School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pinetree Community School	19-65045	May 25, 2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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 2022 Dashboard due to English Learner (EL) and Students with Disabilities (SWD) 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every year, the District conducts surveys of staff, parents and students to provide information on instruction, safety, communication, and programs.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators conduct frequent classroom observations to support teachers in standards implementation, classroom management, and monitoring of programs. Data from these classroom observations inform decisions regarding professional development and program implementation. Classroom observations consist of formal and informal observations, and include daily walkthroughs of classrooms.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The District uses data from State and local assessments to monitor student progress, inform instructional decisions, and improve student achievement. At the beginning of the year, teachers participate in data analysis sessions to review the prior year state assessments, examine beginning of the year assessments, and reflect on other forms of data to determine implications for instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Throughout the school year, school site administrators, teachers, and district administrators utilize curriculum-embedded assessments and other formative assessments to participate in ongoing cycles of inquiry. Data is collected and analyzed in order to implement a multi-tiered system of support to meet academic and socio-emotional needs of all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District's Personnel Division is committed to ensuring that all currently hired and future hired teachers meet the highly qualified teacher requirements. Currently, 100% of teachers in Sulphur Springs Union School District are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Currently 100% of teachers in Sulphur Springs Union are credentialed teachers. Professional development on SBE-adopted curriculum takes place at the beginning of the year before school starts, and continues throughout the year. Professional development also includes content on the CA Common Core Standards, the English Language Development Standards, and the Next Generation Science Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Sulphur Springs Union School District provides high-quality professional development for teachers, principals, district administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), district initiatives, priority standards, and data across the district on how best to meet students' instructional needs. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Sulphur Springs Union School District's Educational Services Department continues to provide ongoing support to teachers and administrators through the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, two Educational Program Coordinators, and one Teacher on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data and being a critical thought partners in analyzing data and making informed instructional decisions regarding programs and services.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

During each site's Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

State-adopted standards aligned textbooks are utilized across all core curricular areas to meet Williams compliance. Each year, the District updates a curriculum guide that focuses on priority standards in the content areas.
After the release of the report "Addressing Unfinished Learning After Covid-19" by the Council of Great City Schools (June 2020), the District's Educational Services Department met with a cohort of teachers and administrators in early July to discuss instructional priorities when starting the 2020-2021 academic school year. During AdCo meetings and PD sessions, the team focused on three of the principles contained in the report: 1). Stick to grade-level content and instructional rigor, 2) Focus on depth of instruction and instructional rigor, and 3) Prioritize content and learning. The team utilized the June 2020 report from Student Achievement Partners titled "2020-2021 Priority Instructional Content in English-Language Arts and Mathematics" to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school implements the minimum required instructional minutes. In many classrooms teachers are teaching beyond the minimum requirement, in order to meet students' instructional needs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The school implements a multi-tiered system of support to target students' instructional needs. Students are identified for intervention based on data from state, district, and curriculum-embedded assessments.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs. In English-Language Arts and English Language Development, the school utilizes Benchmark Advance. In Math, the school utilizes Math Expressions. Both Benchmark Advance and Math Expressions include an online platform in which teachers and students can access the content digitally. In Social Studies and Science, the school utilizes the state-adopted textbooks in conjunction with online standards-based resources to supplement instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Centralized and site funds are used to support all student groups, including English Learners, homeless students, foster youth and students with disabilities. Funds are used to support professional development needs and/or instructional programming.

Evidence-based educational practices to raise student achievement

The school site continues to utilize research-based educational practices to support students in attaining grade-level proficiency. Data is analyzed to drive instruction and determine professional development needs. The District and school site provides regular opportunities for collaboration and school leaders participate in ongoing professional development to stay abreast of research-based instructional practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school site implements a multi-tiered system of support to determine how best to support students academically and socio-emotionally. The site has a variety of resources to support underperforming students, including intervention programs, counseling services, the District's Family Resource Center, and access to the District Social Worker. Additionally, teachers and staff participate in ongoing professional development to meet these needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through the School Site Council. The School Site Council establishes, plans, and reviews the School Plan for Student Achievement annually. Additionally, the principal provides information and elicits input from the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and all other stakeholders.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and site funds are used to support students in all subgroups through professional development, the implementation of intervention programs, purchasing supplementary materials, providing workshops for parents, and any other services as needed.

Fiscal support (EPC)

The school site receives funding through the Local Control Funding Formula, which includes Base and Supplemental/Concentration funds. Some sites receive Title I funds. Additionally, the site receives monies from various grants and from the PTA.

