

School Year: **2022-23**



# 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	April 21, 2022	June 22, 2022

## 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

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.

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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 two Teachers 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. Through a series of four workshop 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 as per SB 98, the State Bill that addresses modifications to instructional minutes as a result of shifts in learning models due to Covid-19 school closures. 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.

# Stakeholder 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 2022.  
Input from parents in ELAC meeting on April 21, 2022  
Input from leadership team leads in regards to team needs April 14, 2022.  
Input from School Site Council on April 21, 2022 and May 19, 2022.  
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.

Inequities in materials at home occur within all subgroups with general materials and technology. Funds allocated to purchase 1:1 technology and general supplies for in class and home use. Availability of home support by an adult varies for each child.



# 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		
	18-19	19-20	20-21
Kindergarten	104	111	110
Grade 1	82	88	82
Grade 2	83	87	88
Grade3	69	80	92
Grade 4	81	72	76
Grade 5	83	84	67
Grade 6	85	85	81
<b>Total Enrollment</b>	<b>587</b>	<b>607</b>	<b>596</b>

### Conclusions based on this data:

1. The Hispanic/Latino population remains the largest subgroup at Pinetree Community School.
2. The second largest subgroup over the past three years has consistently been the White population.
3. Pinetree Community School's overall student enrollment decreased this year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	44	37	32	7.5%	6.1%	5.4%
Fluent English Proficient (FEP)	21	21	22	3.6%	3.5%	3.7%
Reclassified Fluent English Proficient (RFEP)	2	10	4	4.5%	22.7%	10.8%

### 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 consistent over the past three school years.
3. The number of Reclassified Fluent English Proficient students peaked in the 19-20 school year. Although the number dropped the following year, it remained higher than in the 18-19 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	73	89	83	73	0	83	73	0	100	100	0.0
Grade 4	82	84	74	82	82	0	82	82	0	100	97.6	0.0
Grade 5	88	85	66	88	84	0	88	84	0	100	98.8	0.0
Grade 6	88	85	81	86	84	0	86	84	0	97.7	98.8	0.0
All Grades	341	327	310	339	323	0	339	323	0	99.4	98.8	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2443.	2441.		36.14	32.88		19.28	30.14		21.69	16.44		22.89	20.55	
Grade 4	2513.	2498.		47.56	40.24		21.95	26.83		12.20	13.41		18.29	19.51	
Grade 5	2525.	2531.		28.41	33.33		29.55	33.33		22.73	15.48		19.32	17.86	
Grade 6	2541.	2570.		19.77	30.95		38.37	34.52		26.74	23.81		15.12	10.71	
All Grades	N/A	N/A	N/A	32.74	34.37		27.43	31.27		20.94	17.34		18.88	17.03	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.51	30.14		46.99	47.95		26.51	21.92	
Grade 4	46.34	41.46		37.80	37.80		15.85	20.73	
Grade 5	31.82	38.10		47.73	40.48		20.45	21.43	
Grade 6	23.26	40.48		52.33	39.29		24.42	20.24	
All Grades	31.86	37.77		46.31	41.18		21.83	21.05	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.35	23.29		34.94	57.53		27.71	19.18	
Grade 4	42.68	32.93		39.02	47.56		18.29	19.51	
Grade 5	38.64	36.90		32.95	47.62		28.41	15.48	
Grade 6	34.88	33.33		50.00	58.33		15.12	8.33	
All Grades	38.35	31.89		39.23	52.63		22.42	15.48	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.92	30.14		55.42	58.90		15.66	10.96	
Grade 4	35.37	26.83		53.66	58.54		10.98	14.63	
Grade 5	26.14	26.19		63.64	61.90		10.23	11.90	
Grade 6	15.12	27.38		65.12	64.29		19.77	8.33	
All Grades	26.25	27.55		59.59	60.99		14.16	11.46	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.55	31.51		37.35	45.21		24.10	23.29	
Grade 4	39.02	32.93		48.78	48.78		12.20	18.29	
Grade 5	32.95	32.14		51.14	47.62		15.91	20.24	
Grade 6	36.05	42.86		50.00	47.62		13.95	9.52	
All Grades	36.58	34.98		46.90	47.37		16.52	17.65	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In grades 3 and 4, there is a steady decline in percentage of students exceeding standards overall in ELA testing. Grades 5 and 6 show an increase in percentage of students exceeding standards.
2. Overall, the percentage of students at all grades testing below standard in reading has stayed consistent at 21%. Students, at all grades, at or near standards have declined each year. Students, at all grade levels, above standard was consistent over the first two school years and then showed an increase in the last tested year.

