

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Green Hills Elementary School	41 68973 6044200	April 22, 2024	May 6, 2025

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Federal, state and local funds are used to improve teacher quality professional development for teachers. To ensure all English learners attain English proficiency, develop high levels of academic attainment in English we will provide a specialized English Language Development Tutor, under the direction of the ELD Coordinator and support all teachers with continuous training of ELD strategies and practices.

Educational Partner Involvement

How, when, and with whom did Green Hills 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

The information in the SPSA was presented to our SSC, ELAC, School's PTA, School Staff, and general population of parents at our Principal's Coffee meetings and various school communications for input and review. The School Site Council reviewed the data collected, discussed identified needs, and site goals were determined based on these needs. The articulated goals were aligned with the district Local Control Accountability Plan and prioritized action steps. Parents expressed the need for better attendance. Staff expressed similar viewpoints and shared strategies to support closing learning gaps in mathematics and the achievement gap for English Learners. All stakeholders provided input to address the school-wide goals, tasks, and measures, proposed for the site plan. The Single Plan for Student Achievement was reviewed and approved by the School Site Council on April 22, 2024.

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.

From October 2022 until June 2024, we were able to attain a full-time math instructional aide. This support staff serves the entire TK-5th grade student population, but our data supports that our need is greater than the students they serve. The Reading Support teacher began in October of 2023 and then served the school full-time. In the spring there was an additional need at another school, so that teacher was reduced to 80% FTE. Our EL tutor was not able to service students throughout the entire year, as this position supports district-wide ELPAC testing. Though chronic absenteeism has improved greatly, there is still room for improvement, specifically with our Hispanic, Two or more races, SWD, and Pacific Island communities. In February, our RSP teacher resigned, which required district staff to fulfill the job and then a contracted long-term teacher. There was also a big influx of special education paraeducators this year.

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.

Not applicable

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.

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Green Hills 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											
0, 1, 10	Per	cent of Enrollr	ment	Nu	mber of Stude	ents						
Student Group	21-22	22-23	23-24	21-22	22-23	23-24						
American Indian	0.30%	0%	%	1	0							
African American	0.30%	0.3%	0.60%	1	1	2						
Asian	53.17%	54.73%	53.27%	176	185	179						
Filipino	9.06%		8.63%	30	24	29						
Hispanic/Latino	12.99%	14.2%	14.58%	43	48	49						
Pacific Islander	0.60%	0.89%	1.49%	2	3	5						
White	13.60%	13.02%	11.01%	45	44	37						
Two or More Races	9.37%	8.88%	9.52%	31	30	32						
Not Reported	0.60%	0.60% 0.89% 0.89%			3							
		Tot	tal Enrollment	331	338	336						

Enrollment By Grade Level

Student Enrollment by Grade Level										
Overde	Number of Students									
Grade	21-22	22-23	23-24							
Transitional Kindergarten	20	24	24							
Kindergarten	62	77	47							
Grade 1	52	53	56							
Grade 2	45	56	51							
Grade 3	55	48	57							
Grade 4	51	55	50							
Grade 5	66	49	55							
Total Enrollment	331	338	336							

- 1. Green Hills has had steady enrollment over the past 3 years.
- 2. Our Asian student group has increased over 1% to 54.73%
- 3. Our Latino/Hispanic population has increased over 1% up to 14.2 %.

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										
Ottobart Organi	Num	ber of Stud	lents	Percent of Students						
Student Group	21-22	22-23	23-24	21-22	22-23	23-24				
English Learners	69	78	80	20.1%	20.8%	23.8%				
Fluent English Proficient (FEP)	71	68	68	20.7%	21.5%	20.2%				
Reclassified Fluent English Proficient (RFEP)	45	12	17	57.1%	13.6%	28.1%				

Our rates of progress for our English Learners, and student reclassifying have fluctuated due to the numbers of students that enter with varied levels of proficiency and school experience.

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	# of Sti	udents E	nrolled	# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	54	49	56	52	49	53	52	49	53	96.3	100.0	94.6
Grade 4	51	55	52	47	54	50	47	54	50	92.2	98.2	96.2
Grade 5	66	51	56	65	50	56	65	50	56	98.5	98.0	100
All Grades	171	155	164	164	153	159	164	153	159	95.9	98.7	97