Educational Partner Involvement

How, when, and with whom did the 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 March 2023.
Input from parents through Comprehensive Needs Assessment March-April 2023.
Input from parents in ELAC meeting on April 11, 2023
Input from leadership team leads in regards to team needs April 19, 2023.
Input from School Site Council on April 28, 2023 and May 25, 2023.
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.

A factor that directly impacts the student experience and can create resource inequities is instructional time and attention. This area of need is being reviewed by stakeholders to determine how our school can better meet the needs of all learners and provide an equitable learning

experience for all learners. The target areas being monitored are: instructional time spent on areas of high priority, differentiation within the classroom to better support students with greater needs in academic areas, and analyzing daily schedules to increase time on learning and ensure the learning is appropriate, rigorous, and high priority.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	110	100	111
Grade 1	82	88	79
Grade 2	88	81	92
Grade3	92	89	82
Grade 4	76	81	87
Grade 5	67	63	85
Grade 6	81	70	64
Total Enrollment	596	572	600

Conclusions based on this data:

1. Pinetree's kindergarten, 5th, and 6th grade have seen steady decrease in numbers over the past few years.
2. The number of fourth grade students has increased each year.
3. First, second, and third grade student populations have increased and decreased over the past few years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	32	30	36	5.40%	5.2%	6.0%
Fluent English Proficient (FEP)	22	26	23	3.70%	4.5%	3.8%
Reclassified Fluent English Proficient (RFEP)	4	2	3	12.5%	0.3%	0.5%

Conclusions based on this data:

1. The total number of students who are classified as English Learners has decreased slightly each year.
2. The number and percentage of Fluent English Proficient Students has remained relatively consistent over the past three school years.
3. The number of Reclassified Fluent English Proficient students peaked in the 19-20 school year. The number of students being reclassified has remained consistent since the 20-21 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	89	84		0	84		0	84		0.0	100.0	
Grade 4	74	82		0	82		0	82		0.0	100.0	
Grade 5	66	65		0	65		0	65		0.0	100.0	
Grade 6	81	73		0	73		0	73		0.0	100.0	
All Grades	310	304		0	304		0	304		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	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.			25.00			19.05			34.52			21.43	
Grade 4		2492.			32.93			25.61			23.17			18.29	
Grade 5		2519.			24.62			36.92			21.54			16.92	
Grade 6		2531.			20.55			32.88			28.77			17.81	
All Grades	N/A	N/A	N/A		25.99			27.96			27.30			18.75	

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			59.52			14.29	
Grade 4		20.73			65.85			13.41	
Grade 5		20.00			72.31			7.69	
Grade 6		12.33			64.38			23.29	
All Grades		20.07			65.13			14.80	

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			55.95			33.33	
Grade 4		24.39			64.63			10.98	
Grade 5		12.31			69.23			18.46	
Grade 6		17.81			60.27			21.92	
All Grades		16.45			62.17			21.38	

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			75.00			13.10	
Grade 4		17.07			74.39			8.54	
Grade 5		16.92			73.85			9.23	
Grade 6		8.22			75.34			16.44	
All Grades		13.49			74.67			11.84	

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			66.67			13.10	
Grade 4		24.39			62.20			13.41	
Grade 5		27.69			61.54			10.77	
Grade 6		23.29			60.27			16.44	
All Grades		23.68			62.83			13.49	

Conclusions based on this data:

1. All grade levels saw a post COVID decrease in the percentage of students exceeding standards overall in ELA. We need to continue to focus on priority standards and ensuring that best practices for Tier 1 Instructional Strategies are being implemented in all classrooms.
2. Third grade students pre COVID, compared to third grade students post COVID saw the biggest decrease in all grade levels of percentage of students meeting standards. We need to focus on implementing targeted small group instruction, and
continue to develop strong reading foundations for our TK - 2 grade students through Orton Gillingham.
3. Our strongest claim area continues to be in the Listening claim area, with the least percentage of students scoring below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	89	84		0	84		0	84		0.0	100.0	
Grade 4	74	82		0	82		0	82		0.0	100.0	
Grade 5	66	65		0	65		0	65		0.0	100.0	
Grade 6	81	73		0	73		0	73		0.0	100.0	
All Grades	310	304		0	304		0	304		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	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.			20.24			30.95			22.62			26.19	
Grade 4		2475.			18.29			34.15			25.61			21.95	
Grade 5		2502.			20.00			20.00			32.31			27.69	
Grade 6		2522.			20.55			23.29			26.03			30.14	
All Grades	N/A	N/A	N/A		19.74			27.63			26.32			26.32	