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	73	89	83	73	0	83	73	0	100	100	0.0
Grade 4	83	84	74	83	82	0	83	82	0	100	97.6	0.0
Grade 5	88	85	66	88	84	0	88	84	0	100	98.8	0.0
Grade 6	88	85	81	87	84	0	87	84	0	98.9	98.8	0.0
All Grades	342	327	310	341	323	0	341	323	0	99.7	98.8	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2429.	2452.		18.07	24.66		32.53	36.99		30.12	24.66		19.28	13.70	
Grade 4	2478.	2483.		21.69	18.29		31.33	29.27		25.30	37.80		21.69	14.63	
Grade 5	2505.	2517.		21.59	29.76		18.18	19.05		27.27	23.81		32.95	27.38	
Grade 6	2549.	2555.		26.44	30.95		29.89	21.43		26.44	25.00		17.24	22.62	
All Grades	N/A	N/A	N/A	21.99	26.01		27.86	26.32		27.27	27.86		22.87	19.81	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.92	38.36		43.37	38.36		27.71	23.29	
Grade 4	28.92	24.39		42.17	47.56		28.92	28.05	
Grade 5	28.41	34.52		26.14	33.33		45.45	32.14	
Grade 6	43.68	39.29		34.48	29.76		21.84	30.95	
All Grades	32.55	34.06		36.36	37.15		31.09	28.79	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	27.71	34.25		43.37	43.84		28.92	21.92	
<b>Grade 4</b>	26.51	23.17		44.58	56.10		28.92	20.73	
<b>Grade 5</b>	22.73	29.76		44.32	45.24		32.95	25.00	
<b>Grade 6</b>	19.54	22.62		49.43	42.86		31.03	34.52	
<b>All Grades</b>	24.05	27.24		45.45	47.06		30.50	25.70	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	31.33	34.25		53.01	56.16		15.66	9.59	
<b>Grade 4</b>	31.33	28.05		42.17	51.22		26.51	20.73	
<b>Grade 5</b>	19.32	25.00		51.14	42.86		29.55	32.14	
<b>Grade 6</b>	25.29	30.95		48.28	45.24		26.44	23.81	
<b>All Grades</b>	26.69	29.41		48.68	48.61		24.63	21.98	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Overall, almost 30% of all students are demonstrating that Concepts and Procedures are not an area of strength. Almost 30% of students are performing below standard. We need to focus instruction on application of math skills.
2. Overall, all students are showing a relative strength in Communicating Reasoning, with around 49% of students at or near mastery.
3. 6th grade showed a sharp increase in percentage of students below standard in using appropriate tools and strategies to solve real world and mathematical problems. Math instruction needs to focus on problem solving and modeling.

# 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			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	*	*	*	*	*	*	*	*	*	7	*	
1	*	*	*	*	*	*	*	*	*	*	7	4	
2	*	*	*	*	*	*	*	*	*	*	5	6	
3	*	*	*	*	*	*	*	*	*	*	7	5	
4	*	*	*	*	*	*	*	*	*	*	4	*	
5	*	*	*	*	*	*	*	*	*	*	4	4	
6	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											42	37	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*		*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	54.76	32.43	11.54	*	40.54	42.31	*	18.92	38.46	*	8.11	7.69	42	37	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>1</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*	*	*	*
<b>3</b>	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>		*	*	*	*	*		*	*		*	*	*	*	*
<b>All Grades</b>	59.52	43.24	38.46	*	35.14	38.46	*	13.51	15.38	*	8.11	7.69	42	37	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*		*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>		*	*	*	*	*		*	*	*	*	*	*	*	*
<b>4</b>	*	*	*		*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>		*	*	*	*	*		*	*		*	*	*	*	*
<b>All Grades</b>	40.48	16.22	7.69	*	40.54	23.08	*	37.84	46.15	*	5.41	23.08	42	37	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	57.14	35.14	46.15	35.71	54.05	46.15	*	10.81	7.69	42	37	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*		*	*	*	*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*
<b>All Grades</b>	69.05	54.05	30.77	*	35.14	57.69	*	10.81	11.54	42	37	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*
All Grades	35.71	18.92	19.23	38.10	67.57	46.15	26.19	13.51	34.62	42	37	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
All Grades	50.00	32.43	11.54	30.95	59.46	73.08	*	8.11	15.38	42	37	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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. Each domain of the ELPAC shows a decrease in the number of students scoring in the Well Developed range. We need to reevaluate our instruction for English Language learners.
3. Writing, Reading, and Listening domains show an increase in number of students scoring in the somewhat/moderately developed range. We need to focus on adjusting instruction to support these students in being able to demonstrate a well developed mastery of these domains.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>596</b>	<b>43.6</b>	<b>5.4</b>	<b>0.5</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	5.4
Foster Youth	3	0.5
Homeless	1	0.2
Socioeconomically Disadvantaged	260	43.6
Students with Disabilities	89	14.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	3.7
American Indian or Alaska Native	5	0.8
Asian	14	2.3
Filipino	24	4.0
Hispanic	277	46.5
Two or More Races	33	5.5
Native Hawaiian or Pacific Islander		
White	213	35.7

