



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pinetree Community School	19-65045	May 23, 2024	June 12, 2024

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- Pinetree Community School remains in ATSI due to English Learners (EL) receiving all indicators at the lowest status

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

Schoolwide Program

Additional Targeted Support and Improvement

Pinetree Community School remains in ATSI due to English Learners (EL) receiving all indicators at the lowest status

Pinetree Community School provides an exceptional education that addresses students' unique learning styles, cultivates critical thinking skills, builds strong character, and enables our students to contribute to their communities in meaningful and positive ways. Pinetree Community School has been identified for Additional Targeted Support and Improvement (ATSI) based on the 2023 Dashboard due to English Learner (EL) receiving all indicators at the lowest status level but one indicator at another status level.

The School Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies that will be implemented at Pinetree Community School based on the analysis of quantifiable and qualitative data. This plan will focus on improving student outcomes, student engagement, school climate, and the involvement of parents, families, and the school community. The SPSA is aligned with the Sulphur Springs Union School District Local Control Accountability Plan (LCAP) and our measurable student outcomes are in support of those goals that are outlined in the LCAP, as well as through metrics and targets for improvement. The SPSA is developed in collaboration with the input of several stakeholder groups and finalized and approved for submission to the Board of Education by the Pinetree School Site Council.

Educational Partner Involvement

How, when, and with whom did Pinetree Community 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

Input from parents, students and staff through LCAP surveys completed in March 2024, and received on April 30, 2024.

Input from parents through Comprehensive Needs Assessment, reviewed on April 25, 2024.

Input from parents in ELAC meeting on April 30, 2024

Input from leadership team leads in regards to team needs April 11, 2024

Input from staff at staff meetings held on April 10 and April 24.

Input from School Site Council on April 25, 2024 and May 23, 2024.

Input from students via student survey on ideas to improve school instruction and climate.

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.

After conducting a needs assessment, and evaluating the information gathered, the factors that directly impact the student experience and can create resource inequities have been determined to be the dimensions of: teaching quality, family academic engagement, and focusing on a whole child approach. These areas are being reviewed by educational partners to develop and monitor interventions to better meet the academic and social emotional needs of english learners. The target areas being monitored are: consistent school wide implementation of social emotional instruction and research based trauma informed practices, staff access to trauma informed and restorative practices, consistent, caring, and clear communication with parents, proactive access for english learners to targeted social and emotional services, programs, differentiation within the classroom, and analyzing daily schedules to increase time on learning and ensure the learning is appropriate, rigorous, and high priority.

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.

In the overall performance of all students, no state indicator was in the red performance category.
In the overall performance of all students, suspension rate fell in the orange performance category.

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.

There are two state indicators and two student groups that fall two performance levels below the "all student" performance.
The first group is students with disabilities in the state indicator of reading.
The second group is English Learners in the state indicator of suspension rate.

Other Needs

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

The school will continue to focus on improving grade level content mastery of all student groups.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.52%	0.5%	0.45%	3	3	3
African American	3.15%	2.83%	4.55%	18	17	30
Asian	2.27%	3.17%	3.03%	13	19	20
Filipino	4.72%	4.5%	4.39%	27	27	29
Hispanic/Latino	46.15%	47.5%	47.42%	264	285	313
Pacific Islander	%	0%	%	0	0	
White	34.27%	31.5%	31.36%	196	189	207
Multiple Race	7.52%	8.17%	6.97%	43	49	46
Total Enrollment				572	600	660

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	100	111	83
Grade 1	88	79	89
Grade 2	81	92	82
Grade 3	89	82	95
Grade 4	81	87	85
Grade 5	63	85	90
Grade 6	70	64	91
Total Enrollment	572	600	660

Conclusions based on this data:

1. We experience the largest increase in our 6th grade student population, and the largest decrease in our kindergarten student population.
2. Our student population has increased by almost 100 students over the past few years.
3. While our student population has increased, the percentage within student groups has stayed relatively consistent. The only subgroup to increase in percentage is our African American student population.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	30	36	48	5.2%	6.0%	7.3%
Fluent English Proficient (FEP)	26	23	25	4.5%	3.8%	3.8%
Reclassified Fluent English Proficient (RFEP)	2	3		0.3%	0.5%	

Conclusions based on this data:

1. The number of English learners has been increasing each year.
2. Last year showed the largest increase in students being Reclassified.
3. Students demonstrating that they are fluent English proficient has stayed consistent over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	84	85	0	84	83	0	84	83	0.0	100.0	97.6
Grade 4	74	82	90	0	82	90	0	82	90	0.0	100.0	100.0
Grade 5	66	65	85	0	65	85	0	65	85	0.0	100.0	100.0
Grade 6	81	73	63	0	73	63	0	73	63	0.0	100.0	100.0
All Grades	310	304	323	0	304	321	0	304	321	0.0	100.0	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2430.	2443.		25.00	31.33		19.05	22.89		34.52	19.28		21.43	26.51
Grade 4		2492.	2489.		32.93	33.33		25.61	22.22		23.17	23.33		18.29	21.11
Grade 5		2519.	2511.		24.62	22.35		36.92	34.12		21.54	20.00		16.92	23.53
Grade 6		2531.	2541.		20.55	9.52		32.88	50.79		28.77	26.98		17.81	12.70
All Grades	N/A	N/A	N/A		25.99	25.23		27.96	31.15		27.30	22.12		18.75	21.50

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.19	27.71		59.52	61.45		14.29	10.84
Grade 4		20.73	23.33		65.85	66.67		13.41	10.00
Grade 5		20.00	22.35		72.31	69.41		7.69	8.24
Grade 6		12.33	20.63		64.38	65.08		23.29	14.29
All Grades		20.07	23.68		65.13	65.73		14.80	10.59

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.71	19.28		55.95	51.81		33.33	28.92
Grade 4		24.39	17.78		64.63	62.22		10.98	20.00
Grade 5		12.31	11.76		69.23	65.88		18.46	22.35
Grade 6		17.81	7.94		60.27	77.78		21.92	14.29
All Grades		16.45	14.64		62.17	63.55		21.38	21.81

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.90	15.66		75.00	68.67		13.10	15.66
Grade 4		17.07	16.67		74.39	72.22		8.54	11.11
Grade 5		16.92	11.76		73.85	80.00		9.23	8.24
Grade 6		8.22	14.29		75.34	79.37		16.44	6.35
All Grades		13.49	14.64		74.67	74.77		11.84	10.59

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.24	28.92		66.67	54.22		13.10	16.87
Grade 4		24.39	16.67		62.20	73.33		13.41	10.00
Grade 5		27.69	21.18		61.54	63.53		10.77	15.29
Grade 6		23.29	20.63		60.27	65.08		16.44	14.29
All Grades		23.68	21.81		62.83	64.17		13.49	14.02

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Conclusions based on this data:

1. Sixth grade students saw the largest decrease of all grades in the percentage of students exceeding standards but had the largest increase in percent of students meeting standards.
2. Students' weakest claim area is writing, with sixth grade having the smallest percentage of students scoring above standard.
3. Students' strongest claim area continues to be in Listening, with the least percentage of students scoring below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	84	85	0	84	85	0	84	85	0.0	100.0	100.0
Grade 4	74	82	90	0	82	90	0	82	90	0.0	100.0	100.0
Grade 5	66	65	85	0	65	85	0	65	85	0.0	100.0	100.0
Grade 6	81	73	63	0	73	63	0	73	63	0.0	100.0	100.0
All Grades	310	304	323	0	304	323	0	304	323	0.0	100.0	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2430.	2439.		20.24	21.18		30.95	31.76		22.62	25.88		26.19	21.18
Grade 4		2475.	2480.		18.29	18.89		34.15	32.22		25.61	32.22		21.95	16.67
Grade 5		2502.	2489.		20.00	11.76		20.00	20.00		32.31	36.47		27.69	31.76
Grade 6		2522.	2529.		20.55	22.22		23.29	19.05		26.03	36.51		30.14	22.22
All Grades	N/A	N/A	N/A		19.74	18.27		27.63	26.32		26.32	32.51		26.32	22.91

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.62	25.88		53.57	61.18		23.81	12.94
Grade 4		28.05	22.22		42.68	55.56		29.27	22.22
Grade 5		20.00	14.12		49.23	55.29		30.77	30.59
Grade 6		19.18	20.63		50.68	52.38		30.14	26.98
All Grades		22.70	20.74		49.01	56.35		28.29	22.91

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.62	22.35		52.38	55.29		25.00	22.35
Grade 4		24.39	18.89		51.22	61.11		24.39	20.00
Grade 5		21.54	8.24		56.92	67.06		21.54	24.71
Grade 6		9.59	12.70		57.53	57.14		32.88	30.16
All Grades		19.74	15.79		54.28	60.37		25.99	23.84

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.86	22.35		64.29	64.71		17.86	12.94
Grade 4		25.61	25.56		53.66	61.11		20.73	13.33
Grade 5		9.23	7.06		73.85	69.41		16.92	23.53
Grade 6		19.18	17.46		60.27	66.67		20.55	15.87
All Grades		18.42	18.27		62.50	65.33		19.08	16.41