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			53.57			23.81	
Grade 4		28.05			42.68			29.27	
Grade 5		20.00			49.23			30.77	
Grade 6		19.18			50.68			30.14	
All Grades		22.70			49.01			28.29	

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			52.38			25.00	
Grade 4		24.39			51.22			24.39	
Grade 5		21.54			56.92			21.54	
Grade 6		9.59			57.53			32.88	
All Grades		19.74			54.28			25.99	

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			64.29			17.86	
Grade 4		25.61			53.66			20.73	
Grade 5		9.23			73.85			16.92	
Grade 6		19.18			60.27			20.55	
All Grades		18.42			62.50			19.08	

Conclusions based on this data:

1. Almost 30% of students are performing below standard in Concepts and Procedures and are demonstrating that this is not an area of strength for most students. We need to focus instruction on application of math skills.
2. Overall, all students are showing a relative strength in Communicating Reasoning, with around 81% of students above, at, or near mastery.
3. The percentage of all students nearly meeting or meeting standards overall in math stayed very similar pre and post COVID. With the exception of 4th grade, the percentage of all other grades exceeding standards declined following COVID.

School and Student Performance Data

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	*	*		*	*		*	*		*	5	
1	*	*		*	*		*	*		4	*	
2	*	*		*	*		*	*		6	4	
3	*	*		*	*		*	*		5	4	
4	*	*		*	*		*	*		*	5	
5	*	*		*	*		*	*		4	*	
6	*	*		*	*		*	*		*	5	
All Grades										26	29	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	11.54	17.24		42.31	44.83		38.46	31.03		7.69	6.90		26	29	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	38.46	44.83		38.46	34.48		15.38	17.24		7.69	3.45		26	29	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	7.69	13.79		23.08	27.59		46.15	34.48		23.08	24.14		26	29	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	46.15	48.28		46.15	48.28		7.69	3.45		26	29	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	30.77	41.38		57.69	48.28		11.54	10.34		26	29	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	19.23	17.24		46.15	51.72		34.62	31.03		26	29	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	11.54	24.14		73.08	51.72		15.38	24.14		26	29	

Conclusions based on this data:

1. In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 11 or fewer students had tested.

2. There was a slight increase overall in students demonstrating a well developed mastery overall in the ELPAC between 20/21-21/22.

3. Speaking, listening, and writing domains show an increase in number of students scoring in the well developed range between 20/21-21/22. Writing showed a large increase in number of students showing beginning level mastery in the writing domain. This will be an area of focus for the school year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
572	**50.0**	**5.2**	**0.5**
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	30	5.2
Foster Youth	3	0.5
Homeless	2	0.3
Socioeconomically Disadvantaged	286	50.0
Students with Disabilities	73	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	3.1
American Indian	3	0.5
Asian	13	2.3
Filipino	27	4.7
Hispanic	264	46.2
Two or More Races	43	7.5
Pacific Islander		
White	196	34.3

Conclusions based on this data:

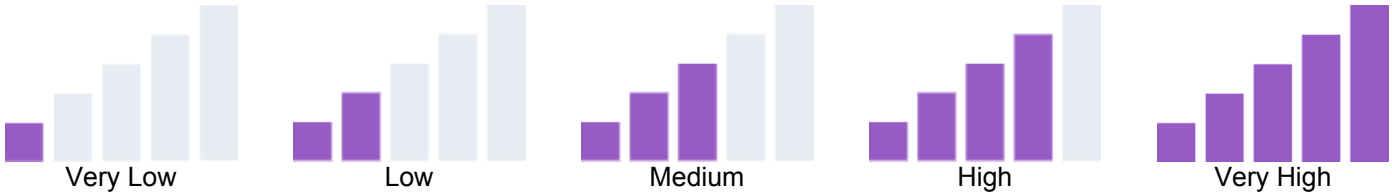
1. The last recorded student population total was 572.
2. 50% of the student population qualified for free or reduced meals.
3. Just over five percent of the student population is comprised of English Learners.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: High	Suspension Rate: Low
Mathematics: Medium		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. Both Language Arts and Math student academic performances are in the medium level meaning that performance is satisfactory, indicating that their is continued room for student growth to support performance at or above standard.
2. Chronic absenteeism is in the high level indicating that attendance is an area identified for improvement. This will be a continued school wide focus.

