded. 80% 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

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
CAASPP ELA Grades 3-6	Standard Met or Exceeded: 25.24%	Standard Met or Exceeded: 35.24%

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	<p>Collaboration Time</p> <p>Task: Treeview will provide teachers with weekly collaboration time (Wednesdays) to analyze assessment data and determine the next steps, including intervention/acceleration for students who would benefit from it, focusing on equity for all students.</p>	All Students	<p>0</p> <p>District Funded</p> <p>Collaboration</p>
1.2	<p>Benchmark Curriculum.</p> <p>Task: All Treeview students will receive HUSD-adopted Benchmark curriculum instruction and assessments.</p>	All Students	<p>0</p> <p>District Funded</p> <p>None Specified</p> <p>Benchmark Curriculum</p>
1.3	<p>Reading Intervention Professional Development</p> <p>Task: All Treeview teachers will continue implementing reading intervention from University of Florida Learning Institute (UFLI), purchased during 2024-2025 SY, focusing on explicit and systematic phonics instruction.</p>	All Students reading below grade level	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Reading Intervention</p>
1.4	<p>Reading Resource</p> <p>Task: Students in kindergarten through 2nd grade will use Learning A-Z (Raz Kids), an online reading resource, to practice reading and improve their literacy skills.</p>	Students Grades K-2nd	<p>0</p> <p>District Funded</p> <p>None Specified</p> <p>Materials</p>
1.5	<p>Imagine Learning Literacy</p> <p>Task: All Treeview students in grades 3-6 will receive Imagine Learning (IL) Literacy online platform licenses to improve literacy foundational skills.</p>	Students Grade 3-6	<p>19,000.00</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Imagine Learning Licenses for Treeview students Grades 3-6</p>
1.7	<p>Scholastic News</p> <p>Task: Students in grades TK/Kindergarten to 3rd grade will have access to current, 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.</p>	Students Grades K-3	<p>2,300.00</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Scholastic News Subscription K-3</p>
1.8	<p>AVID Membership</p> <p>Task: All Treeview teachers will have access to AVID Elementary's online critical reading resource (AVID Weekly) and coaching and support from AVID staff.</p>	All Students	<p>2,990.00</p> <p>Title I</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>AVID Membership</p>
1.9	AVID Summer Institute training	All Students	10,000.00

	Task: Training for teachers to provide critical academic and social support students need to thrive academically, including writing, learning to be inquisitive, learning to be collaborative, learning to be organized, and learning reading strategies.		Title I 4000-4999: Books And Supplies Summer Institute Training and materials
1.10	<p>Leveled Literacy Intervention (LLI)</p> <p>Task: The district specialist will provide literacy intervention to help struggling readers and writers in grades 3rd—5th attain grade-level competency.</p>	3rd - 5th Grade Students Reading Below Grade Level - non SPED nor EL	0 District Funded None Specified Reading Intervention
1.11	<p>Teacher Release Time</p> <p>Task: Treeview teachers will be allowed to observe and learn from colleagues (on and off-site) and different programs, such as AVID and California Distinguished Schools.</p>	All Students	3,900.00 LCFF 1000-1999: Certificated Personnel Salaries Release Time
1.13	<p>Office/Classroom Materials and Supplies</p> <p>Task: Treeview will provide students with basic school needs such as pencils, pens, crayons, lined paper, and copy paper to help students engage in lessons.</p>	All Students	23,774 Unrestricted 4000-4999: Books And Supplies Office/Classroom Materials and Supplies
1.14	<p>English Learner (EL) Specialist</p> <p>Task: The EL Specialist will support classroom teachers to meet the instructional needs of ELs.</p>	English Learners	0 District Funded None Specified EL Specialist
1.15	<p>Social/Emotional (SE) Counselor</p> <p>Task: Provide counseling resources and information to students, teachers, and families.</p>	All Students	0 District Funded None Specified SE Counselor
1.16	<p>Community Schools Specialist (CSS)</p> <p>Task: Coordinate services to support struggling students and their families.</p>	All Students	0 District Funded None Specified Community Schools Specialist
1.17	<p>Resource Specialist (RSP)</p> <p>Task: Assess student needs, developing individualized education plans (IEPs) and providing specialized instruction and support.</p>	Students in special education	0 District Funded None Specified RSP

Annual Review

SPSA Year Reviewed: 2024-25

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 effectiveness of AVID, Imagine Learning (IL), and UFLI Reading Intervention will be measured by impact on the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded, in ELA will increase by 10% from 21.98 to 31.98% as measured by the 2026 CAASPP.