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Conclusions based on this data:

1. The percentage of students scoring at the below standard level in all areas decreased between 2021-2022 and 2022-2023, with the largest percentage of decrease in concepts and procedures.
2. Fifth grade was the only grade level to show a decrease in percentage of students exceeding standards overall in math.
3. Fifth grade has the largest percentage of students not meeting or nearly meeting standards.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1419.6	*	*	1418.7	*	*	1421.1	*	5	14
1	*	*	*	*	*	*	*	*	*	4	*	6
2	*	*	*	*	*	*	*	*	*	6	4	*
3	*	*	*	*	*	*	*	*	*	5	4	6
4	*	*	*	*	*	*	*	*	*	*	5	6
5	*	*	*	*	*	*	*	*	*	4	*	6
6	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										26	29	42

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	21.43	*	*	21.43	*	*	28.57	*	*	28.57	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.54	17.24	23.81	42.31	44.83	33.33	38.46	31.03	16.67	7.69	6.90	26.19	26	29	42

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	28.57	*	*	14.29	*	*	7.14	*	*	50.00	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.46	44.83	45.24	38.46	34.48	21.43	15.38	17.24	2.38	7.69	3.45	30.95	26	29	42

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	14.29	*	*	21.43	*	*	42.86	*	*	21.43	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	13.79	9.52	23.08	27.59	33.33	46.15	34.48	30.95	23.08	24.14	26.19	26	29	42

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	35.71	*	*	14.29	*	*	50.00	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	48.28	42.86	46.15	48.28	28.57	7.69	3.45	28.57	26	29	42

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	21.43	*	*	42.86	*	*	35.71	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	41.38	38.10	57.69	48.28	40.48	11.54	10.34	21.43	26	29	42

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	14.29	*	*	71.43	*	*	14.29	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.23	17.24	21.43	46.15	51.72	47.62	34.62	31.03	30.95	26	29	42

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	50.00	*	*	28.57	*	*	21.43	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.54	24.14	28.57	73.08	51.72	47.62	15.38	24.14	23.81	26	29	42

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

Conclusions based on this data:

1. There was an increase from 29 students being ELPAC tested in the 2021-2022 school year to 42 students in the 2022-2023 school year.
2. There was a slight increase in percentage of students scoring 4 overall in the Summative ELPAC between 2021-2022 and 2022-2023, however there was a large increase in percentage of students scoring a level 1 overall.
3. The listening and speaking domains showed an increase between 2021-2022 and 2022-2023 in the percentage of students demonstrating beginning level mastery in listening and speaking domains. Reading and writing domains both showed a slight increase in the percentage of students demonstrating well developed mastery in reading and writing domains.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
600	47.3	6	0.3
Total Number of Students enrolled in Pinetree Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	6
Foster Youth	2	0.3
Homeless	1	0.2
Socioeconomically Disadvantaged	284	47.3
Students with Disabilities	89	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	2.8
American Indian	3	0.5
Asian	19	3.2
Filipino	27	4.5
Hispanic	285	47.5
Two or More Races	49	8.2
White	189	31.5

Conclusions based on this data:

1. The recorded student population total for the 2022-2023 school year was 600.

2. 47% of the student population qualified for free or reduced meals.
3. Six percent of the student population is comprised of English Learners.

School and Student Performance Data

Overall Performance





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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Math student academic performances are in the yellow performance level, indicating that there is continued room for student growth to support performance at or above standard.
2. Chronic absenteeism is in the yellow level indicating that attendance is an area identified for improvement. This will be a continued school wide focus.

3. Suspension Rate is in the orange level, this continues to be a priority area. Our school continues to focus on trauma informed practices and utilizing restorative justice rather than punitive reactions to student actions.