3. Suspension Rate is low, however, this continues to be a priority area. Our school focus is on developing a trauma informed staff supporting the social emotional development of all students. Shifting the focus to why students misbehave, and providing tools and strategies instead of repeatedly punishing them should decrease the number of suspensions and behavior issues.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	0	3	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	
9.0 points above standard	11.0 points below standard	
289 Students	29 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Medium	Very Low
	0.4 points below standard	72.0 points below standard
	148 Students	47 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students	No Performance Level 1 Student	No Performance Level 37.0 points above standard 11 Students	No Performance Level 43.8 points above standard 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 2.0 points above standard 136 Students	No Performance Level 22.5 points above standard 22 Students		Medium 6.6 points above standard 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
75.9 points below standard 15 Students	58.5 points above standard 14 Students	12.9 points above standard 252 Students

Conclusions based on this data:

1. English Learner and Students with Disabilities groups scored well below standard.
2. Reclassified English Learners are scoring well above English Only and English Learner students.
3. Our student population, as a whole, is scoring slightly above standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

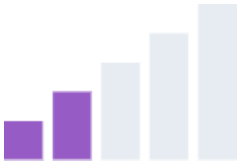
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	1	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	
15.9 points below standard	34.4 points below standard	
289 Students	29 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	Very Low
	29.8 points below standard	107.6 points below standard
	148 Students	47 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students	No Performance Level 1 Student	No Performance Level 39.2 points above standard 11 Students	No Performance Level 10.9 points above standard 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 26.3 points below standard 136 Students	No Performance Level 5.6 points above standard 22 Students		Medium 16.5 points below standard 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.3 points below standard 15 Students	34.1 points above standard 14 Students	13.5 points below standard 252 Students

Conclusions based on this data:

1. Reclassified English Learners scored 34 points above standard, the highest of any subgroup.
2. English Learners, Socioeconomically Disadvantaged, and Students with Disabilities groups scored significantly below standard.
3. As a whole, our student population is scoring an average of 16 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

43.5 making progress towards English language proficiency

Number of EL Students: 23 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.

2022 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
26.1%	30.4%	0.0%	43.5%

Conclusions based on this data:

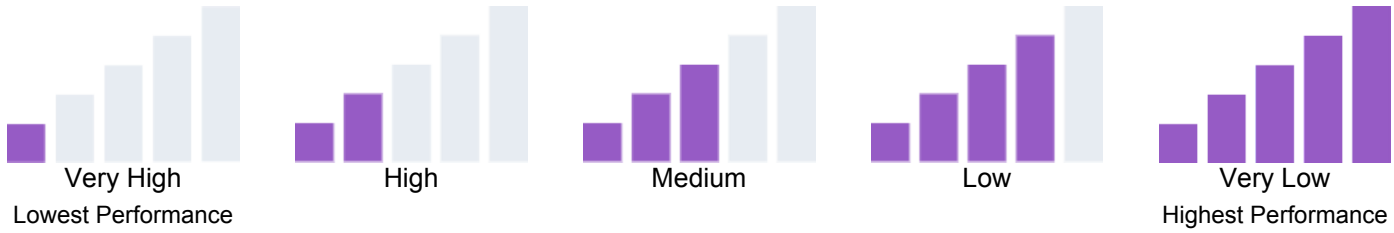
1. There were a total of 23 English Learners.
2. Ten students progressed at least one ELPI level.
3. Six students decreased one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

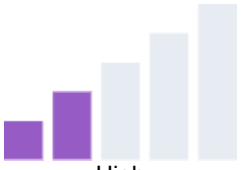
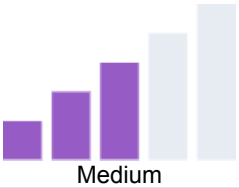
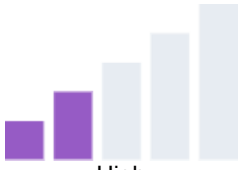
Very High	High	Medium	Low	Very Low
3	2	1	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
15.8% Chronically Absent	21.9% Chronically Absent	Less than 11 Students
609 Students	32 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	22.3% Chronically Absent	26.9% Chronically Absent
2 Students	301 Students	104 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
33.3% Chronically Absent	Less than 11 Students	15.8% Chronically Absent	3.6% Chronically Absent
21 Students	3 Students	19 Students	28 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	Medium	No Performance Level	High
20% Chronically Absent	9.4% Chronically Absent	Less than 11 Students	11.3% Chronically Absent
280 Students	53 Students	1 Student	204 Students

Conclusions based on this data:

1. An average of almost 16% of entire student population falls into the chronically absent category. Attendance will continue to remain a focus for improvement.
2. Our English Learners, Socioeconomically Disadvantaged, and Students with Disabilities groups have very high percentages of students that are chronically absent. Attendance will continue to remain a focus for improvement.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