AVID will provide key academic and social supports students need to thrive academically including: writing, learning to be inquisitive, learning to be collaborative, learning to be organized and learning reading strategies.

Imagine Learning is an adaptive online platform that will provide Treeview students in grades 3-6 support to improve literacy foundational skills. Students will use Imagine Learning 20 minutes/day..

Continuing with University of Florida Language Institute (UFLI) will provide reading intervention to better assist students to improve reading performance.

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

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.

Effectiveness of these programs will be assessed throughout the school year with SBDM and SSC.

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.

Deeper Learning -- Mathematics

Deeper Learning -- Deeper Learning -- During the 2025-26 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded in Mathematics will increase by 10% from 10.70% to 20.70% as measured by the 2026 CAASPP.

The 2024 data was used as baseline data because 2025 data is not yet available. The School Site Council (SSC) will review 2025 CAASPP data in fall 2024 and, if necessary, make adjustments to our math goal.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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:

- 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

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.

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

The data used to form this goal was the 2024 California Assessment of Student Performance and Progress (CAASPP). The 2024 data was used as baseline data because 2024 data is not yet available. The School Site Council (SSC) will review the 2025 CAASPP data in the fall of 2025 and, if necessary, adjust our Deeper Learning-Mathematics goal.

Group data to be collected to measure gains:

- LEA data
- McGraw-Hill Expressions (Grades K-5) and California Math (Grade 6) assessments
- Teacher-generated assessments

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 students' progress moving forward to the appropriate math level.

Strategy:

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use HUSD-adopted McGraw-Hill's Math Expressions (grades K K-5) and McGraw Hill's California Math CCSS (Grade 6) with fidelity.
- All teachers will use multiple measures of assessments (i.e., teacher-created assessments) to monitor progress and adjust instruction based on students' needs.
- Use of AVID strategies to accelerate learning by enhancing students' critical thinking, reasoning, and problem-solving skills through interactive and collaborative lessons and activities.
- Teachers will use graphic organizers (AVID) to support student learning.
- Teachers will have the opportunity to collaborate during staff meetings to identify grade-level proficiency, using assessment results to plan instruction, monitor student progress, and 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 the specific needs of students.
- Teachers will contact their at-risk students at home, i.e., through progress reports, phone calls, and online classroom-to-home communication, to discuss their progress.
- Teachers will incorporate IXL daily to provide intervention and enrichment throughout the school day

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):

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

Anticipated annual growth for each group:

Means of evaluating progress toward this goal:

- 2025 CAASPP

McGraw-Hill Expressions (Grades K-5) and California Math (Grade 6) 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 7 Area Goals contained in the SPSA has Title 1 budget allocations to support 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 data analysis reveal that led you to this goal?

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 (SSC)
- Instructional Leadership Team (ILT)

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

- 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

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
CAASPP Math Grades 3-6	Standard Met or Exceeded: 20.70%	Standard Met or Exceeded: 27.3%

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	Collaboration Time Task: Treeview will provide teachers with weekly collaboration time (Wednesdays) to analyze assessment data and determine the next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.	All Students	0 District Funded Collaboration Time
2.2	Math Instruction Task: Treeview teachers will use HUSD-adopted McGraw-Hill's Math Expressions (Grade K-5) and McGraw Hill's California Math CCSS (Grade 6) with fidelity.	All Students	0 District Funded Text Books

2.4	AVID - Summer Institute training Task: Training for teachers to provide key academic and social support students need to thrive academically, including writing, learning to be inquisitive, learning to be collaborative, learning to be organized, and learning reading strategies.	All Students	0 Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Summer Institute
2.5	Teacher Release Time Task: Treeview teachers will be allowed to observe and learn from colleagues (on and off-site) and different programs such as AVID and California Distinguished Schools.	All Students	0 LCFF Supplemental and Concentration Funds Release Time
2.7	Social/Emotional (SE) Counselor Task: Provide counseling resources and information to students, teachers, and families.	All Students	0 District Funded 2000-2999: Classified Personnel Salaries SE Counselor
2.8	Office/Classroom Materials and Supplies Task: Treeview will provide students with basic needs like pencils, pens, crayons, and paper to help them engage in lessons.	All Students	0 General Fund 4000-4999: Books And Supplies Materials and Supplies
2.9	IXL Task: IXL will be used as a supplemental material for math instruction.	All Students	0 District Funded IXL
2.10	Math Professional Development Task: TBD	All Students	6,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Math Professional Development
2.11	Community Schools Specialist (CSS) Task: Coordinate services to support struggling students and their families.	All Students	0 District Funded 2000-2999: Classified Personnel Salaries CSS
2.12	Resource Specialist (RSP) Task: Assess student needs, developing individualized education plans (IEPs) and providing specialized instruction and support.	SPED	0 District Funded 1000-1999: Certificated Personnel Salaries RSP