School and Student Performance Data

Academic Performance English Language Arts

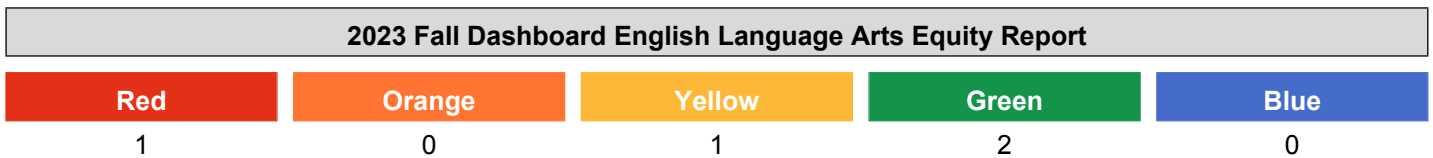
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 12.5 points above standard Increased +3.4 points 312 Students	English Learners 11.9 points below standard Maintained -0.8 points 28 Students	Foster Youth Less than 11 Students 2 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 0.4 points above standard Maintained +0.8 points 142 Students	Students with Disabilities  Red 74 points below standard Maintained -2 points 53 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 2 Students	27.7 points above standard Decreased -9.3 points 16 Students	12.8 points above standard Decreased Significantly - 31.1 points 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.5 points above standard Increased +7.5 points 148 Students	34.9 points above standard Increased +12.4 points 25 Students	 No Performance Color 0 Students	 Green 13.1 points above standard Increased +6.4 points 94 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
55.3 points below standard Increased Significantly +20.6 points 17 Students	55.3 points above standard Decreased -3.2 points 11 Students	15.7 points above standard Maintained +2.8 points 277 Students

Conclusions based on this data:

- English Learner and Students with Disabilities are the two student groups scoring below standard.
- Reclassified English Learners are scoring well above English Only and English Learner students.
- Our student population, as a whole, is scoring in the green and 12.5 points above standard.

School and Student Performance Data

Academic Performance Mathematics

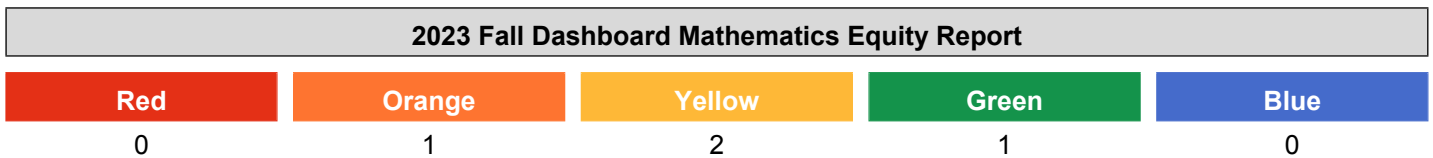
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 14.2 points below standard Maintained +1.7 points 312 Students	English Learners 39.3 points below standard Decreased -4.9 points 28 Students	Foster Youth Less than 11 Students 2 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 36.9 points below standard Decreased -7.2 points 142 Students	Students with Disabilities Yellow 91.5 points below standard Increased Significantly +16.1 points 53 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 2 Students	21.1 points above standard Decreased Significantly - 18.1 points 16 Students	10.4 points above standard Maintained -0.5 points 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.7 points below standard Maintained +2.6 points 148 Students	2.8 points below standard Decreased -8.4 points 25 Students	 No Performance Color 0 Students	 Green 8.4 points below standard Increased +8.1 points 94 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.9 points below standard Increased Significantly +23.4 points 17 Students	15.7 points above standard Decreased Significantly -18.3 points 11 Students	11.8 points below standard Maintained +1.7 points 277 Students

Conclusions based on this data:

1. With the exception of Asian and Filipino student groups, and Reclassified English Learners, all student groups are scoring below standard in mathematics.
2. Students with Disabilities and English Learner student groups scored significantly below standard.
3. As a whole, our student population is scoring in the yellow band, at 14.2 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.55% making progress towards English language proficiency
Number of EL Students: 20 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	8	0	11

Conclusions based on this data:

1. There were a total of 20 English Learners reported in the English Learner Progress Indicator.
2. Over 50% of our English Learners progressed at least one ELPI level.
3. Five percent of our English Learners decreased one ELPI level, this was a decrease in number of students from last school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 13.6% Chronically Absent Declined -2.2 626 Students	 Yellow 20% Chronically Absent Declined -1.9 45 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	 Yellow 16.5% Chronically Absent Declined Significantly -5.8 297 Students	 Orange 21.9% Chronically Absent Declined -5 105 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% Chronically Absent</p> <p>Declined -33.3</p> <p>19 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>4.8% Chronically Absent</p> <p>Declined -11</p> <p>21 Students</p>	<p>10.7% Chronically Absent</p> <p>Increased 7.1</p> <p>28 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>16.2% Chronically Absent</p> <p>Declined Significantly -3.8</p> <p>297 Students</p>	<p> Orange</p> <p>11.5% Chronically Absent</p> <p>Increased 2</p> <p>61 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Orange</p> <p>13.2% Chronically Absent</p> <p>Increased 1.9</p> <p>197 Students</p>

Conclusions based on this data:

1. An average of almost 14% of entire student population falls into the chronically absent category. While this is a decrease from the previous school year, attendance will continue to remain a focus for improvement.
2. Our Students with Disabilities, White, and Students reporting Two or More Races groups fell into the orange performance level. Attendance will continue to remain a focus for improvement.
3. No student groups rated in the green or blue performance level.

