



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Treeview Elementary School	01611926001192	04/08/2026	June 24, 2026

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 55% Latino students, 19% Asian students, 9% African American students, 8% white students, 9% other. Nearly 80% of Treeview students qualify for free or reduced lunch program. In addition, nearly 40% of Treeview students (not including TK) 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 2026-27 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded in ELA will increase by 10 points from 18.11% to 28.11% to 31.98% as measured by the 2027 CAASPP.

Goal 2 Deeper Learning -- Mathematics: Deeper Learning -- During the 2026-27 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded in Mathematics will increase by 10 points from 12.6% to 22.6% as measured by the 2027 CAASPP.

Goal 3 Deeper Learning -- During the 2026-2027 school year, the percentage of Treeview Elementary School English Learners (ELs) progressing at least one English Learner Progress Indicator (ELPI) level will increase 10%, from 44.5 to 54.5 as measured by the 2026 English Language Proficiency Assessment California (ELPAC).

Goal 4 Deeper Learning -- Visual and Performing Arts: During the 2026-2027 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 2026-2027 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 2026-2027 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 2026-2027 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
- Provide staff development on University of Florida Learning Institutes (UFLI) explicit and systematic phonics program
- 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 (\$60,813) 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 (\$19,000).
- 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).
- UFLI Explicit and Systematic Phonics Program (\$5,000)
- Math Professional Development (\$5,000)
- Assemblies (\$5,000)
- Math Shelf (\$2,750)
- 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)
- Learning Without Tears (\$1,254)

As outlined in the SPSA, the majority of LCFF (0795) supplemental funds (\$14,344) 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 ($\$260 \times 15 = 3,900$)

As outlined in the SPSA, the majority of Site Discretionary funds (\$12,501) are spent on:

- Teacher Individual Supplies to purchase items for their classrooms not provided by office staff ($\$200 \times 26 = \$5,200$)
- 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 (\$3,875)

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	4
Plan Description.....	6
Educational Partner Involvement.....	8
Resource Inequities	9
Comprehensive Needs Assessment Components	10
California School Dashboard (Dashboard) Indicators.....	10
Other Needs.....	11
School and Student Performance Data	12
Student Enrollment.....	12
CAASPP Results.....	15
ELPAC Results	20
Student Population.....	24
Overall Performance	26
Academic Performance.....	27
Academic Engagement.....	35
Conditions & Climate.....	38
Goals, Strategies, & Proposed Expenditures.....	40
Goal 1.....	40
Goal 2.....	46
Goal 3.....	51
Goal 4.....	56
Goal 5.....	58
Goal 6.....	61
Goal 7.....	63
Goal 8.....	67
Goal 9.....	68
Goal 10.....	69
Budget Summary	70
Budget Summary	70
Other Federal, State, and Local Funds	70
Budgeted Funds and Expenditures in this Plan.....	71
Funds Budgeted to the School by Funding Source.....	71
Expenditures by Funding Source	71
Expenditures by Budget Reference	71
Expenditures by Budget Reference and Funding Source.....	72

Expenditures by Goal.....72
School Site Council Membership74
Recommendations and Assurances75
Instructions.....76
Appendix A: Plan Requirements83
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements86
Appendix C: Select State and Federal Programs89

Plan Description

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

This plan is being used by 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 55% Latino students, 19% Asian students, 9% African American students, 8% white students, 9% other. Nearly 80% of Treeview students qualify for free or reduced lunch program. In addition, nearly 40% of Treeview students (not including TK) 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 2026-27 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded in ELA will increase by 10 points from 18.11% to 28.11% to 31.98% as measured by the 2027 CAASPP.

Goal 2 Deeper Learning -- Mathematics: Deeper Learning -- During the 2026-27 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded in Mathematics will increase by 10 points from 12.6% to 22.6% as measured by the 2027 CAASPP.

Goal 3 Deeper Learning -- During the 2026-2027 school year, the percentage of Treeview Elementary School English Learners (ELs) progressing at least one English Learner Progress Indicator (ELPI) level will increase 10%, from 44.5 to 54.5 as measured by the 2026 English Language Proficiency Assessment California (ELPAC).

Goal 4 Deeper Learning -- Visual and Performing Arts: During the 2026-2027 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 2026-2027 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 2026-2027 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 2026-2027 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
- Provide staff development on University of Florida Learning Institutes (UFLI) explicit and systematic phonics program
- 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 (\$60,813) 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 (\$19,000).
- 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).
- UFLI Explicit and Systematic Phonics Program (\$5,000)
- Math Professional Development (\$5,000)
- Assemblies (\$5,000)
- Math Shelf (\$2,750)
- 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)
- Learning Without Tears (\$1,254)

As outlined in the SPSA, the majority of LCFF (0795) supplemental funds (\$14,344) 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 ($\$260 \times 15 = 3,900$)

As outlined in the SPSA, the majority of Site Discretionary funds (\$12,501) are spent on:

- Teacher Individual Supplies to purchase items for their classrooms not provided by office staff ($\$200 \times 26 = \$5,200$)
- 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 (\$3,875)

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 2025.

- 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 2025.