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	Mean Scale Score				% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	2483.	2467.	2454.	48.08	42.86	41.51	25.00	26.53	15.09	21.15	16.33	28.30	5.77	14.29	15.09	
Grade 4	2547.	2507.	2552.	51.06	42.59	58.00	27.66	25.93	26.00	17.02	18.52	12.00	4.26	12.96	4.00	
Grade 5	2571.	2551.	2559.	49.23	42.00	42.86	33.85	26.00	35.71	7.69	16.00	7.14	9.23	16.00	14.29	
All Grades	N/A	N/A	N/A	49.39	42.48	47.17	29.27	26.14	25.79	14.63	16.99	15.72	6.71	14.38	11.32	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% A k	ove Stan	dard	% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	32.69	22.45	18.87	63.46	69.39	67.92	3.85	8.16	13.21	
Grade 4	42.55	20.37	46.00	55.32	66.67	50.00	2.13	12.96	4.00	
Grade 5	40.00	38.00	32.14	53.85	56.00	58.93	6.15	6.00	8.93	
All Grades	38.41	26.80	32.08	57.32	64.05	59.12	4.27	9.15	8.81	

Writing Producing clear and purposeful writing										
Grade Level	% A k	ove Stan	dard	% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	32.69	22.45	28.30	57.69	71.43	50.94	9.62	6.12	20.75	
Grade 4	34.04	24.07	42.00	59.57	64.81	52.00	6.38	11.11	6.00	
Grade 5	46.15	38.00	37.50	47.69	52.00	55.36	6.15	10.00	7.14	
All Grades	38.41	28.10	35.85	54.27	62.75	52.83	7.32	9.15	11.32	

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	21.15	18.37	15.09	75.00	77.55	71.70	3.85	4.08	13.21	
Grade 4	25.53	11.11	22.00	65.96	85.19	76.00	8.51	3.70	2.00	
Grade 5	20.00	12.00	23.21	73.85	72.00	73.21	6.15	16.00	3.57	
All Grades	21.95	13.73	20.13	71.95	78.43	73.58	6.10	7.84	6.29	

In	vestigati		esearch/lı zing, and		ng inform	ation							
Grade Level % Above Standard % At or Near Standard % Below Standard													
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24				
Grade 3	36.54	28.57	28.30	59.62	63.27	56.60	3.85	8.16	15.09				
Grade 4	48.94	25.93	40.00	48.94	68.52	56.00	2.13	5.56	4.00				
Grade 5	44.62	32.00	32.14	47.69	60.00	60.71	7.69	8.00	7.14				
All Grades	43.29	28.76	33.33	51.83	64.05	57.86	4.88	7.19	8.81				

- 1. Overall data shows success in decreasing the percentage of students in the Met, Nearly Met and most importantly the Below Standard range in all areas of ELA; We increased the percentage of students performing at or near standard
- **2.** Overall, Reading, Investigating, Analyzing, and Presenting information was our biggest area of opportunity as we increased our percentage of students performing below standard and decreased the number of students performing at or near standard.

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	Participa	ation for	All Stude	ents				
Grade	# of Sti	udents E	nrolled	# of St	tudents 1	Γested	# of \$	Students Scores	with	% of Er	rolled Si Tested	tudents
Level	21-22	22-23	23-24									23-24
Grade 3	54	49	56	54	49	53	54	49	53	100.0	100.0	94.6
Grade 4	51	55	52	51	54	51	51	54	51	100.0	98.2	98.1
Grade 5	66	51	56	66	51	56	66	51	56	100.0	100.0	100
All Grades	171	155	164	171	154	160	171	154	160	100.0	99.4	97.6

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

				C	Overall	Achiev	ement	for All	Studer	nts					
Grade	Mean	Scale	Score		Standa xceede		%	Standa Met	ard		Standa early M			Standa Not Me	-
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2497.	2506.	2495.	51.85	57.14	50.94	27.78	28.57	33.96	11.11	10.20	3.77	9.26	4.08	11.32
Grade 4	2550.	2549.	2548.	52.94	48.15	58.82	27.45	31.48	31.37	11.76	16.67	3.92	7.84	3.70	5.88
Grade 5	2574.	2588.	2566.	56.06	54.90	39.29	22.73	15.69	30.36	12.12	19.61	23.21	9.09	9.80	7.14
Grade 11															
All Grades	N/A	N/A	N/A	53.80	53.25	49.38	25.73	25.32	31.88	11.70	15.58	10.63	8.77	5.84	8.13

	Applying		epts & Pr atical con			ures							
Grade Level													
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24				
Grade 3	55.56	59.18	60.38	35.19	34.69	30.19	9.26	6.12	9.43				
Grade 4	58.82	55.56	66.67	35.29	38.89	23.53	5.88	5.56	9.80				
Grade 5	62.12	60.00	41.07	25.76	32.00	51.79	12.12	8.00	7.14				
Grade 11													
All Grades	59.06	58.17	55.63	31.58	35.29	35.63	9.36	6.54	8.75				

Using appropriate			_		a Analysis		ical probl	ems					
Grade Level % Above Standard % At or Near Standard % Below Standard													
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24				
Grade 3	46.30	59.18	47.17	42.59	36.73	39.62	11.11	4.08	13.21				
Grade 4	47.06	44.44	45.10	45.10	53.70	49.02	7.84	1.85	5.88				
Grade 5	43.94	54.00	30.36	45.45	40.00	58.93	10.61	6.00	10.71				
All Grades	45.61	52.29	40.63	44.44	43.79	49.38	9.94	3.92	10.00				