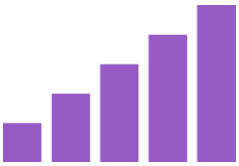
Very High	High	Medium	Low	Very Low
0	0	3	1	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
1% suspended at least one day	0% suspended at least one day	Less than 11 Students
624 Students	32 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
Less than 11 Students	1.6% suspended at least one day	2.8% suspended at least one day
3 Students	311 Students	107 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
4.5% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
22 Students	3 Students	19 Students	29 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Low	Very Low	No Performance Level	Medium
0.7% suspended at least one day	0% suspended at least one day	Less than 11 Students	1.4% suspended at least one day
286 Students	53 Students	1 Student	211 Students

Conclusions based on this data:

1. Decreasing suspension rate and increasing restorative and self regulation practices will continue to remain a school focus.
2. Students with Disabilities had the highest percentage of subgroups with suspended students.
3. Our student population, as a whole, has a low rate of student suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Involvement

LEA/LCAP Goal

Effective teaching and administration

Goal 1

Work with the district office 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

In the 2023 Renaissance Mid Year Assessment, 64% of students at Pinetree Elementary in grades 1-6 scored in proficient levels in Reading. In the 2023 Renaissance Math Mid Year Assessment, 71% of students in grades 1-6 scored in proficient levels in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase proficiency in Reading	64% of students in grades 1-6, scored in the proficient levels on the 2023 Renaissance Mid Year Reading scores	71% proficient on the 2023 Renaissance End of the Year Math scores
Increase proficiency in Math	71% of students in grades 1-6, scored in the proficient levels on the 2023 Renaissance Mid Year Math scores.	75% proficient on the 2023 Renaissance End of the Year Reading scores.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Work with District Office personnel to recruit and retain highly qualified staff using the District's evaluation procedures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Recruitment-District Funded
0	District Funded 1000-1999: Certificated Personnel Salaries LSTs will continue to provide coaching and peer observation opportunities to teachers
0	District Funded 1000-1999: Certificated Personnel Salaries Admin will conduct weekly informal observations of classrooms at various times throughout the day to monitor Tier 1 practices occurring in each classroom.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Work with District Office to provide current CA State approved textbooks and materials in core subject areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
14026.65	LCFF-Base 4000-4999: Books And Supplies materials to support the basic program in core subject areas
0	District Funded 4000-4999: Books And Supplies District purchased access to Math Genius Squad to support best practices in math instruction

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement a maintenance plan to repair and maintain facilities and play areas to support students' learning in safe and secure facilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
15,043.00	LCFF-Base 4000-4999: Books And Supplies Custodial Supplies
0	District Funded None Specified Regular campus walks with day custodian and Maintenance and Operations personnel

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain noon supervisors to support all students' safety and supervision.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
636.00	LCFF-Base 2000-2999: Classified Personnel Salaries Noon Supervisor extra hours for meetings and student support outside of regular hours.
57.05	LCFF-Base 3000-3999: Employee Benefits Benefits for Noon Supervisor extra hours for meetings and student support outside of regular hours.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Conduct monthly safety drills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
200.00	LCFF-Base 4000-4999: Books And Supplies Safety supplies
0	LCFF-Base 1000-1999: Certificated Personnel Salaries Implement strategies and suggestions from School Site Council to support communication and safety procedures during disaster drills (funds used are documented in certificated extra hours for advisory groups Goal 3 Strategy 3)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Pinetree will proactively engage families of low income, homeless, and Foster Youth students by regularly monitoring attendance and by providing families resources to remove barriers and allow parents to communicate and engage with school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4,919.38	LCFF-Base 2000-2999: Classified Personnel Salaries Office assistant hours to support communication and monitor attendance
2738.63	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Office assistant hours too support communication and monitor attendance
1809.84	LCFF-Base 3000-3999: Employee Benefits Benefits for office assistant

1007.54	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for office assistant
400.00	LCFF-Base 4000-4999: Books And Supplies Office Supplies
200.00	LCFF-Base 5000-5999: Services And Other Operating Expenditures Postage Costs
0	Title I 1000-1999: Certificated Personnel Salaries School Social Worker will work with site admin and families to monitor attendance, communicate with families, and increase student attendance (funds used are documented in social worker salary Goal 4 Strategy 2)
0	District Funded 4000-4999: Books And Supplies School Social Worker and admin will provide attendance incentives to increase daily attendance of low income, homeless and foster youth.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Unduplicated Students

Strategy/Activity

Transportation will be provided to and from Pinetree Community School for unduplicated student populations living outside allowable zones to walk to school to remove barriers from accessing their educational program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures District Funded transportation

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

All strategies were implemented to strengthen student engagement.