- 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 2025.

- Treeview ES convened in-person Back to School Night to inform parents about the goals outlined in the 2025-2026 SPSA and the rights of parents to be involved in the oversight of the current SPSA and development of the 2026-2027 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 2025.

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

December 2025.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting
- Treeview ES School Site Council (SSC) reviewed the 2025-2026 SPSA goals.

January 2026.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting.
- Treeview ES SSC started to identify goals and budget priorities for the 2026-2027 school year.

February 2026.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting.
- The 2026-2027 budget was shared with SBDM, SSC and at staff meeting. \$87,658 was allocated to Treeview, \$5,733 less than the \$93,391 budget for the 2025-2026 school year.

March 2026.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting.
- SSC created a proposed 2026-2027 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 (\$0). 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 2026-2027 Site Plan for Student Achievement (SPSA) and accompanying budget
- SPSA submitted for review

May 2025.

- SSC approved final 2026-2027 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.

2025-2026

First year without 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 (\$5,000 - Title 1)
- Imagine Learning (IL) use, with fidelity, for students in grades 3-6 (\$19,000 - Title 1)
- AVID WICOR strategies
- Continue to offer LLI Reading Intervention to 1st and 2nd graders.
- Begin implementation of Learning Without Tears for Tk and Kindergarten (\$1,254 - Title 1)

Math

- Math Shelf intervention with fidelity for TK/Kindergarten
- Math coaching for grades 4-6

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
- Continue with EL Specialist Intervention.
- 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.22%	0.23%	0.24%	1	1	1
African American	9.05%	8.45%	8.51%	41	36	36
Asian	10.82%	12.21%	13.48%	49	52	57
Filipino	4.19%	4.93%	5.67%	19	21	24
Hispanic/Latino	60.49%	58.45%	56.26%	274	249	238
Pacific Islander	1.77%	2.11%	0.71%	8	9	3
White	7.28%	7.75%	7.80%	33	33	33
Multiple/No Response	3.97%	3.52%	4.73%	18	15	20
Total Enrollment				453	426	423

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	20
Kindergarten	64	55	55
Grade 1	56	62	61
Grade 2	70	49	60
Grade 3	62	71	48
Grade 4	51	62	66
Grade 5	65	48	59
Grade 6	62	59	54
Total Enrollment	453	426	423

Conclusions based on this data:

- Hispanic/Latino students continues to be the majority at Treeview.
- Asian, Filipino, and Two or More Races are the only groups of students that experienced an increase in enrollment during the 25/26 school year.

3. After three consecutive years of declining enrollment we need to do a better job of advertising, publicizing the many wonderful things happening at Treeview.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	158	156	144	33.6%	34.9%	34.0%
Fluent English Proficient (FEP)	51	46	52	15.3%	11.3%	12.3%
Reclassified Fluent English Proficient (RFEP)				8.9%		

Conclusions based on this data:

1. 1.0 EI Specialist continues to be needed to support English Learners population (34% of school population).
2. ELD strategies need to be integrated by content teachers.
3. New Comer Support group needs to continue in order to support the social and emotional needs of our increasing English Learner population.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50	64	73	49	61	70	49	61	70	98.0	95.3	95.9
Grade 4	64	56	64	63	51	64	63	51	64	98.4	91.1	100
Grade 5	64	63	48	63	60	48	63	60	48	98.4	95.2	100
Grade 6	80	64	63	78	60	61	78	60	61	97.5	93.8	96.8
All Grades	258	247	248	253	232	243	253	232	243	98.1	93.9	98

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2368.	2382.	2358.	10.20	11.48	8.57	10.20	16.39	10.00	32.65	31.15	28.57	46.94	40.98	52.86
Grade 4	2406.	2384.	2398.	6.35	3.92	6.25	17.46	17.65	17.19	23.81	15.69	23.44	52.38	62.75	53.13
Grade 5	2404.	2401.	2388.	3.17	3.33	4.17	12.70	15.00	8.33	20.63	11.67	12.50	63.49	70.00	75.00
Grade 6	2468.	2426.	2436.	2.56	0.00	1.64	16.67	20.00	14.75	41.03	13.33	29.51	39.74	66.67	54.10
All Grades	N/A	N/A	N/A	5.14	4.74	5.35	14.62	17.24	12.76	30.04	18.10	24.28	50.20	59.91	57.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.17	11.48	4.29	58.33	62.30	51.43	37.50	26.23	44.29
Grade 4	9.52	1.96	6.25	50.79	68.63	60.94	39.68	29.41	32.81
Grade 5	7.94	3.33	2.08	49.21	51.67	50.00	42.86	45.00	47.92
Grade 6	3.85	3.33	4.92	57.69	40.00	44.26	38.46	56.67	50.82
All Grades	6.35	5.17	4.53	53.97	55.17	51.85	39.68	39.66	43.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.67	6.56	2.86	37.50	45.90	61.43	45.83	47.54	35.71
Grade 4	3.17	0.00	1.59	57.14	49.02	49.21	39.68	50.98	49.21
Grade 5	4.76	3.33	4.17	36.51	40.00	37.50	58.73	56.67	58.33
Grade 6	1.28	0.00	1.64	50.00	36.67	44.26	48.72	63.33	54.10
All Grades	5.56	2.59	2.48	46.03	42.67	49.17	48.41	54.74	48.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0.00	3.28	5.71	79.17	85.25	65.71	20.83	11.48	28.57
Grade 4	3.17	0.00	4.69	71.43	70.59	67.19	25.40	29.41	28.13
Grade 5	4.76	10.00	2.08	50.79	55.00	60.42	44.44	35.00	37.50
Grade 6	5.13	1.67	3.28	71.79	60.00	62.30	23.08	38.33	34.43
All Grades	3.57	3.88	4.12	67.86	67.67	64.20	28.57	28.45	31.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.04	1.64	7.14	63.27	70.49	57.14	34.69	27.87	35.71
Grade 4	9.52	3.92	7.81	60.32	66.67	56.25	30.16	29.41	35.94
Grade 5	3.17	1.67	4.17	47.62	51.67	41.67	49.21	46.67	54.17
Grade 6	6.41	5.00	3.28	70.51	60.00	54.10	23.08	35.00	42.62
All Grades	5.53	3.02	5.76	60.87	62.07	53.09	33.60	34.91	41.15