School and Student Performance Data

Conditions & Climate Suspension Rate

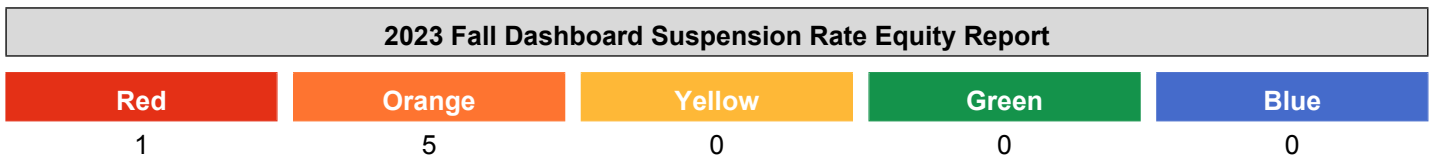
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 0.9 630 Students</p>	<p>English Learners</p> <p>Red</p> <p>6.5% suspended at least one day</p> <p>Increased 6.5 46 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>Less than 11 Students 2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 0.7 299 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Increased 1 105 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -4.5 19 Students</p>	<p>Less than 11 Students 3 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 21 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 28 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 1.6 298 Students</p>	<p> Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1.6 61 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Orange</p> <p>2% suspended at least one day</p> <p>Increased 0.6 200 Students</p>

Conclusions based on this data:

1. Our school qualified for ATSI due to the percentage of English Learners that were suspended.
2. All reporting student groups fell into the orange performance level for suspension rate.
3. Our student population, as a whole, experienced a slight increase in percentage of students suspended at least once.

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.

Student Engagement and Involvement

By June 2025, the percentage of Educational Partners (parents, staff, students) who feel that our school provides appropriate and rigorous standards-aligned instruction, and ensures all students and staff have access to a safe campus will increase by 5% as measured by Educational Partners responses on the LCAP Survey as well as the California Dashboard reflecting decrease and improvement in chronic absenteeism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

Identified Need

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

Based on the District LCAP survey results:

Approximately 50% of students surveyed do not feel that our campus is clean, approximately 16% of parent responses indicated they did not know if campuses were clean or felt they were not clean. About 80% of second-sixth grade students surveyed, reported that their teacher had shared grade level standards they would be learning, while nearly 83% of parents responded that they were presented with grade level standards their child would be learning at the beginning of the year.

Nearly 84% of second-sixth grade students indicated that they knew the main goal of school is to get them ready for a successful life, college, and career, and about 81% of parents reported the same.

Based on data from the California Dashboard, approximately 14% of all students at Pinetree were reported to be chronically absent

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
Increase educational partners' responses indicating our campus is clean and safe	Approximately 50% of students surveyed district wide did not feel their campus was clean	LCAP results will show an increase of 10% of students indicating their campus is clean
Increase educational partners' responses indicating schools communicate with families to support student needs	Between 30%-40% of students in 2nd-6th grade do not know if their school works with their families to support challenges at school	LCAP results will show an increase of 5% of students indicating they know their school is communicating with and working with their families to support them

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	Pinetree Community School will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	All Students	0 District Funded None Specified
1.2	Pinetree Community School will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	All Students	20,360.47 LCFF-Base 4000-4999: Books And Supplies Pinetree Community School will purchase materials to support the basic program in core subject areas 1,000 LCFF-Base 4000-4999: Books And Supplies Pinetree Community School will purchase office supplies to support the core academic program
1.3	Pinetree Community School will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	All Students	15,000.00 LCFF-Base 4000-4999: Books And Supplies Pinetree Community School will purchase Custodial Supplies to maintain facilities 0 District Funded None Specified Admin will participate in regular campus walks with day custodian and Maintenance and Operations personnel throughout the school year 100 LCFF-Base 4000-4999: Books And Supplies Pinetree Community School will purchase nurse supplies to maintain safety of students and staff 350 LCFF-Base 4000-4999: Books And Supplies Pinetree Community School will purchase supplies to replenish and replace safety supplies that have been used or are expired

1.4	Pinetree Community School will maintain noon supervisors at all sites to support all students' safety and supervision.	All Students	1302.60 LCFF-Base 2000-2999: Classified Personnel Salaries Pinetree Community School will compensate Noon Supervisor extra hours for safety meetings and student support outside of owned hours.
1.5	Pinetree Community School will conduct annual safety drills at all school sites and District office to support safety for all students and staff.	All Students	0 District Funded None Specified
1.6	Pinetree Community School will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff.	English Learners, Foster Youth, Low Income	4528.72 LCFF- Supplemental 4000-4999: Books And Supplies Pinetree Community School will purchase attendance incentives
1.7	Pinetree Community School will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	English Learners, Foster Youth, Low Income	0 District Funded None Specified

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.