### Conclusions based on this data:

1. The last recorded student population total was 596.

2. Nearly 44% of the student population qualified for free or reduced meals.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Both Language Arts and Math student academic performances are in the green band indicating that performance is strong and students are continuing to perform at or above standard.
2. Chronic absenteeism is in the yellow band indicating that attendance is an area identified for improvement.
3. Suspension Rate is in the orange band, this needs to improve. 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

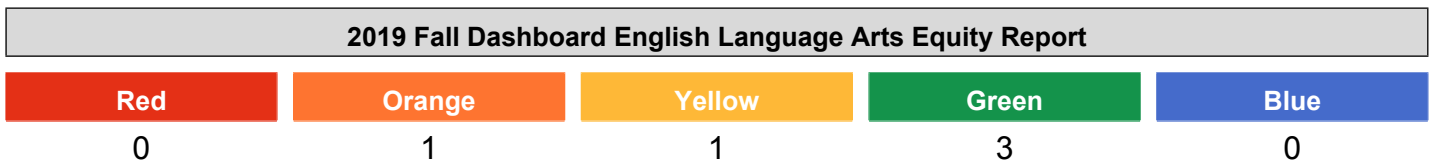
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 29.4 points above standard Increased ++4.8 points 307	<p><b>English Learners</b></p> Orange 21.7 points below standard Maintained -2.7 points 36	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color 29 points below standard 13	<p><b>Socioeconomically Disadvantaged</b></p> Green 13.7 points above standard Increased ++11 points 126	<p><b>Students with Disabilities</b></p> Yellow 61.5 points below standard Increased Significantly ++16.3 points 55

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 21.5 points above standard Increased Significantly ++17.2 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 73.8 points above standard Increased Significantly ++19.0 points 18
Hispanic	Two or More Races	Pacific Islander	White
 Green 14.1 points above standard Increased ++5.1 points 132	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Green 33.9 points above standard Maintained -2 points 125

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
94.5 points below standard Declined -14.2 points 15	30.4 points above standard Maintained -0.8 points 21	36.9 points above standard Increased ++6.5 points 264

**Conclusions based on this data:**

- English Learner and Homeless student groups scored below standard.
- Students with disabilities student group increased their points, but are still far below standard.



# School and Student Performance Data

## Academic Performance Mathematics

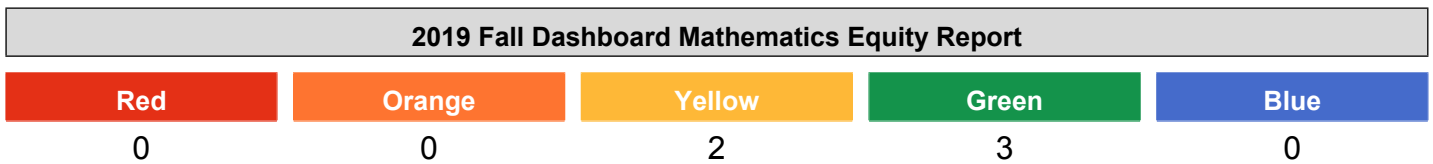
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>3.2 points above standard</p> <p>Increased ++8.6 points</p> <p>307</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>34.1 points below standard</p> <p>Increased Significantly ++22.0 points</p> <p>36</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>36.1 points below standard</p> <p>13</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>12.1 points below standard</p> <p>Increased Significantly ++18.1 points</p> <p>126</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>77.5 points below standard</p> <p>Increased Significantly ++27 points</p> <p>55</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 24.5 points below standard Increased ++7.2 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 55.3 points above standard Increased Significantly ++20.2 points 18
Hispanic	Two or More Races	Pacific Islander	White
 Green 13.8 points below standard Increased ++11.7 points 132	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 Green 10.5 points above standard Maintained -0.2 points 125