Conclusions based on this data:

1. During the 24-25 school year participation rates increased.
2. During the 24-25 school year, 4th grade had the the largest percentage of students reading above standard and at or near standard as measured by the CAASPP.

3. Surprised that 3rd grade had the largest decline of students reading above standard and at or near standard considering University of Florida Learning Institute (UFLI) professional development.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50	64	73	49	63	72	49	63	72	98.0	98.4	98.6
Grade 4	64	56	64	64	55	64	64	55	64	100.0	98.2	100
Grade 5	64	63	48	62	63	48	62	63	48	96.9	100	100
Grade 6	80	64	63	79	62	62	79	62	62	98.8	96.9	98.4
All Grades	258	247	248	254	243	246	254	243	246	98.4	98.4	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2353.	2376.	2352.	2.04	4.76	2.78	18.37	12.70	11.11	18.37	34.92	22.22	61.22	47.62	63.89
Grade 4	2416.	2367.	2393.	7.81	0.00	3.13	12.50	3.64	6.25	28.13	23.64	29.69	51.56	72.73	60.94
Grade 5	2391.	2390.	2400.	3.23	1.59	8.33	6.45	7.94	2.08	17.74	7.94	12.50	72.58	82.54	77.08
Grade 6	2459.	2410.	2430.	2.53	3.23	6.45	3.80	8.06	9.68	46.84	17.74	22.58	46.84	70.97	61.29
Grade 11															
All Grades	N/A	N/A	N/A	3.94	2.47	4.88	9.45	8.23	7.72	29.53	20.99	22.36	57.09	68.31	65.04

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.16	6.35	5.56	32.65	49.21	34.72	59.18	44.44	59.72
Grade 4	10.94	0.00	3.13	35.94	25.45	25.00	53.13	74.55	71.88
Grade 5	0.00	1.59	8.33	27.42	20.63	22.92	72.58	77.78	68.75
Grade 6	1.27	3.23	6.45	45.57	24.19	33.87	53.16	72.58	59.68
Grade 11									
All Grades	4.72	2.88	5.69	36.22	30.04	29.67	59.06	67.08	64.63

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.16	3.17	5.56	34.69	47.62	36.11	57.14	49.21	58.33
Grade 4	10.94	0.00	3.13	35.94	30.91	45.31	53.13	69.09	51.56
Grade 5	4.84	3.17	6.25	33.87	33.33	25.00	61.29	63.49	68.75
Grade 6	3.80	1.61	4.84	49.37	38.71	33.87	46.84	59.68	61.29
All Grades	6.69	2.06	4.88	39.37	37.86	35.77	53.94	60.08	59.35

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.04	6.35	8.33	53.06	53.97	44.44	44.90	39.68	47.22
Grade 4	6.25	0.00	4.69	45.31	43.64	42.19	48.44	56.36	53.13
Grade 5	6.45	1.59	0.00	38.71	41.27	29.17	54.84	57.14	70.83
Grade 6	2.53	1.61	0.00	54.43	41.94	53.23	43.04	56.45	46.77
All Grades	4.33	2.47	3.66	48.03	45.27	43.09	47.64	52.26	53.25

Conclusions based on this data:

1. During the 24-25 school year, no grade level (3-6) had more than 17% of students Exceed or Meet Standard.
2. During the 24-25 school year, over 65% of students in grades 3-6 were at Level 1 (Standard Not Met).
3. Based on conclusion 1 and 2, Treeview is in need of math professional development.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1407.1	1372.1	1403.6	1414.9	1390.6	1412.0	1388.8	1329.0	1383.8	21	37	18
1	1420.4	1387.6	1404.4	1444.0	1429.2	1430.9	1396.5	1345.5	1377.5	32	24	26
2	1431.8	1426.9	1450.7	1466.8	1464.1	1457.6	1396.2	1389.4	1443.1	30	34	24
3	1483.4	1494.4	1473.8	1499.2	1505.7	1478.1	1467.1	1482.8	1468.7	14	29	39
4	1519.7	1480.3	1497.8	1548.8	1482.6	1503.8	1490.0	1477.4	1491.4	20	18	24
5	1505.6	1494.2	1497.6	1525.6	1502.2	1502.7	1484.9	1485.8	1492.0	16	21	15
6	1493.2	1462.7	1491.6	1505.5	1459.8	1488.9	1480.5	1465.2	1493.8	13	14	17
All Grades										146	177	163