Briefly 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.

During the 23-24 school year, an increased amount of funds and social worker & admin time will be focused on increasing student attendance to ensure all students have consistent access to the core curriculum. (Goal 1, Strategy 6)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Proficiency in reading/language arts
Proficiency in math
Proficiency for high priority students

Goal 2

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

In the 2022-2023 school year 24% of English Learners at Pinetree are designated as LTELs (Long Term English Learners).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase proficiency in Math	15% of English learners met or exceeded standard in the math portion of the CAASPP	20% of English learners will meet or exceed standard in the ELA portion of the CAASPP
Increase proficiency in Reading	18% of English learners met or exceeded standard in the ELA portion of the CAASPP	25% of English learners will meet or exceed standard in the ELA portion of the CAASPP
Increase number of EL students Reclassifying	In 2022-2023, 3 students were Reclassified	In 2023-2024, Reclassifications will increase by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income, Foster Youth

Strategy/Activity

Professional development for teachers to address academic and social/emotional needs focused on differentiation, use of multiple modalities, ways to utilize technology, as well as addressing social/emotional needs of students, specifically English Learners, Low Income Students, and Foster Youth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries District Provided professional development
0	District Funded 1000-1999: Certificated Personnel Salaries Staff meetings focused 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
0	District Funded None Specified District purchased ELLevation to monitor EL progress, analyze EL data, and access strategies and activities to support EL access to curriculum and language acquisition

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Low Income, Foster Youth

Strategy/Activity

Pinetree will provide California State supplementary standards based materials for English Learners, Foster Youth, and Low Income Students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
331.42	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies additional standards aligned materials to support core content for English Learners, Foster Youth, students with disabilities and Low Income Students
1932.60	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies

	intervention materials to support unfinished learning and enrichment, focusing on English learners and students with disabilities

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income, Foster Youth

Strategy/Activity

To address the learning needs of English Learners, Low Income students, and Foster Youth, teachers will be provided with collaboration time to support student learning by monitoring student data, providing interventions to mitigate unfinished learning, and enrichment activities during and outside the learning day to support mastery of grade level standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
18,084.68	LCFF-Base 2000-2999: Classified Personnel Salaries instructional aide to support split classes/intervention
1622.20	LCFF-Base 3000-3999: Employee Benefits benefits instructional aide to support split classes/intervention

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income, Foster Youth

Strategy/Activity

Professional development, conferences and workshops will be offered to teachers to support the educational program in all content areas to address standards based instruction and mitigate unfinished learning for English Learners, Low Income students, and Foster Youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded None Specified

	District offered professional development

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Low Income

Strategy/Activity

Pinetree will offer protected instructional minutes for teachers to support mastery of English Proficiency and grade level standards for English learners and Low Income students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded None Specified English Development minutes offered during instructional hours to support academic success and language acquisition

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Site and district staff will be trained to administer the Initial English Language Proficiency Assessment for California (ELPAC) to support English Learners in the mastery of English.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Staff will be trained to administer the ELPAC summative exam

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated Students

Strategy/Activity

For unduplicated students not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate the effects of unfinished learning. Additionally, enrichment will be offered to positively influence academic achievement levels.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Winter and Summer Academy provided by the district
2000	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries before/after school intervention to support academic progress of English learners and students with disabilities

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Sixth grade students

Strategy/Activity

Pinetree will continue articulation with the Willam S. Hart School District to support students transitioning to junior high school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded None Specified Pinetree staff will work with Hart District to support 6th grade students transitioning to junior high school

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income Students, English Learners, Foster Youth

Strategy/Activity

Library Resource Technicians will assist teachers by providing access to a wide variety of literary sources for low income students who may have limited access to literary materials at home.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded None Specified Half time library tech to support access to reading materials

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income Students, English Learners, and Foster Youth

Strategy/Activity

To support Low Income Students, English Learners, Foster Youth who may show underperformance on state and local assessments, LSTs (Learning Support Teachers) will provide coaching and intervention support for teachers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries LST to support student learning by providing coaching to/with their peers and providing model lessons to teachers focusing on English learners and students with disabilities
0	District Funded 3000-3999: Employee Benefits LST to support student learning by providing intervention 5 days/wk for 30 minutes, and coaching/doing model lessons with teachers

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Arts integration will be implemented by Pinetree teachers to help ensure that low income students receive opportunities to develop creativity and innovative practices through Visual and Performing Arts