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.2 points below standard Increased Significantly ++26.2 points 15	1.7 points above standard Increased ++6.8 points 21	9.4 points above standard Increased ++7.4 points 264

**Conclusions based on this data:**

- English Learner student group had a marked increase in points, but are still below standard.
- No student groups scored in the red or orange bands in mathematics performance.

# School and Student Performance Data

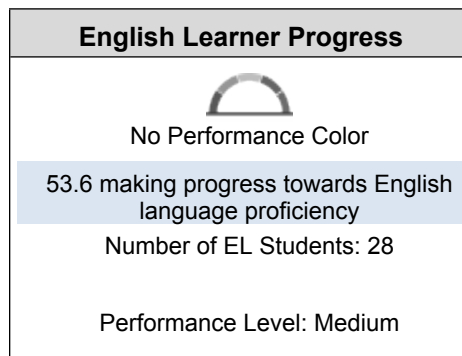
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
28.5	17.8	21.4	32.1

#### Conclusions based on this data:

1. There were a total of 28 English Learners.
2. Nine students progressed at least one ELPI level.
3. Eight students decreased one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.



**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

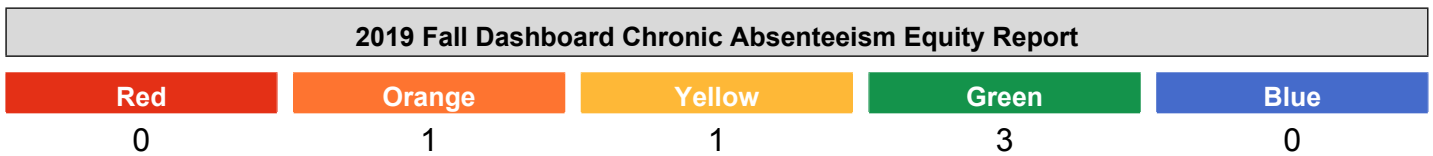
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 7.6 Maintained -0.2 605	<p><b>English Learners</b></p>  Green 4.3 Declined -13.1 47	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p>  No Performance Color 11.5 Declined -7.2 26	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 10 Maintained +0.4 241	<p><b>Students with Disabilities</b></p>  Green 9.6 Declined -4.3 83

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 3.8 Maintained -0.3 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 9.5 Declined -3.5 21	 No Performance Color 3.6 Maintained +0.1 28
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Green 9.9 Declined -0.8 273	 No Performance Color 0 Maintained 0 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 6.1 Increased +0.9 231

**Conclusions based on this data:**

- Overall, chronic absenteeism has maintained in performance. Attendance will continue to remain a focus for improvement.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

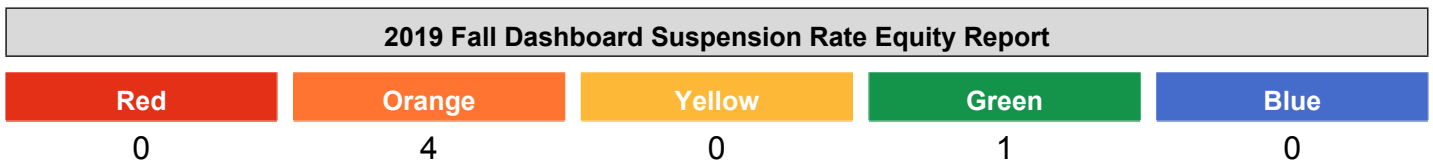
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> Orange 1.6 Increased +0.7 617	<p><b>English Learners</b></p> Orange 2 Increased +2 51	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not 4
<p><b>Homeless</b></p> No Performance Color 3.8 Increased +3.8 26	<p><b>Socioeconomically Disadvantaged</b></p> Orange 2.8 Increased +0.8 250	<p><b>Students with Disabilities</b></p> Orange 3.4 Increased +2.3 87