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.76	0.00	11.11	23.81	27.03	33.33	47.62	35.14	22.22	23.81	37.84	33.33	21	37	18
1	0.00	0.00	0.00	18.75	4.17	23.08	53.13	41.67	15.38	28.13	54.17	61.54	32	24	26
2	3.33	0.00	4.35	33.33	35.29	47.83	33.33	26.47	21.74	30.00	38.24	26.09	30	34	23
3	7.14	20.69	2.63	50.00	37.93	34.21	21.43	24.14	42.11	21.43	17.24	21.05	14	29	38
4	20.00	11.11	25.00	45.00	33.33	20.83	30.00	16.67	33.33	5.00	38.89	20.83	20	18	24
5	18.75	9.52	13.33	37.50	38.10	13.33	12.50	28.57	53.33	31.25	23.81	20.00	16	21	15
6	30.77	0.00	5.88	15.38	14.29	29.41	23.08	42.86	41.18	30.77	42.86	23.53	13	14	17
All Grades	9.59	5.65	8.07	30.82	28.25	29.81	34.93	30.51	32.30	24.66	35.59	29.81	146	177	161

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.52	10.81	5.56	19.05	27.03	44.44	47.62	32.43	16.67	23.81	29.73	33.33	21	37	18
1	12.50	8.33	11.54	34.38	37.50	26.92	37.50	20.83	42.31	15.63	33.33	19.23	32	24	26
2	20.00	29.41	26.09	36.67	32.35	26.09	33.33	17.65	26.09	10.00	20.59	21.74	30	34	23
3	50.00	51.72	21.05	28.57	27.59	39.47	7.14	10.34	23.68	14.29	10.34	15.79	14	29	38
4	65.00	38.89	37.50	30.00	27.78	37.50	0.00	0.00	16.67	5.00	33.33	8.33	20	18	24
5	56.25	42.86	33.33	25.00	33.33	46.67	0.00	0.00	6.67	18.75	23.81	13.33	16	21	15
6	38.46	7.14	23.53	23.08	57.14	52.94	7.69	7.14	0.00	30.77	28.57	23.53	13	14	17
All Grades	31.51	27.12	22.36	29.45	32.77	37.89	23.29	15.25	21.12	15.75	24.86	18.63	146	177	161

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	11.11		10.81	11.11		40.54	55.56		48.65	22.22		37	18
1		0.00	0.00		0.00	7.69		8.33	23.08		91.67	69.23		24	26
2		0.00	0.00		11.76	26.09		17.65	43.48		70.59	30.43		34	23
3		6.90	0.00		27.59	13.16		27.59	47.37		37.93	39.47		29	38
4		0.00	0.00		27.78	33.33		22.22	37.50		50.00	29.17		18	24
5		0.00	0.00		14.29	13.33		38.10	20.00		47.62	66.67		21	15
6	7.69	0.00	5.88	30.77	0.00	0.00	15.38	21.43	41.18	46.15	78.57	52.94	13	14	17
All Grades	1.37	1.13	1.86	13.70	13.56	15.53	36.30	25.99	39.13	48.63	59.32	43.48	146	177	161

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	0.00	11.11	33.33	56.76	72.22	52.38	43.24	16.67	21	37	18
1	31.25	16.67	15.38	53.13	45.83	73.08	15.63	37.50	11.54	32	24	26
2	23.33	35.29	17.39	66.67	47.06	56.52	10.00	17.65	26.09	30	34	23
3	14.29	34.48	5.26	64.29	55.17	52.63	21.43	10.34	42.11	14	29	38
4	35.00	22.22	33.33	60.00	38.89	54.17	5.00	38.89	12.50	20	18	24
5	6.25	4.76	6.67	62.50	66.67	73.33	31.25	28.57	20.00	16	21	15
6	38.46	0.00	17.65	30.77	50.00	41.18	30.77	50.00	41.18	13	14	17
All Grades	23.97	17.51	14.91	54.11	51.98	59.63	21.92	30.51	25.47	146	177	161

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.52	16.22	11.11	71.43	56.76	50.00	19.05	27.03	38.89	21	37	18
1	12.50	4.17	11.54	56.25	79.17	65.38	31.25	16.67	23.08	32	24	26
2	50.00	29.41	21.74	33.33	52.94	56.52	16.67	17.65	21.74	30	34	23
3	71.43	55.17	57.89	14.29	34.48	31.58	14.29	10.34	10.53	14	29	38
4	85.00	61.11	41.67	10.00	5.56	50.00	5.00	33.33	8.33	20	18	24
5	75.00	76.19	73.33	6.25	0.00	6.67	18.75	23.81	20.00	16	21	15
6	61.54	64.29	52.94	7.69	7.14	23.53	30.77	28.57	23.53	13	14	17
All Grades	46.58	38.98	38.51	33.56	39.55	42.24	19.86	21.47	19.25	146	177	161