Annual Review

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 effectiveness of AVID will be measured by its impact on 3rd-6th grade students performing at Standards Met or Exceeded in Mathematics, which will increase by 10% from 10.70% to 20.70% as measured by the 2026 CAASPP.

AVID (see Analysis for Goal 1).

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

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.

Effectiveness of these programs will be assessed throughout the school year with SBDM and SSC.

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.

Deeper Learning -- English Language Development

Deeper Learning -- Deeper Learning -- During the 2025-2026 school year, the percentage of Treeview Elementary School English Learners (ELs) performing at Somewhat/Moderately will increase 10%, from 40.30 to 50.30 as measured by the Reading Domain of the 2025-2026 English Language Proficiency Assessment California (ELPAC).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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

The 2024 English Language Proficiency Assessment for California was used to form this goal. The 2024 data was used as baseline data because the 2025 data is not yet available. The School Site Council (SSC) will review the 2025 CAASPP data in the fall of 2024 and, if necessary, adjust our ELA goal.

Group data to be collected to measure gains:

- LEA data,
- Fastbridge assessments (Cycle I-III)
- Imagine Learning (IL)
- ELCAP

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.

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 Fastbridge assessments to monitor progress and adjust instruction based on the needs of students
- Teachers will use AVID tools, strategies, and scaffolds to ensure students can read, comprehend, and connect the content to their learning through WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) instructional methodologies.
- All English learners will be assessed using ELPAC.
- Teachers will have the opportunity to collaborate during staff meetings to identify grade-level proficiency, using assessment results to plan instruction, monitor student progress, and adjust instruction accordingly.
- Teachers will participate in on-site AVID, Imagine Learning, and reading Intervention professional development to strengthen literacy instruction.

Strategic Support (Tier 2)

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

Intensive Intervention (Tier 3)

- EL Specialist will provide pull-out support for English Learners
- Resource Specialists and paraeducators will provide push-in and pull-out support to students in special education.
- Assistant Principal and Community School Specialist will provide weekly language development for newcomer students.
- Counselors will provide check-ins for 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 students receiving Special Education in each grade level

Anticipated annual growth for each group:

The number of children who meet or exceed standards will increase by 10%, from 26.94% to 36.94%.

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

Means of evaluating progress toward this goal:

- ELPAC
- CAASPP
- Fastbridge 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 7 Area Goals contained in the SPSA has Title 1 budget allocations to support 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 data analysis reveal that led you to this goal?

A careful analysis of 2024 ELPAC results showed that a little less than 50% (45.89) of ELs are performing at Somewhat/Moderately or Well Developed in the reading domain.

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

- Principal/Vice Principal
- School Site Council
- Instructional Leadership Team
- English Language Advisory Committee (ELAC)

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

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
ELPAC Progress Towards Proficiency	40.03% of ELs making progress	50.03% of ELs making progress

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	Collaboration Time	English Learners	0 District Funded

	Task: Treeview will provide teachers with weekly collaboration time to analyze assessment data, plan Integrated and Designated ELD to fully support students' language proficiency and access to the content, and determine the next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.		Collaboration Time
3.2	Reading Intervention Professional Development Task: All Treeview teachers will continue implementing reading intervention from University of Florida Learning Institute (UFLI), focusing on explicit and systematic phonics instruction.	English Learners	0 None Specified None Specified Reading Intervention
3.3	Imagine Learning Literacy Task: All Treeview students in grades 3-6 will receive Imagine Learning (IL) Literacy online platform licenses to improve their literacy foundational skills by playing games and completing short lessons.	English Learners Grade 3-6	0 Title I 5000-5999: Services And Other Operating Expenditures Imagine Learning Literacy
3.4	Community Schools Specialist (CSS) Task: Coordinate services to support struggling students and their families.		0 District Funded None Specified CSS
3.5	AVID - Summer Institute training Task: Training for teachers to provide critical academic and social support students need to thrive academically, including writing, learning to be inquisitive, learning to be collaborative, learning to be organized, and learning reading strategies.	English Learners	0 Title I None Specified AVID
3.6	EL Specialist Task: The EL Specialist will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.	English Learners	0 District Funded None Specified EL Specialist
3.8	Teacher Release Time Task: Treeview teachers will be allowed to observe and learn from colleagues (on and off-site) and different programs such as AVID and California Distinguished Schools.	English Learners	0 LCFF Supplemental and Concentration Funds Teacher Release Time
3.10	SE Counselor Task: Provide counseling resources and information to students, teachers, and families.	English Learners	District Funded 2000-2999: Classified Personnel Salaries SE Counselor
3.11	Office/Classroom Materials and Supplies	English Learners	0 General Fund 4000-4999: Books And Supplies