All strategies were implemented to strengthen student engagement.

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

There were no major differences between planned and actual implementation of budgeted expenditures to meet Goal 1.

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.

The budget for Goal 1, Strategy 2 was increased to better provide support and resources for the core curriculum.

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.

Student Achievement

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

Identified Need

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

Based on the 2023 California Dashboard Report:

ELA scores overall for all students grades 3rd-6th are 12.5 points above standard

Math scores overall for all students grades 3rd-6th are 14.2 points below standard

While ELA scores fall into the green performance level and have increased by 3.4 points from the previous school year, we will continue to focus on improvement as a school wide focus

Math scores fell into the yellow performance level and were an increase of 1.7 points, math will continue to remain a school wide focus for all students.

Based on iReady Diagnostic end of year results:

ELA proficiency data for students Kindergarten-6th grade show that 37% of students are demonstrating that they are performing between one to three levels below grade level

Math proficiency data for students Kindergarten-6th grade show that 54% of students are demonstrating that they are performing between one to three levels below grade level

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
Increase proficiency in Math	SBAC results in grades 3rd-6th: 14.2 points below standard iReady results in grades K-6th: 54% of students are performing one to three grade levels below	SBAC results in grades 3rd-6th will increase by at least 5 points iReady results in grades K-6th will improve to show less than 45% of students are performing one to three grade levels below
Increase proficiency in Reading	SBAC results grades 3rd-6th: 12.5 points above standard iReady results grades K-6th: 37% of students are performing one to three grade levels below	SBAC results grades 3rd-6th will increase by 5 points iReady results in grades kindergarten-6th will improve to show less than 30% of students are performing one to three grade levels below

Increase English Language Learners' proficiency in reading	SBAC results grades 3rd-6th: 11.9 points below standard iReady results grades K-6th: 75% of English Learners are performing one to three grade levels below	SBAC results of English Learners in grades 3rd-6th will increase by at least 5 points iReady results of English Learners in grades K-6th will improve to show less than 65% of EL students are performing one to three grade levels below
Increase English Language Learners' proficiency in math	SBAC results in grades 3rd-6th: 39.3 points below standard iReady results in grades K-6th: 88% of students are performing one to three grade levels below	SBAC results of English Learners in grades 3rd-6th will increase by at least 5 points iReady results of English Learners in grades K-6th will improve to show less than 75% of EL students are performing one to three grade levels below

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	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, Pinetree Community School will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	English Learners, Low Income, Foster Youth	0 District Funded None Specified District Provided professional development 0 District Funded None Specified Staff meetings with a site focus on The Big 3: SEL, Tier 1, Hands on Learning/Assessments, protected time will be provided to review and share best practices to support English learners and students with disabilities
2.2	To mitigate learning loss, as evidenced by state and local assessments, Pinetree Community School will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.	English Learners, Low Income, Foster Youth	10,000 LCFF- Supplemental 4000-4999: Books And Supplies Pinetree Community School will purchase additional standards aligned materials to support core content for all students including English Learners, Foster Youth, students with disabilities and Low Income Students
2.3	To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, Pinetree Community School will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and	English Learners, Low Income, Foster Youth	1,375 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Pinetree Community School will compensate teacher extra

	enrichment activities during and outside the school day in order to support mastery of grade level standards.		hours for collaboration and leadership meetings
2.4	To address students not meeting grade level standards on state and local assessments, Pinetree Community School will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for all students including English Learner, Foster Youth and Low Income students.	English Learners, Low Income, Foster Youth	1,375 District Funded None Specified Pinetree Community School will compensate teacher conference attendance
2.5	Pinetree Community School will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.	English Learners, Low Income, Foster Youth	0 District Funded None Specified English Development minutes offered during instructional hours to support academic success and language acquisition
2.6	Pinetree Community School will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learners	0 District Funded None Specified
2.7	Pinetree Community School will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learners	0 District Funded None Specified
2.8	For unduplicated students who are not meeting grade level standards, Pinetree Community School will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Learners, Foster Youth, Low Income	0 District Funded None Specified ELOP-District only
2.9	Pinetree Community School will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	All Students	0 District Funded None Specified
2.10	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners and Foster Youth students who may have limited access to literacy materials at home.	English Learners, Foster Youth, Low Income	0 District Funded None Specified
2.11	To address the underperformance on state and local assessment, Pinetree Community School will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.	English Learners, Foster Youth, Low Income	0 District Funded None Specified 20,223.93 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Pinetree Community School will pay for a curriculum specialist to support core instruction