Demo	onstrating			Reasonir mathem		nclusions								
Grade Level % Above Standard % At or Near Standard % Below Standard														
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24					
Grade 3	46.30	57.14	47.17	46.30	34.69	43.40	7.41	8.16	9.43					
Grade 4	45.10	42.59	50.98	50.98	48.15	41.18	3.92	9.26	7.84					
Grade 5	42.42	48.00	32.14	51.52	42.00	60.71	6.06	10.00	7.14					
All Grades	44.44	49.02	43.13	49.71	41.83	48.75	5.85	9.15	8.13					

- 1. Overall, in achievement of standards exceeded and above, we maintained high percentages.
- 2. In Math, the area with the highest concentration of students performing in the Below Standard range, and hence, our biggest area of opportunity was in Communicating Reasoning/Mathematical conclusions. This percentage had an upward change of nearly 4%.

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 <u>English Language Proficiency Assessments for California (ELPAC)</u> web page or the <u>ELPAC.org</u> website for more information about the ELPAC.

ELPAC Results

		Nu	mber of	ELPAC Students		ive Asse an Scale			tudents			
Grade		Overall		Ora	al Langua	age	Writt	en Lang	uage		lumber d dents Te	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24			
K	1462.6	1427.6	1381.0	1446.1	1431.9	1384.5	1500.9	1417.5	1372.6	20	28	20
1	*	1409.6	1450.3	*	1383.4	1455.2	*	1435.4	1444.8	9	11	16
2	*	*	*	*	*	*	*	*	*	5	7	9
3	1502.2	*	*	1501.2	*	*	1502.5	*	*	13	7	5
4	*	1517.8	*	*	1512.4	*	*	1522.8	*	*	13	7
5	*	*	*	*	*	*	*	*	*	4	6	8
All Grades										54	72	65

		Pe	rcentaç	ge of St	tudents	Over at Eac	all Lan		ce Lev	el for A	II Stud	ents			
Grade		Level 4	ļ		Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	50.00	21.43	15.00	25.00	21.43	30.00	15.00	35.71	25.00	10.00	21.43	30.00	20	28	20
1	*	9.09	0.00	*	45.45	62.50	*	18.18	18.75	*	27.27	18.75	*	11	16
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	15.38	*	*	69.23	*	*	0.00	*	*	15.38	*	*	13	*	*
4	*	30.77	*	*	46.15	*	*	7.69	*	*	15.38	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.63	23.61	12.31	38.89	33.33	47.69	16.67	23.61	21.54	14.81	19.44	18.46	54	72	65

		Pe	rcentaç	ge of St	tudents		l Lang		ce Lev	el for A	II Stud	ents			
Grade		Level 4	ļ		Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	40.00	21.43	10.00	35.00	21.43	30.00	15.00	32.14	25.00	10.00	25.00	35.00	20	28	20
1	*	18.18	18.75	*	36.36	43.75	*	18.18	25.00	*	27.27	12.50	*	11	16
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	61.54	*	*	23.08	*	*	0.00	*	*	15.38	*	*	13	*	*
4	*	61.54	*	*	15.38	*	*	7.69	*	*	15.38	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.74	34.72	23.08	35.19	27.78	41.54	11.11	16.67	18.46	12.96	20.83	16.92	54	72	65

		Pe	rcenta	ge of S	tudents	Writt at Ead	en Lan ch Perf		ce Leve	el for A	II Stude	ents			
Grade		Level 4	l		Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	10.71	15.00	*	25.00	30.00	*	50.00	25.00	*	14.29	30.00	*	28	20
1	*	0.00	0.00	*	54.55	43.75	*	18.18	37.50	*	27.27	18.75	*	11	16
2	35.71	*	*	42.86	*	*	21.43	*	*	0.00	*	*	14	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	0.00	*	*	69.23	*	*	7.69	*	*	23.08	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.37	6.94	12.31	33.33	40.28	30.77	24.07	31.94	36.92	22.22	20.83	20.00	54	72	65

		Percent	age of S	tudents l		ing Dom		_evel for	All Stud	ents		
Grade	We	II Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numb f Studen	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	60.00	32.14	25.00	30.00	46.43	45.00	10.00	21.43	30.00	20	28	20
1	*	45.45	56.25	*	27.27	43.75	*	27.27	0.00	*	11	16
2	*	*	*	*	*	*	*	*	*	*	*	*
3	61.54	*	*	23.08	*	*	15.38	*	*	13	*	*
4	*	30.77	*	*	61.54	*	*	7.69	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.85	37.50	38.46	35.19	47.22	47.69	12.96	15.28	13.85	54	72	65