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">7.4</span> Increased +3.4 27	 No Performance Color Less than 11 Students - Data 4	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0</span> Declined -4.3 21	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">3.6</span> Increased +3.6 28
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e6f2ff; padding: 2px;">0.7</span> Maintained 0 281	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0</span> Maintained 0 25	No Performance Color No Data	 Orange <span style="background-color: #e6f2ff; padding: 2px;">2.2</span> Increased +1.3 231

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
0	1	1.6

**Conclusions based on this data:**

1. The suspension rate will continue to remain a school focus.

# 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 2022 Renaissance Mid Year Assessment, 63% of students at Pinetree Elementary in grades 1-6 scored in proficient levels in Reading. In the 2022 Renaissance Math Mid Year Assessment, 43% 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 Math	43% of students in grades 1-6, scored in the proficient levels on the 2022 Renaissance Mid Year Math scores	49% proficient on the 2023 Renaissance End of the Year Math scores
ELA: Increase proficiency in Reading	63% of students in grades 1-6, scored in the proficient levels on the 2022 Renaissance Mid Year Reading scores.	70% 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)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Recruitment-District Funded

## 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)

12363.05

Source(s)

LCFF-Base  
4000-4999: Books And Supplies  
materials to support the basic program in core subject areas

## 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)

10500.00

Source(s)

LCFF-Base  
4000-4999: Books And Supplies  
Custodial Supplies

## 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)

302.00

LCFF-Base  
2000-2999: Classified Personnel Salaries  
Noon Supervisor

26.85

LCFF-Base  
3000-3999: Employee Benefits  
Benefits for noon supervisor

**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  
Nurse Supplies

**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)
4,497.19	LCFF-Base 2000-2999: Classified Personnel Salaries Office assistant hours too support communication and monitor attendance
2,402.52	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Office assistant hours too support communication and monitor attendance
1,683.75	LCFF-Base 3000-3999: Employee Benefits Benefits for office assistant
899.51	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

### 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

# Annual Review

## SPSA Year Reviewed: 2021-22

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 22-23 school year, an increased amount of funds 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 2021-2022 school year 18% 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	43% of students in grades 1-6, scored in the proficient levels on the 2022 Renaissance Mid Year Math scores	49% proficient on the 2023 Renaissance End of the Year Math scores
Increase proficiency in Reading	63% of students in grades 1-6, scored in the proficient levels on the 2022 Renaissance Mid Year Reading scores.	70% proficient on the 2023 Renaissance End of the Year Reading scores.
Increase number of EL students Reclassifying	In 2021-2022, 2 students were Reclassified	In 2022-2023, 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: Orton Gillingham training

### **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)

### **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)

16,630.20

LCFF-Base  
2000-2999: Classified Personnel Salaries

	instructional aide to support split classes/intervention
1,478.42	LCFF-Base 3000-3999: Employee Benefits instructional aide benefits
13,859.04	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Classified support for unduplicated students
1,232.07	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits Classified support for unduplicated students

**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 5800: Professional/Consulting Services And Operating Expenditures Conscious Discipline Training

**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 additional 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

### 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

Teachers will be provided substitute teachers so that the classroom teacher can implement the Summative 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  
Substitute teachers provided to support ELPAC testing

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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  
Teachers will be trained to administer the ELPAC exam

### Strategy/Activity 8

#### 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)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Winter and Summer Academy

**Strategy/Activity 9**

**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)

0

Source(s)

District Funded  
None Specified  
Pinetree staff will work with Hart District to support 6th grade students transitioning to junior high school

**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, Foster Youth

Strategy/Activity

Library Resource Technicians will assist teachers to provide 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 11

#### 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
0	District Funded 3000-3999: Employee Benefits LST to support student learning

### Strategy/Activity 12

#### 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)

0

Source(s)

District Funded  
None Specified  
Teacher will integrate VAPA in the classroom

### Strategy/Activity 13

#### 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

Additional digital 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)

0

Source(s)

District Funded  
None Specified  
District provided 1:1 access to digital devices to support home/school connection

### Strategy/Activity 14

#### 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)

0

Source(s)

District Funded  
2000-2999: Classified Personnel Salaries  
Computer lab technician

### Strategy/Activity 15

#### 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)

0

Source(s)

District Funded  
None Specified  
Early Childhood Program

**Strategy/Activity 16**

**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: 2021-22**

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 4% increase in students scoring proficient on standardized end of year and mid year assessments.

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 COVID 19 restrictions.