	Task: Treeview will provide students with basic needs, such as pencils, pens, crayons, and paper, to help them engage in lessons.		Materials and Supplies
3.12	<p>Scholastic News</p> <p>Task: Students in grades TK/Kindergarten to 3rd grade will have access to current, 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.</p>	All Students	<p>0</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Scholastic News</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 effectiveness of the UFLI reading intervention and newcomer case management by the vice principal will be measured by the impact on the percentage of Treeview Elementary School English Learners (ELs) performing at Somewhat/Moderately, which will increase 10%, from 42.47 to 52.47, as measured by the Reading Domain of the 2024-2025 English Language Proficiency Assessment California (ELPAC).

University of Florida Language Institute (UFLI) will provide two days of training to staff, at the beginning of the school year, to better assist students to improve reading performance.

Vice principal newcomer support will include academic support by vice principal, social support by Community Schools Specialist, emotional support by socio-emotional counselor and family support by family engagement specialist. The vice principal will case manage our newcomer students.

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

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.

Effectiveness of these programs will be assessed throughout the school year with SBDM and SSC.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts

Deeper Learning -- Visual and Performing Arts: During the 2025-2026 school year, Treeview Elementary School will promote arts education by ensuring that all students have access to a VAPA-related activity on a weekly basis, either through a standalone music course (music, choir) or bi-weekly visual arts activities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: Deeper Learning

State Priorities: Student Engagement and State Standards

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.

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

This is our second year of implementation for our VAPA goal. We received feedback at Coffee with the principal, SBDM, Staff meetings, with respect to providing additional VAPA strategies and activities.

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
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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
4.1	Art Show Task: Treeview will promote arts integration by showcasing student work at our end-of-year art show.	All Students	0 Art Show
4.2	Professional Performances Task: Treeview will promote arts integration by hosting performances.	All Students	5,000.00 ESSA Title I , Part A , Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Performances
4.3	Student Performances	All Students	0 Concerts

	Task: Treeview will promote arts integration by hosting student performances, including Winter Concert, Spring Concert, Spring Talent Show		
4.4		All Students	
4.5	Materials and Supplies Task: Treeview will promote arts integration by providing students with art supplies to help them engage in lessons.	All Students	3,000.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Art Supplies
4.6	Music Prep Task: All Treeview Grade 1-4 students will participate in weekly music prep.	Grades 1-4	
4.7		All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 effectiveness of performances, ATL training and Proposition 28 Art Plan will be measured by participation of students in VAPA opportunities.

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

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.

Effectiveness of these programs will be assessed throughout the school year with SBDM and SSC.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Relationship-Centered Schools -- School Climate and Social Emotional Learning

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): During the 2025-2026 school year, Treeview Elementary 5th graders who indicate feelings of school connectedness on the California Healthy Kids Survey (CHKS) will increase 10% from 59% to 69%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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

California Healthy Kids Survey (CHKS)

COST Referral Data

Suspension reports from Infinite Campus (IC)

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, 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 2024-2025 school year.