		Percent	age of St	tudents l		ing Dom		_evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.00	17.86	10.00	75.00	46.43	55.00	10.00	35.71	35.00	20	28	20
1	*	0.00	0.00	*	63.64	81.25	*	36.36	18.75	*	11	16
2	*	*	*	*	*	*	*	*	*	*	*	*
3	69.23	*	*	15.38	*	*	15.38	*	*	13	*	*
4	*	76.92	*	*	0.00	*	*	23.08	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.19	33.33	21.54	51.85	38.89	60.00	12.96	27.78	18.46	54	72	65

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Grade Well Developed		Somewhat/Moderately		Beginning		Total Number of Students					
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	40.00	17.86	10.00	45.00	60.71	45.00	15.00	21.43	45.00	20	28	20
1	*	9.09	18.75	*	54.55	62.50	*	36.36	18.75	*	11	16
2	*	*	*	*	*	*	*	*	*	*	*	*
3	7.69	*	*	69.23	*	*	23.08	*	*	13	*	*
4	*	0.00	*	*	69.23	*	*	30.77	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	11.11	12.31	50.00	61.11	60.00	27.78	27.78	27.69	54	72	65

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade			Somew	Somewhat/Moderately Beginni		Beginnin	g	Total Number of Students				
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	60.00	35.71	45.00	30.00	42.86	25.00	10.00	21.43	30.00	20	28	20
1	*	18.18	0.00	*	54.55	75.00	*	27.27	25.00	*	11	16
2	*	*	*	*	*	*	*	*	*	*	*	*
3	30.77	*	*	53.85	*	*	15.38	*	*	13	*	*
4	*	46.15	*	*	38.46	*	*	15.38	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.19	30.56	26.15	50.00	50.00	52.31	14.81	19.44	21.54	54	72	65

- 1. The majority of the students enter with well-developed skills or in the somewhat/moderate range. We have a non-statistically significant number of students performing in the various ranges at grade levels and across all of the performance bands.
- 2. Our number of English learners increased from 54 to 73 students in one year.

Student Population

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

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

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

2023-24 Student Population							
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth				
336	17.6%	23.8%	0.0%				
Total Number of Students enrolled in Green Hills 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	Students whose well being is the responsibility of a court.				

2023-24 Enrollmer	nt for All Students/Student Group	
Student Group	Total	Percentage
English Learners	80	23.8%
Foster Youth	0	0.0%
Homeless	1	0.3%
Socioeconomically Disadvantaged	59	17.6%
Students with Disabilities	32	9.5%

courses.

Enrollment by Race/Ethnicity						
Student Group	Total	Percentage				
African American	2	0.6%				
American Indian	0	0.0%				
Asian	179	53.3%				
Filipino	29	8.6%				
Hispanic	49	14.6%				
Two or More Races	32	9.5%				
Pacific Islander	5	1.5%				
White	37	11%				

^{1.} Our most dominant subgroup is Asian (55.7%) followed by Hispanic (14.2%) then White (13%)

- 2. We have 1 Foster Youth and 2 Homeless however 23.2% of our students are English Learners and 16.3% are socioeconomically disadvantaged.
- 3. We have a below average number of students receiving special education services at 10%. The state average is 12.7%.

Overall Performance

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



Lowest Performance







Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Rlug

Academic Engagement

Chronic Absenteeism

Green

Conditions & Climate

Suspension Rate

Green

Mathematics

Croop

English Learner Progress

Yellow

- Overall in ELA range is high (green)
- 2. Overall in Math our range is very high (blue)
- Our chronic absenteeism data of 9.4% reflects multiple subgroups: EL, Hispanic, Two or More Races, SED, and SWD. We are significantly higher than the state average of 24.3%.

Academic Performance English Language Arts

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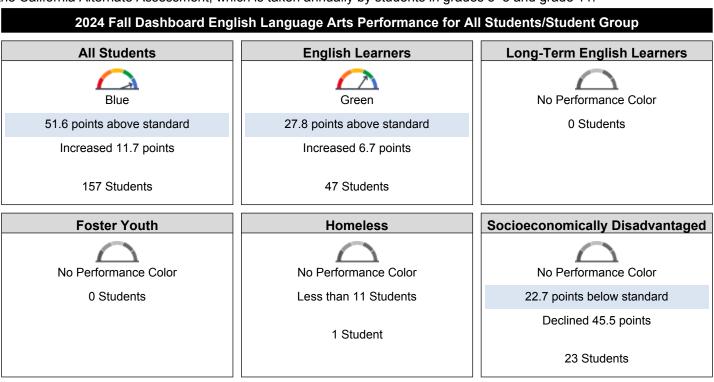
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