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded None Specified Teachers will integrate VAPA in the classroom
70,901.60	1000-1999: Certificated Personnel Salaries music teacher
17,725.40	4000-4999: Books And Supplies supplies for music classes

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income Students, English Learners, Foster Youth

Strategy/Activity

Devices will be provided to support instruction and to assist with closing the achievement gap for Low Income Students, English Learners, and Foster Youth

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded None Specified District provided 1:1 access to digital devices for all students TK-6

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

The computer lab technician at Pinetree will work to help low income students to support equitable access to differentiated instruction and access to online curricular programs. The computer lab technician will also support the use of technology to meet grade level standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries Computer lab technician

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income Students, English Learners, Foster Youth

Strategy/Activity

A strong early childhood program that promotes healthy social/emotional development, assists with english language acquisition, and helps to build a strong academic foundation to narrow the opportunity gap of Low Income Students, English Learners, Foster Youth will be implemented.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded None Specified Early Childhood Program

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall 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.There was a 1% increase in students scoring proficient on standardized mid year assessments between 21-22 and 22-23 school year.

Briefly 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.

During the 23-24 school year, additional instructional opportunities will be provided within the school day and outside of the school day (Goal 2, actions 8 and 11).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family and Community Engagement and Involvement

LEA/LCAP Goal

Parents and community

Goal 3

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

Identified Need

Increase home school connections and communication for families of all student groups

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased interaction between families and school staff on Parent Square	To date, 63% of families have interacted with Parent Square (commenting, appreciating, volunteering)	By end of 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 2022-2023 school year, no families attended the ELAC meetings	During the 2023-2024 school year, a minimum of 5 families will regularly attend ELAC meetings.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income and English Learners

Strategy/Activity

Increase home/school communication and engagement for families of low income and English Learners by providing families access to resources, educational, social/emotional, and or basic needs that further remove barriers from students accessing their educational program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	PTA None Specified Parent Education Curriculum and Family Nights
13170.34	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Family and Student Events and communication via school social worker
5740.00	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for school social worker

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Translation services will be provided to service the families of English Learners to remove language barriers that may impede families from information regarding their child's educational program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
139.00	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries translation services for families
12.47	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits benefits for translation services for families

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Advisory groups will continue at Pinetree (such as ELAC, SSC) to provide input to our school plans (SPSA, Safety Plans, etc) to further support the educational programs for all students, especially unduplicated students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1500.00	LCFF-Base 1000-1999: Certificated Personnel Salaries Extra duty for advisory groups
364.80	LCFF-Base 3000-3999: Employee Benefits Benefits for extra duty for advisory groups

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Pinetree and the district office will work to support the parents of English Learners who are scoring below proficiency by providing parent workshops, and educational resources to support parents with meeting the needs of their child to achieve grade level standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	LCFF-Base None Specified ELAC and Coffee with the Principal will be offered at a variety of times to best ensure family participation, virtual opportunities will also be offered
0	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Translation services mentioned in Goal 3 Strategy 2

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

To assure low income students have awareness and access to community services, the District will provide a Student and Family Wellness Collaborative to engage community, staff, and parents to provide children and families with social/emotional assistance as well as basic needs inside and outside of school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded None Specified District Student and Family Wellness Collaborative

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

On campus/in person community and family nights were held and received positively by school community.

Briefly 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.

Title 1 funds will be allocated to support a school social worker 2.5 days a week. (Goal 3, action 5)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Supporting the Whole Child

LEA/LCAP Goal

Effective teaching and administration

Goal 4

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

Identified Need

50% of students are attending school with excellent or satisfactory attendance in the 2022-2023 school year

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase daily attendance	In the 2022-2023 school year, 50% of students have excellent or satisfactory attendance.	The number of students reported as chronically absent will decrease by 20% in the 2023-2024 school year.
Decrease daily tardies	On average in the 2022-2023 school year, 28 students were tardy daily.	The number of students that are marked tardy daily will decrease by 20% in the coming school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded None Specified Students to complete surveys

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

To remove barriers for low income students from accessing their academic programs, counseling services will be provided to support social/emotional wellness and academic success in school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Counseling Services to be provided by social worker, school psych, and Hart counselor
0	District Funded 5000-5999: Services And Other Operating Expenditures 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
35608.68	Title I 1000-1999: Certificated Personnel Salaries Social Worker on site 2.5 days a week
15519.79	Title I 3000-3999: Employee Benefits Benefits for Social Worker on site 2.5 days a week

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income Students in Special Ed and General Ed classes