2.12	To ensure low income students receive opportunities to develop creativity and innovative practices, Pinetree Community School will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income	84,340.00 Prop 28 1000-1999: Certificated Personnel Salaries Pinetree will pay for a music teacher salary through Prop 28 funding 3,800 Prop 28 4000-4999: Books And Supplies Pinetree will purchase supplies to support music program (sonic board, sound system, instruments, posters, music stands) through Prop 28 funding
2.13	Pinetree Community School will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students.	English Learners Foster Youth Low Income	0 LCFF- Supplemental 4000-4999: Books And Supplies
2.14	To support equitable access to differentiated instruction and access to online curricular programs, Pinetree Community School will provide and train Computer Lab Assistants at all sites to support low income students in the use of technology to meet grade level standards.	English Learners Foster Youth Low Income	0 LCFF- Supplemental 2000-2999: Classified Personnel Salaries
2.15	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Learner Foster Youth Low Income	0 District Funded None Specified

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.

Students participated in small group instruction during the school day focused on early literacy skills. Teachers received training in utilizing Math Genius Squad to provide best Tier 1 instruction and Tier 2 support.

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

Funds earmarked to support small group instruction outside of the school day had to be reallocated in response to a lack of teacher participation until midway through the year.

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.

No major changes were made.

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.

Family and Community Engagement and Involvement

By June 2025, the percentage of educational partners who feel all families and the broader community are welcomed and are partners in supporting the whole child will increase on LCAP survey results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All families and the broader community are welcomed and are partners in supporting the whole child.

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.

Approximately 30%-40% of students in grades 2nd-6th do not know if their school works with their families to make sure they are doing their best or if their teachers communicate with their families when they are having challenges learning, and approximately 89% of parent responses indicated they feel that parent and student engagement is a high priority

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
Increased interaction between families and school staff on Parent Square	To date, 61% of families have interacted with Parent Square (commenting, appreciating, volunteering)	By end of the 2025 school year, 70% of families will interact with Parent Square
Increased parent attendance at ELAC meetings	Pinetree has historically struggled to get families of English learners to attend ELAC meetings. During the 2023-2024 school year, two families attended the ELAC meetings	During the 2024-2025 school year, a minimum of 5 families will regularly attend ELAC meetings.

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	Pinetree Community School will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	Low Income and English Learners	0 PTA None Specified Parent Education Curriculum and Family Nights 3,064.06 LCFF- Supplemental 2000-2999: Classified Personnel Salaries

			Pinetree Community School will pay for office assistant hours to support communication with families
3.2	Pinetree Community School will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	English Learners	151.97 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Pinetree Community School will pay for translation services for families
3.3	Pinetree Community School will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	All Students	District Funded None Specified 4,500 LCFF-Base 1000-1999: Certificated Personnel Salaries Pinetree Community School will pay for teacher extra duty for advisory group meetings outside of contractual day
3.4	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.	English Learners	0 District Funded None Specified
3.5	To assure low income and Foster Youth students have awareness and access to community services, Pinetree Community School will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	Low Income and Foster Youth	0 District Funded None Specified District Student and Family Wellness Collaborative

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.

Families were welcomed to an increased number of family nights, which were positively attended.

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

No major differences occurred between intended and actual implementation of family events.

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.

Monies allocated to support teacher extra duty for advisory groups may be shifted to address student needs.

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.

Supporting the Whole Child

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

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 fell into the red performance level, causing Pinetree to remain in ATSI for the upcoming school year. Data from the California Dashboard shows that 13.6% of students at Pinetree Community School are chronically absent.

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
Increase daily attendance	In the 2023-2024 school year, 58% of students have excellent or satisfactory attendance, this is an increase of 8% from the previous year.	The number of students reported to have excellent or satisfactory attendance will increase to 65% by the end of the 2024-2025 school year
Decrease daily tardies	On average in the 2023-2024 school year, 34 students were tardy daily.	The number of students that are marked tardy daily will decrease by 20% in the coming school year.
Decrease percentage of English Learners being suspended	Data from the California Dashboards shows that 6.5% of English Learners were suspended at least once	The percentage of English Learners being suspended will decrease by 1%