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

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



Students with Disabilities

No Performance Color

49.9 points below standard

Declined 38.2 points

17 Students

African American

No Performance Color Less than 11 Students

1 Student

American Indian

No Performance Color

0 Students

Asian



Blue

66.6 points above standard

Increased 19.1 points

90 Students

Filipino

No Performance Color

46.4 points above standard

14 Students

Hispanic

No Performance Color

29.9 points below standard

Declined 20.0 points

19 Students

Two or More Races

No Performance Color

35.9 points above standard

Declined 30.9 points

14 Students

Pacific Islander

No Performance Color Less than 11 Students

1 Student

White

No Performance Color

34.8 points above standard

Declined 14.3 points

17 Students

- 1. All of our significant subgroups are above standard, with our Asian and EL subgroups both above standard.
- 2. Our SWD continues to need support as the 17 students scored 11 points behind standard., but there was a significant growth of 96 points.
- 3. Our Hispanic students have not been designated a color band due to their size; however, the subgroup did improve, which showed a gain of 20 points. English Learners continue to be a focus, causing the group to fall 36.4 points below standard.

Academic Performance Mathematics

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

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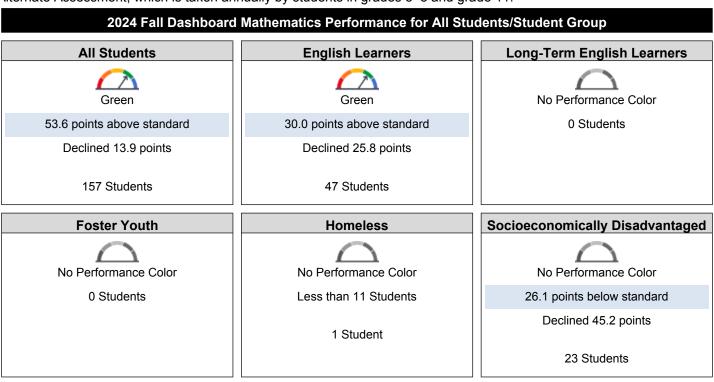
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

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

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.



Students with Disabilities

No Performance Color

48.0 points below standard

Declined 93.4 points

17 Students

African American

No Performance Color

Less than 11 Students

1 Student

American Indian

No Performance Color
0 Students

Asian



Green

74.9 points above standard

Declined 15.9 points

90 Students

Filipino

No Performance Color

60.8 points above standard

14 Students

Hispanic

No Performance Color

42.1 points below standard

Declined 27.3 points

19 Students

Two or More Races

No Performance Color

17.9 points above standard

Declined 41.2 points

14 Students

Pacific Islander

No Performance Color Less than 11 Students

1 Student

White

No Performance Color

37.0 points above standard

Declined 45.8 points

17 Students

- 1. All of our significant subgroups were above standard in Math, with Asians being the highest, 75. points above standard.
- 2. Our Students With Disabilities are a student group that continues to need support with a score of 48 points below standard.
- 3. Overall there was a decline in all subgroups

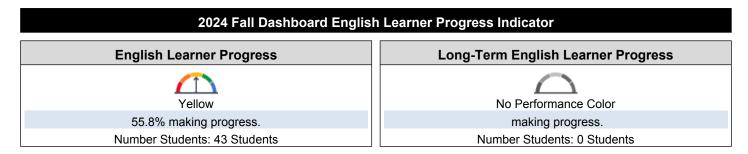
Academic Performance English Learner Progress

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

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

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



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

2024 Fall Dashboard Student English Language Acquisition Results						
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level			
11.6%	32.6%	0%	53.5%			

- 1. Nearly 54% of our EL students progressed at least one ELPI.
- 2. Data reflects that with no students in ELPI 4, the students were then reclassified fluent English proficient (RFEP)- in 23-24
- 3. 11.6% of our students decreased one ELPI, which is great, which was more than the last year but still better than the improvement from the prior year's, which was 27%.

Academic Performance College/Career Report

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

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

Very LowLowMediumHighVery HighLowest PerformanceHighest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1.

Academic Engagement Chronic Absenteeism

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

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

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."









Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report						
Red	Orange	Yellow	Green	Blue		

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group **All Students English Learners Long-Term English Learners** Yellow No Performance Color Green 8.5% Chronically Absent 13.4% Chronically Absent 0 Students Declined 1 Declined 1.7 343 Students 82 Students Socioeconomically Disadvantaged **Foster Youth Homeless** No Performance Color No Performance Color 23.8% Chronically Absent 0 Students Fewer than 11 students - data not displayed for privacy Increased 5.2 1 Student 63 Students

Students with Disabilities



Orange

7.9% Chronically Absent

Increased 2.9

38 Students

African American



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

American Indian



No Performance Color

0 Students

Asian



Blue

2.7% Chronically Absent

Declined 3.2

182 Students

Filipino



No Performance Color

10.3% Chronically Absent

Increased 6.5

29 Students

Hispanic



Red

20.4% Chronically Absent

Increased 1.4

49 Students

Two or More Races



0.00..