Strategy/Activity

To support the need for school engagement and connection in low income students in special and general education, Behavior intervention supervisors and assistants will provide behavior intervention techniques and strategies that benefit teachers and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries Provide behavior intervention strategies and techniques to classified staff
0	District Funded 1000-1999: Certificated Personnel Salaries Provide behavior intervention strategies and techniques to certificated staff during staff meetings
0	District Funded 1000-1999: Certificated Personnel Salaries Regular check ins and collaboration between site admin and District BCBA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income, Foster Youth, and Homeless Students

Strategy/Activity

To address barriers that limit Low Income, Foster Youth, and Homeless Students from receiving full benefit of their educational experience, the district social worker and school social worker will work with Pinetree to provide comprehensive services to students and their families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded None Specified District Social Worker and School Social Worker will collaborate to support Pinetree Pioneers in increasing daily attendance and minimizing daily tardies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Low Income

Strategy/Activity

To support student connectedness and build positive relationships, Pinetree will utilize positive academic and self regulation strategies and lessons that promote student engagement and well being.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Protected time provided during staff meetings for continued SEL professional development using Conscious Discipline, Zones of Regulation, and Social Thinking

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Promote school climate to enhance student connectedness and increase academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
609	LCFF-Base 4000-4999: Books And Supplies Purchase outdoor activities and supplies to support collaboration between students
0	District Funded 1000-1999: Certificated Personnel Salaries lunch book club with principal
750	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Before School Attendance Improvement

182.40	LCFF-Base 3000-3999: Employee Benefits Before School Attendance Improvement
290.00	Title I 1000-1999: Certificated Personnel Salaries Before School Attendance Improvement
70.53	Title I 3000-3999: Employee Benefits Before School Attendance Improvement

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall 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.

Briefly 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.

Title 1 funds will continue to be allocated to support the school social worker 2.5 days a week. (Goal 4, Strategy 3)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$227,593.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$51,489.00

Subtotal of additional federal funds included for this school: $51,489.00

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

State or Local Programs	Allocation ($)
	$88,627.00
District Funded	$0.00
LCFF- Supplemental/Concentration	$27,822.00
LCFF-Base	$59,655.00
PTA	$0.00

Subtotal of state or local funds included for this school: $176,104.00

Total of federal, state, and/or local funds for this school: $227,593.00

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	0.00
LCFF- Supplemental/Concentration	27822.00	0.00
PTA		
Title I	51,489.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	88,627.00
District Funded	0.00
LCFF- Supplemental/Concentration	27,822.00
LCFF-Base	59,655.00
PTA	0.00
Title I	51,489.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	124,220.62
2000-2999: Classified Personnel Salaries	26,517.69
3000-3999: Employee Benefits	26,386.62
4000-4999: Books And Supplies	50,268.07
5000-5999: Services And Other Operating Expenditures	200.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		70,901.60
4000-4999: Books And Supplies		17,725.40
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
3000-3999: Employee Benefits	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	15,920.34
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	2,877.63
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	6,760.01
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	2,264.02
1000-1999: Certificated Personnel Salaries	LCFF-Base	1,500.00
2000-2999: Classified Personnel Salaries	LCFF-Base	23,640.06
3000-3999: Employee Benefits	LCFF-Base	4,036.29
4000-4999: Books And Supplies	LCFF-Base	30,278.65
5000-5999: Services And Other Operating Expenditures	LCFF-Base	200.00
None Specified	LCFF-Base	0.00
None Specified	PTA	0.00
1000-1999: Certificated Personnel Salaries	Title I	35,898.68
3000-3999: Employee Benefits	Title I	15,590.32

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,038.09
Goal 2	112,597.90

Goal 3	20,926.61
Goal 4	53,030.40

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

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Stephanie Cruz, Principal	Principal
Adam Jennings, Parent	Parent or Community Member
Karina Calzada, Parent	Parent or Community Member
Elizabeth Santos, Parent	Parent or Community Member
Danielle Bartos, PTA/Parent	Parent or Community Member
Mike Adachi, Teacher	Classroom Teacher
Jennifer Guzman, Teacher	Classroom Teacher
Katlyn Grams, 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.

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

         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; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019

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

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Stephanie Cruz, Principal	Principal
Adam Jennings, Parent	Parent or Community Member
Karina Calzada, Parent	Parent or Community Member
Elizabeth Santos, Parent	Parent or Community Member
Danielle Bartos, PTA/Parent	Parent or Community Member
Mike Adachi, Teacher	Classroom Teacher
Jennifer Guzman, Teacher	Classroom Teacher
Katlyn Grams, 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.