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.52	0.00	0.00	76.19	45.95	77.78	14.29	54.05	22.22	21	37	18
1	3.13	0.00	0.00	25.00	4.17	26.92	71.88	95.83	73.08	32	24	26
2	6.67	0.00	4.35	26.67	23.53	52.17	66.67	76.47	43.48	30	34	23
3	0.00	10.34	0.00	35.71	48.28	39.47	64.29	41.38	60.53	14	29	38
4	0.00	0.00	0.00	60.00	38.89	54.17	40.00	61.11	45.83	20	18	24
5	0.00	4.76	0.00	50.00	47.62	40.00	50.00	47.62	60.00	16	21	15
6	0.00	0.00	0.00	38.46	28.57	17.65	61.54	71.43	82.35	13	14	17
All Grades	3.42	2.26	0.62	42.47	34.46	43.48	54.11	63.28	55.90	146	177	161

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	33.33	10.81	44.44	28.57	40.54	33.33	38.10	48.65	22.22	21	37	18
1	0.00	0.00	0.00	43.75	25.00	30.77	56.25	75.00	69.23	32	24	26
2	6.67	2.94	8.70	60.00	52.94	60.87	33.33	44.12	30.43	30	34	23
3	14.29	6.90	2.63	57.14	62.07	71.05	28.57	31.03	26.32	14	29	38
4	5.00	0.00	12.50	65.00	66.67	58.33	30.00	33.33	29.17	20	18	24
5	18.75	0.00	0.00	37.50	52.38	46.67	43.75	47.62	53.33	16	21	15
6	23.08	0.00	11.76	46.15	42.86	52.94	30.77	57.14	35.29	13	14	17
All Grades	12.33	3.95	9.94	48.63	48.59	52.80	39.04	47.46	37.27	146	177	161

Conclusions based on this data:

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

2. The overall percentage of students who achieved Level 4 on the ELPAC increased to 8.1% in 24-25. Only 3rd grade did not experience an increase in the percentage of students at Level 4.
3. ELD strategies needs to be integrated into grade level classes.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
426	78.2%	36.6%	0.0%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	156	36.6%
Foster Youth	0	0.0%
Homeless	2	0.5%
Socioeconomically Disadvantaged	333	78.2%
Students with Disabilities	53	12.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	8.5%
American Indian	1	0.2%
Asian	52	12.2%
Filipino	21	4.9%
Hispanic	249	58.5%
Two or More Races	15	3.5%
Pacific Islander	9	2.1%
White	33	7.7%

Conclusions based on this data:

1. Dashboard data shows that almost 78% of Treeview students are eligible for free and/or reduced meals.

2. Dashboard data shows that almost 37% of Treeview students are English Learners which is why we need 1.0 EL Specialist and to integrate ELD strategies in content classes.
3. Hispanic students continue to be the largest student group by Race/Ethnicity.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. 4 of 6 performance areas are below yellow.
2. Chronic absenteeism needs to be better addressed. While improving, 31.9% remains unacceptably high.
3. For both ELA and Math, the average distance below standard on the CAASPP remains unacceptably large.

School and Student Performance Data

Academic Performance English Language Arts

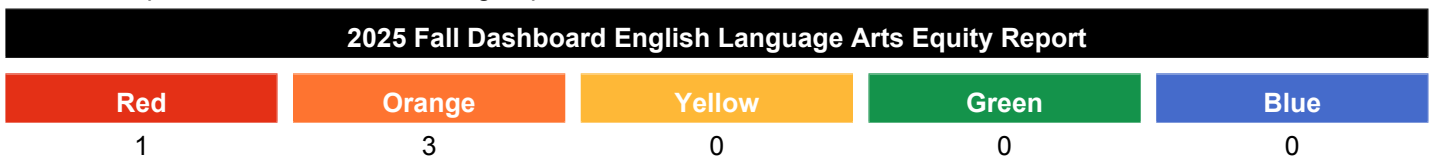
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>84.2 points below standard</p> <p>Maintained 2.8 points</p> <p>230 Students</p>	<p>English Learners</p> <p>Orange</p> <p>108.6 points below standard</p> <p>Increased 7 points</p> <p>108 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>86.9 points below standard</p> <p>Increased 7.9 points</p> <p>197 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>123.3 points below standard</p> <p>Declined 15.7 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>95.5 points below standard</p> <p>Maintained 0.1 points</p> <p>19 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>45.2 points below standard</p> <p>Maintained -2.5 points</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>97.6 points below standard</p> <p>Increased 3.4 points</p> <p>147 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>88.3 points below standard</p> <p>Maintained 0.9 points</p> <p>14 Students</p>

Conclusions based on this data:

1. The achievement gap between all students and those with disabilities widened. Students with disabilities experienced a 15.7 point decline in distance from standard on the 24/25 ELA CAASPP. All other identified groups maintained their 23-24 performance or experienced a gain.
2. English Learners had the largest increase in points from standard.
3. Data shows intensive intervention needed to support all subgroups in ELA.