8.1% Chronically Absent

Declined 7

37 Students

Pacific Islander



No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

White



Crange

10.5% Chronically Absent

Increased 6

38 Students

- 1. The overall school has a score 8.5% chronically absent, improvement from 9.4%
- 2. SWD, ELs, HIspanic and SED students are in need of specific target and interventions to improve attendance.

Academic Engagement Graduation Rate

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

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."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1.

Conditions & Climate Suspension Rate

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

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."









Blue
Highest Performance

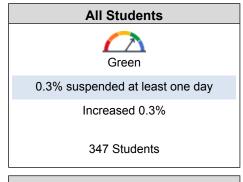
Lowest Performance

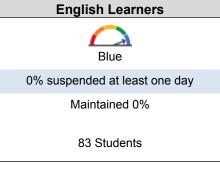
This section provides number of student groups in each level.

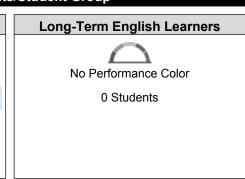
2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	5

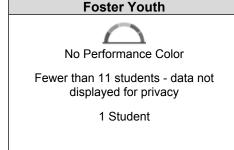
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

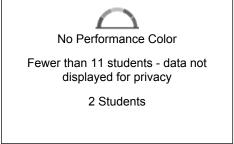
2024 Fall Dashboard Suspension Rate for All Students/Student Group



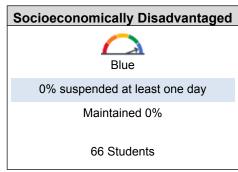








Homeless



Students with Disabilities



Orange

2.6% suspended at least one day

Increased 2.6%

38 Students

African American



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

American Indian



No Performance Color

0 Students

Asian



Blue

0% suspended at least one day

Maintained 0%

182 Students

Filipino



No Performance Color

0% suspended at least one day

Maintained 0%

31 Students

Hispanic



Blue

0% suspended at least one day

Maintained 0%

51 Students

Two or More Races



Orange

2.7% suspended at least one day

Increased 2.7%

37 Students

Pacific Islander



No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

White



0% suspended at least one day

Maintained 0%

38 Students

- 1. Our school increase from 0% suspension rate to 0.3%
- 2. The single student suspended fell under the 2 or more races category
- 3. Restorative justice practices, PBIS, Strategic tiered supports and behavior plans have improved more serious behaviors.

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.

Curriculum and Instruction

MATH:

Frequent formative assessments will be given to all students and analyzed by all teachers to create small-group instruction and intervention strategies. By June 2025, students' proficiency in math will increase from 78% to 81%, having met or exceeded standards as measured by SBAC/CAASPP.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will receive standards-based differentiated instruction. By the end of each academic year, at least 80% of students will demonstrate proficiency in grade-level essential standards, as measured through local summative assessments. Common formative assessments, regular analysis of assessment data within teacher Professional Learning Team (PLT) groups, and statewide data in mathematics will be used to inform instruction and differentiation.

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.

Peak performance appears to be at 3rd and 4th grades, but falls off at 5th grade.

Prior year goal was not met, whereas 78% of students met or exceeded standards as measured by SBAC/CAASPP. There was a gain of .57%.

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 /SBAC	78% Met or Exceeding	81% Met or Exceeding

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	Continue to refine and implement Professional Learning Communities (PLCs) in the 2024-25 school year, grade level teams will collaborate on targeted needs and align assessments for math standards, best teaching practices and differentiation.	All students	Purchase support materials
1.2	Implement a system of interventions including inclass small group instruction, sharing best practices (math centers, storied math/visualization),	All students	

		I	
	and focusing on targeted areas for intervention and additional push-in with support staff (Math Aide I Intervention Paraprofessional).		
1.3	Continue Tier 1 Interventions for all students: Online support :Kahn Academy, Xtra Math, Prodigy, Freckle, Brain Pop Jr, Flashcards, Touch Math, Number Blocks, Resources Cards and parent home connections.	All students	End of Unit assessments for all content areas, DRA for grades K-3 every Trimester or as needed for "At Risk" students, ESGI, every Trimester
1.4	Math clubs before and/or afterschool for students to access teacher support and review of concepts - 2-3 times weekly- With 6-8 weekly pre/post assessment to monitor effectiveness. Teacher will be compensated and supplemental instructional materials purchased.	All Students	Pilot, and implement new Math core curriculum program, including professional development to staff on the eight math practices and STEM standards Purchase support materials
1.6			r dichase support materials
1.6			None Specified Purchase technology (ex. Chrome book laptop computers) for instructional use
			Purchase ipads to support instruction in class
			Instructional resources (San Mateo County Web Portal)
			Provide time for staff to receive professional development through a variety of structures: attend on/off site trainings or participate in Professional Learning Communities
1.7			None Specified
			Grade level professional learning communities meet once a regularly at the school site level

		Purchase support materials
1.8	Kindergarten Meet and Greet	One week prior to the start of school, this two-day session is intended to support a positive start to the school year as students and teachers get to know K students and begin to build relationships-) K teachers will individually assess new students to identify the individual needs of every child

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This year, we were pleased to see a slight gain in math. As reflected by the CDE dashboard, there was in increase of 7.3 points (67.6 points above the standard)

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

We had hoped to start meth club after school earlier, but there was a challenge with teacher commitments.