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	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	All Students	0 District Funded None Specified Students to complete surveys
4.2	To remove barriers for low income students from accessing their academic program, the district will	Low Income	0 District Funded None Specified

	provide counseling to support social/emotional wellness and academic success in school.		Counseling Services to be provided by social worker, school psych, and Hart counselor 0 District Funded None Specified Regular check in and collaboration meetings with social worker, school psych, Hart counselor, and principal to monitor new referrals and status of students receiving services
4.3	To remove barriers for students from accessing their academic program, the District will provide counseling services to support social/emotional wellness and academic success in school.	All students	0 District Funded None Specified
4.4	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learners, Foster Youth, Low Income	0 District Funded None Specified
4.5	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, the District will provide Social Workers and support personnel to provide comprehensive services.	Low Income, Foster Youth, Homeless	657.25 LCFF- Supplemental None Specified Pinetree will pay for social workers, materials, supplies
4.6	To support student connectedness and build positive relationships at the school site, the District will provide positive academic and behavior programs that promote student engagement for unduplicated students.	English Learners, Foster Youth, Low Income	0 District Funded None Specified social emotional programs 3,000.00 LCFF- Supplemental 4000-4999: Books And Supplies Pinetree will pay for resources to support SEL and restorative practices
4.7	To support student engagement and connectedness, schools will promote a positive school climate to foster youth development and academic achievement.	All students	0 District Funded None Specified
4.8	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities	0 District Funded None Specified

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.

In person enrichment and social emotional activities were offered and received positively by school community. These were offered to whole classes during the day as well as during student recess and lunch breaks.

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

No major differences occurred between intended and actual implementation of family events.

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.

Pinetree no longer retains its status as a Title I school, and will no longer have a 50% social worker to support students. This will be shifted to a shared social worker with several sites. The District will provide social/emotional support resources to Pinetree students.

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$175,129.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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 (\$)
District Funded	\$1,375.00
LCFF- Supplemental	\$43,000.93
LCFF-Base	\$42,613.07
Prop 28	\$88,140.00
PTA	\$0.00

Subtotal of state or local funds included for this school: \$175,129.00

Total of federal, state, and/or local funds for this school: \$175,129.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Base	59,655.00	17,041.93
LCFF- Supplemental/Concentration	27,822.00	27,822.00
PTA		
Title I	51,489.00	51,489.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	1,375.00
LCFF- Supplemental	43,000.93
LCFF-Base	42,613.07
Prop 28	88,140.00
PTA	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	90,215.00
2000-2999: Classified Personnel Salaries	24,742.56
4000-4999: Books And Supplies	58,139.19
None Specified	2,032.25

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	1,375.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	1,375.00

2000-2999: Classified Personnel Salaries	LCFF- Supplemental	23,439.96
4000-4999: Books And Supplies	LCFF- Supplemental	17,528.72
None Specified	LCFF- Supplemental	657.25
1000-1999: Certificated Personnel Salaries	LCFF-Base	4,500.00
2000-2999: Classified Personnel Salaries	LCFF-Base	1,302.60
4000-4999: Books And Supplies	LCFF-Base	36,810.47
1000-1999: Certificated Personnel Salaries	Prop 28	84,340.00
4000-4999: Books And Supplies	Prop 28	3,800.00
None Specified	PTA	0.00




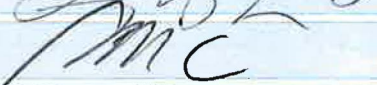


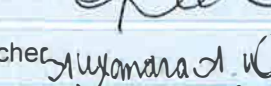
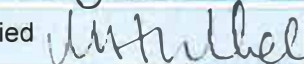
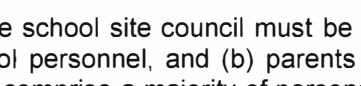
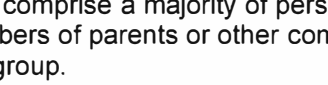
Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,641.79
Goal 2	121,113.93
Goal 3	7,716.03
Goal 4	3,657.25

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
Stephanie Cruz, Principal 	Principal
Trisha Kendra, PTA President/Parent 	Parent or Community Member
Erika Gonzalez, Parent 	Parent or Community Member
Quinten Branch, Parent 	Parent or Community Member
Puri McWilliams, Parent 	Parent or Community Member
Danielle Bartos, Parent 	Parent or Community Member
Mike Adachi, Teacher 	Classroom Teacher
Valarie Tyler-Mims, Teacher 	Classroom Teacher
Alexandra Winslow, Teacher 	Classroom Teacher
Michelle Hubbell, Classified 	Other School Staff

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

Recommendations and Assurances

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

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

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

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


Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05.07.24.

Attested:

	Principal, Stephanie Cruz on 05.07.24
	SSC Chairperson, Erika Gonzalez on 05.07.24