School and Student Performance Data

Academic Performance Mathematics

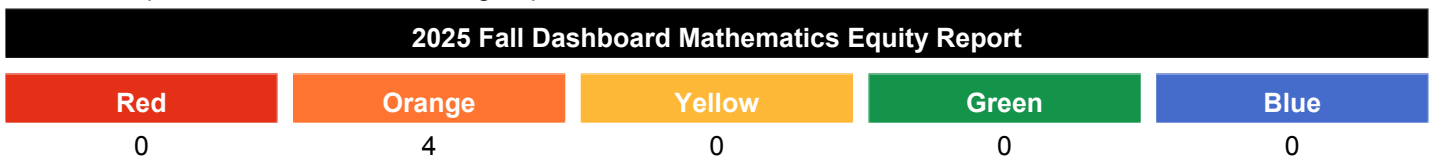
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>102.2 points below standard</p> <p>Increased 11.2 points</p> <p>233 Students</p>	<p>English Learners</p> <p>Orange</p> <p>114.1 points below standard</p> <p>Increased 16.5 points</p> <p>111 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>105 points below standard</p> <p>Increased 15.2 points</p> <p>200 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>128.8 points below standard</p> <p>Increased 4.1 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>130.6 points below standard</p> <p>Declined 7.9 points</p> <p>19 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>40.6 points below standard</p> <p>Increased 33 points</p> <p>26 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>114 points below standard</p> <p>Increased 14.4 points</p> <p>147 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>119.8 points below standard</p> <p>Declined 12.1 points</p> <p>15 Students</p>

Conclusions based on this data:

1. Even though overall performance on the Math CAASPP continues to be below that for ELA, there was much more improvement in math in 2024/25.
2. English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Asians, and Hispanics all increased their average distance from standard on the 2024/25 Math CAASPP.
3. African-American and White students experienced a decline in their average distance from standard.

School and Student Performance Data

Academic Performance Science

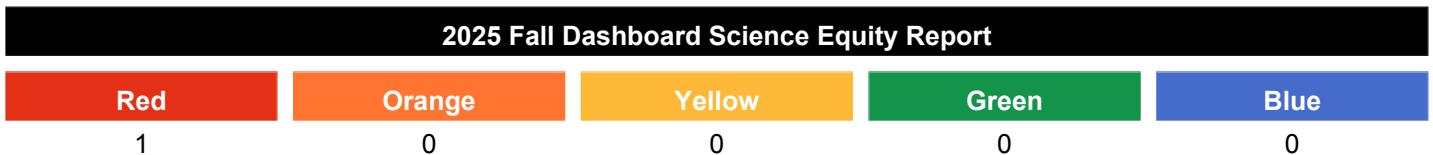
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>35 science points</p> <p>Maintained -1.1 points</p> <p>46 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>35.4 science points</p> <p>Increased 6.3 points</p> <p>19 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>34.8 science points</p> <p>Maintained 0.9 points</p> <p>39 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Hispanic</p>  <p>No Performance Color 36.7 science points Increased 3.6 points 27 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Yellow 44.5 making progress. Number Students: 128 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 5 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 16.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 39.1%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 44.5%

Conclusions based on this data:

1. 44.5% of ELs progress at least one ELPI Level.
2. Less than 17% of ELS decreased at least one ELPI level.
3. Need to be more strategic with EL Specialist’s balance of ELD/ELPAC testing and support of classroom instruction.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow <p>31.9% Chronically Absent</p> <p>Declined 4.3</p> <p>457 Students</p>	<p>English Learners</p>  Yellow <p>27.1% Chronically Absent</p> <p>Declined 5.9</p> <p>181 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p>  No Performance Color <p>0 Students</p>	<p>Homeless</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>33.7% Chronically Absent</p> <p>Declined 5.3</p> <p>389 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>36.8% Chronically Absent</p> <p>Increased 4.5</p> <p>68 Students</p>	<p>African American</p>  <p>Red</p> <p>50% Chronically Absent</p> <p>Increased 4.5</p> <p>38 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Red</p> <p>26.8% Chronically Absent</p> <p>Increased 6.1</p> <p>56 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>36.4% Chronically Absent</p> <p>Increased 15.3</p> <p>22 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>32.1% Chronically Absent</p> <p>Declined 7.6</p> <p>268 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>29.6% Chronically Absent</p> <p>Declined 13.2</p> <p>27 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>White</p>  <p>Orange</p> <p>22.9% Chronically Absent</p> <p>Declined 2.9</p> <p>35 Students</p>

Conclusions based on this data:

1. 31.9% of students are chronically absent.
2. 50% of African American students are chronically absent.
3. 32% of Hispanic students (largest Treeview students population) are chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