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 2

Title and Description of School Goal

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

Systems of Support for Student Achievement and Development

By June of 2025, the number of EL students who progressed at least 1 ELPI level will increase from 59.5% to 65% as measured by the CDE Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

MESD will provide integrated and designated English language development instruction, improving English language acquisition and academic achievement among our English Learner (EL) students. The percentage of students who achieve at least one year of growth from the previous English Language Proficiency Assessment for California (ELPAC) or are redesignated as a fluent English proficient student will increase from the prior year.

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.

English learners overall performed poorer than there English only or FEP peers. ELPAC scores and ELA progress will be monitored, and success rate of RFEP will also be monitored.

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	59.5% of EL students reclassified	65% of students reclassified

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	Professional Learning Teams: Teams will meet at lease twice monthly to review best practices, interventions and support staff as monitored by the Cycle of Inquiry.	All Students	Collect and analyze district- and school-level summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs.
			Use Academic conferences (individual conferences with every teacher) to identify individual student needs in

			ELA, Math, Social Emotional
			support. Allocate needs based services as necessary.
2.2	Teachers will continue to focus on ELA strategies for English Learners in collaboration with ELD Coordinator, ELD Tutor, and access support programs such as Imagine Learning.	EL Students	Monitor reading intervention materials and resources; purchase supplementary instructional materials and benchmark assessments.
			Develop reading intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate district approved reading intervention programs and benchmark assessments.
			Develop a master schedule that reflects allocated time for reading interventions, including English learner support.
2.3	Intervention Team- RSP teacher, Reading Intervention Teacher and Principal will meet monthly to review at risk, EL and other general education students to use data and proven intervention to support MTSS.	EL Students, At Risk Students below grade level in Reading , SWD, SED	0
			Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.
			Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met.
2.5			Team meeting to discuss specific needs of individual students. Create classroom interventions and/or modifications for student

		success for at risk, Foster and
		homeless students. Data collection through assessments, meeting notes, teacher/team collaboration
2.6 E	EL Tutor	
		Provide professional development and classroom support, monitor EL progress and student achievement; provide parent support through classes, meetings and other means of communication. Assists in classifications, maintains and distributes EL student lists, creates requisitions for conferences and teacher training, translates and interprets
	Resources Room for Differentiated Strategies- Sensory Room	1500.00 Lottery: Instructional Materials Teachers build on researched
		based supplemental materials for intervention.
2.9		Push-in staff services for all RSP students in general education classrooms. The service varies by student need, but collaboration between the general education teacher and special education teachers provides

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The integration of learning targets in the development of essential units for Reading and ELA , has significantly supported English Learners. By aligning with ELD standards, employing scaffolded instruction, and incorporating culturally relevant materials, the curriculum is more accessible and effective for ELs. Continued focus on differentiated instruction, formative assessment with language supports, and professional development for teachers will further enhance the educational experiences and outcomes for English Learners

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

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

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.

School Connectedness and Climate- Attendance

By June 2025 the percentage of chronically absent students will decrease from 9.4% to 8.5% as measured by the CDE Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

MESD will increase student engagement and decrease chronic absenteeism rates by fostering a welcoming, inclusive, and safe environment, and providing diverse learning experiences that spark curiosity and passion, as measured by state and local measures.

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.

Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. Regular excused and unexcused absences, as well as non-Covid and extended vacations, were contributing factors to chronic absenteeism.

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
CDE Dashboard	9.4% Chronically Absent	8.5% Chronically Absent

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	Frequent communication regarding the the effects of missing school will be posted or shared from administration and during parent events, such as Principal coffees and Back to school Night The school site nurse will work with office administration to to follow up on attendance needs. Parent group will also support publicizing need for regular school attendance in newsletters and social media platforms.	All Students	SSC will meet to review, edit and approve the comprehensive school safety plan
3.2	Bi weekly attendance team meetings with school secretary, counselor and principal will be held,. The team will record absence data, parent and teacher contact data, home visits and strategic actions	All Students	

	plans. These progressive actions and restorative protocol will be in place to reach out to families personally. This team will also determine if an attendance meeting (SART) or SST is needed. In addition should the absenteeism not be resolved, the team will convene and follow the SARB process.		Hold parent coffee meetings once a month for school communication with parents and provide information about Common Core instructional practices.
3.3	Build on PBIS model. This will include Ram Rewards, school wide assemblies to teach expectations, weekly Ram Reward winners will be presented in morning meetings and posted in weekly principal newsletter. Small prizes, homework passes, and/or books will be used as incentives. as well as school-wide rewards such as extra recess time.	All Students	Hold Kindergarten Welcome event that allows for parents and students to come and meet their teacher and get important school information prior to school starting
3.4	Encourage and promote parent involvement and engagement	All Students	Regular communication is provided to families about the opportunities to serve on a district-level committee.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Through regular scheduled meetings of the attendance team, attendance letters and parent meetings that included the teacher and/or student if applicable, our attendance showed an impressive increase and decrease in chronic absenteeism.