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

Principal/Aice Principal

School Site Council (SSC)

English Language Advisory Committee (ELAC),

Parent Teacher Association (PTA)

Attendance Clerk

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
Students responding positively on CHKS in the area of School Connectedness	59% of students responding positively	69% of students responding positively

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
5.1	Social-Emotional (SE) Counseling Task: The Treeview SE Counselor will provide staff and students with additional resources, professional development, and workshops on social-emotional learning practices.	All Students	0 District Funded SE Counselor
5.2	Mental Health Services Task: Treeview will continue to partner with Community Based Organizations (CBOs) to provide mental health services for students.	All Students	0 Mental Health Services

5.3	Calm Corners Task: Each classroom will have a designated space where individuals can go destress and manage emotions.	All Students	426.00 Unrestricted 4000-4999: Books And Supplies Calm Corners
5.4	Student Recognition Task: Treeview will continue to have monthly Students of the Month recognition assemblies for students identified by their teachers as modeling the 3 Bs (Be Safe, Be Respectful, Be Responsible).	All Students	0 Student Recognition
5.5	Coordination of Services Team (COST) Task: The COST will continue to meet bi-weekly to discuss how the school can provide additional support for at-risk students.	At Risk Students	0 COST
5.6	Playworks Task: Support learning and physical health through safe and inclusive play for low-income students.	At Risk Students	10,000 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Playworks
5.7	Restorative Practices Task: Build positive relationships, reduce behavioral issues, support a positive and safe school climate, prevent bullying, and repair harm through inclusive processes	All students	0 Restorative Practices

Annual Review

SPSA Year Reviewed: 2024-25

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 effectiveness of Playworks and Restorative Practices training will be measured by impact on suspension rate and responses on the 2025-26 California Healthy Kids Survey.

Playworks provides four days of on-site training, consulting, and capacity building. It schedules a prep call in advance of the on-site training and offers an optional consultative call after the training is completed. Playworks also provides staff with tools, techniques, and an action plan to implement a strong culture of play throughout the year.

Restorative Practices training will help build positive relationships, reduce behavioral issues, support a positive and safe school climate, prevent bullying, and repair harm through inclusive processes. Two Treeview teachers have already completed the training and six more will be training at district's fall training. Treeview will have eight total teachers who have received training and will assist with whole school rollout.

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

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.

Effectiveness of these programs will be assessed throughout the school year with SBDM and SSC.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement

Increase Parent Participation

Task: During the 2025-2026 school year, Treeview Elementary School will increase the number of parents participating in PTA, AASAI, ELAC and Coffee & Conversation Meetings.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
Parent Participation - sign in sheets		An increase by 5%.

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
6.1	Visual Reminders Task: Treeview will provide additional options and opportunities for parents to participate in school activities by using a new electronic marquee to provide visual reminders of meetings.	All Families	
6.2	Friday Phone Calls Task: Treeview will continue with Friday evening phone calls to provide additional options and opportunities for parents to participate in school activities.	All Families	
6.3	Communication Task: Treeview will provide additional options and opportunities for parents to participate in school	All Families	

	activities by adding text and email communication about school activities.		
6.4	Parent Journal Task: Treeview will continue with the bi-weekly parent journal in English and Spanish to provide additional options and opportunities for parents to participate in school activities.	All Families	
6.5	Workshops Tasks: Treeview will provide additional options and opportunities for parents to participate in school activities by delivering parent-requested topics for workshops (Google Classroom, Class Dojo, report cards, social media)	All Families	
6.6	Family Engagement Specialist Task: Will deliver parent workshops for families and conduct parent outreach for parent meetings.	All Families	
6.7	Community Schools Specialist (CSS) Task: Coordinate services to support students and their families.		

Annual Review

SPSA Year Reviewed: 2024-25

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 effectiveness of proposed parent workshops for the 2024- 2025 school year will be measured by their impact on parent participation in PTA, AASAI, ELAC, and Coffee & Conversation Meetings. After a year without a Family Engagement Specialist (FES), we finally have one, provided by the District, for the 2024-2025 school year who will plan and facilitate these workshops.

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

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.

Effectiveness of these programs will be assessed throughout the school year with SBDM and SSC.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: During the 2025-2026 school year, Treeview Elementary School will increase its daily attendance rate by 4% from 93% to 97%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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%

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.

What data did you use to form this goal?
HUSD Average Daily Attendance (ADA) Report

Group data to be collected to measure gains:

- ADA report, specifically English Learners, African American students and students receiving special education services

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.

Strategy:

Universal Prevention (Tier 1)

- Daily attendance routine
- Daily attendance phone calls
- Restorative Practices
- Playworks
- Monthly student recognition

Early Intervention (Tier 2)

- COST
- SST
- IEP
- Attendance Letters

Intensive Intervention (Tier 3)

- Counselor Check-in
- Attendance Meeting with Administrator
- Student Attendance Review Board (SARB)

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

All students from kindergarten through 6th grade, specifically English learners, African American students, and students receiving special education in each grade level.