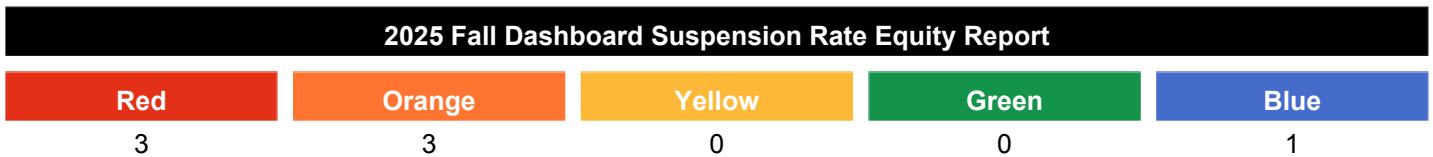
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.7% suspended at least one day</p> <p>Increased 1.6%</p> <p>474 Students</p>	<p>English Learners</p> <p>Red</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3%</p> <p>187 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>5.5% suspended at least one day</p> <p>Increased 1.1%</p> <p>402 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>5.6% suspended at least one day</p> <p>Increased 4%</p> <p>71 Students</p>	<p>African American</p>  <p>Red</p> <p>9.5% suspended at least one day</p> <p>Increased 2.9%</p> <p>42 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>57 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3%</p> <p>23 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>6.2% suspended at least one day</p> <p>Increased 2.8%</p> <p>276 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>3.4% suspended at least one day</p> <p>Maintained 0%</p> <p>29 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>White</p>  <p>Orange</p> <p>8.3% suspended at least one day</p> <p>Declined 8.8%</p> <p>36 Students</p>

Conclusions based on this data:

1. Despite the implementation of Restorative Practices (RP) suspensions have slightly increased (1.6%). These strategies need to be school wide and implemented with fidelity.
2. AA (9.5%) an Latino (6.2%) are the largest population of student suspensions. More SE support needed for these students.
3. 5.6% of students with disabilities have been suspended. Review of Behavior Intervention Plans (BIP) to better meet the needs of these students.

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 2026-27 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded in ELA will increase by 10 points from 18.11% to 28.11% as measured by the 2026 CAASPP.

The 2025 data was used as baseline data because 2025 data is not yet available. The School Site Council (SSC) will review 2026 CAASPP data in fall 2026 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 2025 California Assessment of Student Performance and Progress (CAASPP). The 2025 data was used as baseline data because 2026 data is not yet available. The School Site Council (SSC) will review the 2026 CAASPP data in the fall of 2026 and, if necessary, adjust our ELA goal.

Group data to be collected to measure gains:

- CAASPP 2026
- 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)

- Teachers will use HUSD adopted Benchmark Language Arts program, ELA Frameworks and California grade level standards in designing and differentiating standards.
- Teachers will use Fastbridge assessments (Cycles 1-3) to monitor progress and adjust instruction based upon the needs of students
- Teachers will use AVID 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:

- 2025CAASPP
- 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 2025 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

Site Based Decision Making Team (SBDM)

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	24/25 CAASPP Data: Standard Met or Exceeded: 18.11%	Standard Met or Exceeded: 28.11%

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) focusing on explicit and systematic phonics instruction.</p>	All Students reading below grade level	<p>5,000</p> <p>Title I</p> <p>5800: Professional/Consulting Services And Operating Expenditures</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	<p>Early Literacy</p> <p>Task: Learning Without Tears will foster early literacy skills from handwriting to phonics.</p>	TK / Kindergarten Students	<p>1,254</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Learning Without Tears</p>
1.10	<p>Leveled Literacy Intervention (LLI)</p>	1st and 2nd Grade Students Reading Below	<p>0</p> <p>District Funded</p>

	Task: The district specialist will provide literacy intervention to help struggling readers and writers in grades 3rd—5th attain grade-level competency.	Grade Level - non SPED nor EL	None Specified Reading Intervention
1.11	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	3,900.00 LCFF 1000-1999: Certificated Personnel Salaries Release Time
1.13	Office/Classroom Materials and Supplies Task: Treeveiw will provide students with basic school needs such as pencils, pens, crayons, lined paper, and copy paper to help students engage in lessons.	All Students	6,875 Unrestricted 4000-4999: Books And Supplies Office/Classroom Materials and Supplies
1.14	English Learner (EL) Specialist Task: The EL Specialist will support classroom teachers to meet the instructional needs of ELs.	English Learners	0 District Funded None Specified EL Specialist
1.15	Social/Emotional (SE) Counselor Task: Provide counseling resources and information to students, teachers, and families.	All Students	0 District Funded None Specified SE Counselor
1.16	Community Schools Specialist (CSS) Task: Coordinate services to support struggling students and their families.	All Studnets	0 District Funded None Specified Community Schools Specialist
1.17	Resource Specialist (RSP) Task: Assess student needs, developing individualized education plans (IEPs) and providing specialized instruction and support.	Students in special education	0 District Funded None Specified RSP

Annual Review

SPSA Year Reviewed: 2025-26

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 points from 18.11% to 28.11% 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 2026-27 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded in Mathematics will increase by 10 points from 12.6% to 22.6% as measured by the 2027 CAASPP.

The 2025 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 2025 California Assessment of Student Performance and Progress (CAASPP). The 2025 data was used as baseline data because 2025 data is not yet available. The School Site Council (SSC) will review the 2026 CAASPP data in the fall of 2026 and, if necessary, adjust our Deeper Learning-Mathematics goal.