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 4

Title and Description of School Goal

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

Social Emotional Goals

MESD will increase student engagement and decrease chronic absenteeism rates by fostering a welcoming, inclusive, and safe environment, and providing diverse learning experiences that spark curiosity and passion, as measured by state and local measures

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By June 2025, student, staff and family engagement and connectedness to schools will improve through deliberate efforts to create a culturally responsive environment that is socially, emotionally, and physically safe as measured by behavior data and the California Healthy Kids/Panorama Survey. * New data assessment, Panorama, was implemented in Spring 2025

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.

As identified with through examination of the CHKS, the School Site Council determined the area of most need was under the topic of feelings around boredom. * New Panorama data will set baseline for new goals

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
Panorama 24-25	TBD	TBD

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	Extension activities will include a focus on engagement through: SEL slide decks and counselor presentations, Second Step, field trips, PBIS, STEM activities, assemblies, RAM rewards, leadership opportunities (i.e., family day 1x month), literacy day/week,cross-grade level buddies, lunch bunch, Kindness Challenge, virtual and in-person author visits, "teacher shuffle," movement breaks (i.e., yoga), mindfulness practice. The teams will regularly analyze SEL data as provided by /Panorama and utilize lessons generated by the data outcomes.	All Students	1200 Lottery: Instructional Materials
4.2	Tk and Kindergarten teachers will be offered attendance at the		

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The previous goal was met; "students' feelings around boredom will decrease from 25% to 15%" (3rd grade was 11% and 5th grade was 23%) As measured by CHKS

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.

New metrics will be used to analyze SEL data with Panorama

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.

Reading

Frequent formative assessments will be given to all students and analyzed by all teachers to create small-group instruction and intervention strategies. By June 2025, Students will increase from 73% above standard to 78% points above standard in ELA as measured by state test CAASPP.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Millbrae Elementary School District will provide high-quality literacy instruction to all students. In the primary grades, students will receive literacy instruction in phonics, phonological awareness, fluency, vocabulary, and comprehension. The overall number of students achieving proficiency in reading will increase each year as measured by state and local assessments.

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.

Through examination of summative State assessment the need for improved reading was identified.

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
5.1	Intervention Team- RSP teacher, Reading Intervention Teacher and Principal will meet monthly to review at risk, EL and other general education students to use data and proven intervention to support MTSS.	All Students	
5.2	Reading Intervention Teacher and Teaching to support research-based interventions: Read Naturally, Wonders EL support materials, small group instruction, frequent formative assessments, data-informed instruction, and culturally relevant materials.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This is a new goal for the 24-25 school year.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,500.00
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 (\$)

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
Donations	\$800.00
Lottery: Instructional Materials	\$2,700.00

Subtotal of state or local funds included for this school: \$3,500.00

Total of federal, state, and/or local funds for this school: \$3,500.00

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
General Fund	6,084	6,084.00
Donations	21,967	21,167.00
Prop 28	47,937	47,937.00
Lottery: Instructional Materials	16,328.50	13,628.50

Expenditures by Funding Source

Funding Source	Amount
	0.00
Donations	800.00
Lottery: Instructional Materials	2,700.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Donations	800.00
	Lottery: Instructional Materials	2,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	1,500.00
Goal 3	800.00
Goal 4	1,200.00

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

Kerry Dees	Principal
Kathi Woodall	Other School Staff
Sara Juul	Classroom Teacher
Xin Koznek	Parent or Community Member
Carolina Orlando	Classroom Teacher
Susan Sawczuk	Classroom Teacher
Yoxi Yue	Parent or Community Member
Cindy Chang	Parent or Community Member
Xi Yue	Parent or Community Member
Anshu Mohllajee	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

KDees

Committee or Advisory Group Name

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

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

Principal, Kerry Dees on 5/2/24

SSC Chairperson, Anshu Mohllajee on 5/2/24

This SPSA was adopted by the SSC at a public meeting on 4/22/24.

Attested:

School Plan for Student Achievement (SPSA) Page 47 of 61

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 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)

- 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:

- Be informed by all state indicators, including student performance against statedetermined long-term goals (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
- 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-quidance-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/

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