Anticipated annual growth for each group:

Our end of 2004-2205 SY ADA will indicate a 97% daily attendance rate.

Means of evaluating progress toward this goal:

- 2024-2025 ADA
- COST Referrals

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 7 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 2023 CAASPP results, showed that only 19.76% of Treeview 3rd-6th graders were performing at Standards Met or Exceeded. 80% 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

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
Daily Attendance Rate	Current Daily Attendance Rate: 89%	Daily Attendance Rate: 96%

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
7.1	Child Welfare and Attendance (CWA) Treeview staff will collaborate with the district's CWA division to reduce families' barriers to attendance, including early intervention and COST services.	All Students	
7.2	Restorative Practices Task: Build positive relationships, reduce behavioral issues, support a positive and safe school climate, prevent bullying, and repair harm through inclusive processes	All Students	
7.3	Student Recognition Task: Treeview will continue to have monthly Students of the Month recognition assemblies for students identified by their teachers as modeling the 3 Bs (Be Safe, Be Respectful, Be Responsible).	All Students	

7.4	Coordination of Services Team (COST) Task: The COST will continue to meet bi-weekly to discuss how the school can provide additional support for at-risk students.	At Risk Students	
7.5	Workshops Tasks: Treeview will provide additional options and opportunities for parents to participate in school activities by delivering parent-requested topics for workshops (Google Classroom, Class Dojo, report cards, social media, attendance)	All Students	
7.6	Teacher Release Time Task: Provide substitute coverage for teachers to attend IEP, SST, and 504 meetings to meet students' academic, social, and emotional needs.	At Risk Students	
7.7	Family Engagement Specialist (FES) Task: Will deliver parent workshops for families and conduct parent outreach for parent meetings.	At Risk Students	0 District Funded 2000-2999: Classified Personnel Salaries FES

Annual Review

SPSA Year Reviewed: 2024-25

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 effectiveness of school wide use of restorative practices and COST will be measured by their impact on increasing daily attendance rate by 4% from 93% to 97%.

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

Fully implemented

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.

Effectiveness of these programs will be assessed throughout the school year with SBDM and SSC.

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	\$56,965.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$86,390.00
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	\$40,290.00

Subtotal of additional federal funds included for this school: \$40,290.00

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 (\$)
	\$0.00
District Funded	\$0.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$5,000.00
General Fund	\$0.00
LCFF	\$3,900.00
LCFF Supplemental and Concentration Funds	\$13,000.00
None Specified	\$0.00
Unrestricted	\$24,200.00

Subtotal of state or local funds included for this school: \$46,100.00

Total of federal, state, and/or local funds for this school: \$86,390.00

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	27,272.00
Title I	57,374.00	17,084.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	5,000.00
General Fund	0.00
LCFF	3,900.00
LCFF Supplemental and Concentration Funds	13,000.00
None Specified	0.00
Title I	40,290.00
Unrestricted	24,200.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	3,900.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	58,500.00
5000-5999: Services And Other Operating Expenditures	7,990.00
5800: Professional/Consulting Services And Operating Expenditures	16,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	ESSA Title I , Part A , Basic Grants Low Income and Neglected	5,000.00
4000-4999: Books And Supplies	General Fund	0.00
1000-1999: Certificated Personnel Salaries	LCFF	3,900.00
	LCFF Supplemental and Concentration Funds	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	10,000.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title I	31,300.00
5000-5999: Services And Other Operating Expenditures	Title I	2,990.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00
None Specified	Title I	0.00
4000-4999: Books And Supplies	Unrestricted	24,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,964.00
Goal 2	6,000.00
Goal 3	0.00
Goal 4	8,000.00

Goal 5
Goal 7

10,426.00
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
Andrea Rivera	Other School Staff
Haley Brodnick	Classroom Teacher
Erika Lewis	Classroom Teacher
Jihan Johnson	Classroom Teacher
Loui Ahkoi	Parent or Community Member
Candace Walker	Parent or Community Member
Joshua Ridenhour	Parent or Community Member
Victoria Williams	Parent or Community Member
Kathy Ahkoi	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

Special Education 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 April 9, 2025.

Attested:



Principal, Mr. Guillermo Morales on April 10, 2025

SSC Chairperson, Joshua Ridenhour on April 10, 2025

ELAC Representative, Yolanda Swoopes on April 10, 2025