Group data to be collected to measure gains:

- CAASPP 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.
- Grade 4-6 teachers will receive math coaching.
- 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.
- Counselors will provide check in with at risk students.

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:

- 2026 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?

- 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: 12.6%	Standard Met or Exceeded: 22.6%

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	Math Coaching Task: Grade 4-6 teachers will receive math coaching.	All Students	5,000 Title I

			5800: Professional/Consulting Services And Operating Expenditures math Coaching
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	Online Math Support Task: TK and K teachers will use Math Shelf for small group intervention.	All Students	2,750 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

SPSA Year Reviewed: 2025-26

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 points from 12.6% to 22.6% 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 2026-2027 school year, the percentage of Treeview Elementary School English Learners (ELs) progressing at least one English Learner Progress Indicator (ELPI) level will increase 10%, from 44.5 to 54.5 as measured by the 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 2025 English Language Proficiency Assessment for California was used to form this goal. The 2025 data was used as baseline data because the 2026 data is not yet available. The School Site Council (SSC) will review the 2026 CAASPP data in the fall of 2026 and, if necessary, adjust our ELD goal.

Group data to be collected to measure gains:

- CAASPP 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.
- Teachers will use Integrated ELD Strategies during content instruction.
- 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 make home contact i.e. progress reports, phone calls, and online classroom-to-home communication, to discuss the progress of their at-risk students.
- Teachers will incorporate Imagine Learning daily to provide intervention and enrichment throughout the school day.
- ELD will be offered daily for forty-five minutes 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.
- Resource Specialists and paraeducators will provide push-in and pull-out support to students in special education.
- 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 progress at least one ELPI will increase by 10%, from 44.5% to 54.5%.

There will be a 10% decrease from 55.5% to 44% in students not increasing one ELPI. .

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 2026 ELPAC results showed that a little less than 45% (44.5) of ELs are progressing at least one ELPI..

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	44.5% of ELs making progress	54.5% 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 Task: Treeview will provide teachers with weekly collaboration time to analyze assessment data,	English Learners	0 District Funded Collaboration Time

	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.		
3.2	Reading Intervention Professional Development Task: 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 - Membership Task: All Treeview teachers will have access to AVID Elementary's online critical reading resource (AVID Weekly), coaching and library.	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, UFLI, 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 Task: Treeview will provide students with basic needs, such as pencils, pens, crayons, and paper, to help them engage in lessons.	English Learners	0 General Fund 4000-4999: Books And Supplies Materials and Supplies
3.12	Scholastic News 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.	All Students	0 Title I 4000-4999: Books And Supplies Scholastic News

Annual Review

SPSA Year Reviewed: 2025-26

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 2025-2026 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 2026-2027 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
------------------	-------------------------	------------------

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 Task: Treeview will promote arts integration by hosting student performances, including Winter Concert, Spring Concert, Spring Talent Show	All Students	0 Concerts
4.4		All Students	

4.5		All Students	LCFF Supplemental and Concentration Funds 4000-4999: Books And 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: 2025-26

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 2026-2027 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 2025-2026 school year.

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

Principal/ice 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	All Students	426.00 Unrestricted

	Task: Each classroom will have a designated space where individuals can go destress and manage emotions.		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: 2025-26

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 2026-27 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 2026-2027 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 activities by adding text and email communication about school activities.	All Families	

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: 2025-26

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 2025-2026 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 2026-2027 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:

- 2025-2026 ADA
- COST Referreles

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.

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

English Language Advisory Committee Members (ELAC)

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	All Students	

	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)		
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: 2025-26

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

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
------------------	-------------------------	------------------

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
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2025-26

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.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

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
------------------	-------------------------	------------------

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
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2025-26

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.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

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
------------------	-------------------------	------------------

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
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2025-26

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.

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.

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	\$49,562.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$64,495.00
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	\$38,294.00

Subtotal of additional federal funds included for this school: **\$38,294.00**

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	\$10,000.00
None Specified	\$0.00
Unrestricted	\$7,301.00

Subtotal of state or local funds included for this school: **\$26,201.00**

Total of federal, state, and/or local funds for this school: **\$64,495.00**

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	19,080.00

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	10,000.00
None Specified	0.00
Title I	38,294.00
Unrestricted	7,301.00

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	29,855.00
5000-5999: Services And Other Operating Expenditures	7,990.00
5800: Professional/Consulting Services And Operating Expenditures	22,750.00
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
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	22,554.00
5000-5999: Services And Other Operating Expenditures	Title I	2,990.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,750.00
None Specified	Title I	0.00
4000-4999: Books And Supplies	Unrestricted	7,301.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,319.00
Goal 2	7,750.00
Goal 3	0.00
Goal 4	5,000.00
Goal 5	10,426.00
Goal 7	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
Odalis Cortes	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

AL

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 8, 2026.

Attested:

GM
LIR
JA

Principal, Mr. Guillermo Morales on April 8, 2026

SSC Chairperson, Joshua Ridenhour on April 8, 2026

ELAC Representative, Jo Ellen Anderson on April 8, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023