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 22-23 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, 66% 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 Coffee with the Principal	On average, between 15-20 families attend monthly Coffee with the Principal meetings	Attendance 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)

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	District Funded None Specified Conscious Discipline: Parent Education Curriculum and Family Nights
8230.00	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Family and Student Events and communication via school social worker
1,994.95	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)
168.00	LCFF-Base 2000-2999: Classified Personnel Salaries translation services for families
14.94	LCFF-Base 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
363.00	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
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)

0

Source(s)

District Funded  
None Specified  
District Student and Family Wellness  
Collaborative

## Annual Review

### SPSA Year Reviewed: 2021-22

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 limited due to COVID 19 restrictions.

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 home/school connections and in person meetings were reallocated to technology to support virtual communication

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.

Beginning in spring of the 21-22 school year and continuing through the 2022-2023 school year Title 1 funds will be allocated to support the addition of 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

60% of students are attending school with excellent or satisfactory attendance in the 2022-2023

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase daily attendance	In the 2021-2022 school year, 60% of students have excellent or satisfactory attendance.	The number of students reported as chronically absent will decrease by 20% in the 2022-2023 school year.
Decrease daily tardies	On average in the 2021-2021 school year, 21 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
0	District Funded 5000-5999: Services And Other Operating Expenditures School Psych and Principal developing needs assessment and Tier 1, 2, 3 support for classes
36,114.50	Title I 1000-1999: Certificated Personnel Salaries Social Worker on site 2.5 days a week
18,754.15	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

**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 will work with Pinetree to provide comprehensive services

**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 Partnership with District Social Worker to support Pinetree students

**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 behavior programs that promote student engagement.

**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 4000-4999: Books And Supplies Purchase materials to support positive academic and behavior program (Conscious Discipline)

**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)
0	District Funded None Specified Purchase outdoor activities and supplies to support collaboration between students

# Annual Review

**SPSA Year Reviewed: 2021-22**

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 limited due to COVID 19 restrictions.

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 that were earmarked to support before/after school enrichment activities were reallocated to provide tools and supports for in school social emotional learning and activities.

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.

Beginning in spring of the 21-22 school year and continuing through the 2022-2023 school year Title 1 funds will be allocated to support the addition of a 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	\$133,814.14

## 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	\$54,868.65

Subtotal of additional federal funds included for this school: \$54,868.65

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF- Supplemental/Concentration	\$28,618.09
LCFF-Base	\$50,327.40

Subtotal of state or local funds included for this school: \$78,945.49

Total of federal, state, and/or local funds for this school: \$133,814.14

# 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	50328.00	0.60
LCFF- Supplemental/Concentration	27917.00	-701.09
PTA		
Title I	54869.00	0.35

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental/Concentration	28,618.09
LCFF-Base	50,327.40
Title I	54,868.65

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	45,844.50
2000-2999: Classified Personnel Salaries	37,858.95
3000-3999: Employee Benefits	26,447.64
4000-4999: Books And Supplies	23,463.05
5000-5999: Services And Other Operating Expenditures	200.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

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
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	8,230.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	16,261.56
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	4,126.53
1000-1999: Certificated Personnel Salaries	LCFF-Base	1,500.00
2000-2999: Classified Personnel Salaries	LCFF-Base	21,597.39
3000-3999: Employee Benefits	LCFF-Base	3,566.96
4000-4999: Books And Supplies	LCFF-Base	23,463.05
5000-5999: Services And Other Operating Expenditures	LCFF-Base	200.00
None Specified	LCFF-Base	0.00
1000-1999: Certificated Personnel Salaries	Title I	36,114.50
3000-3999: Employee Benefits	Title I	18,754.15

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,474.87
Goal 2	33,199.73
Goal 3	12,270.89
Goal 4	54,868.65



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Stephanie Cruz, Principal	Principal
Alex Hollander, Parent	Parent or Community Member
Adam Jennings, Parent	Parent or Community Member
Karin Calzada, Parent	Parent or Community Member
Elizabeth Santos, Parent	Parent or Community Member
Heather Beard, Parent	Parent or Community Member
Christine Ward, Teacher	Classroom Teacher
Jennifer Guzman, Teacher	Classroom Teacher
Katlyn Grams, Teacher	Classroom Teacher
Apryl Coules-Reaber, Classified	Other School Staff

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


# Recommendations and Assurances

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

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

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

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


Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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

Attested:

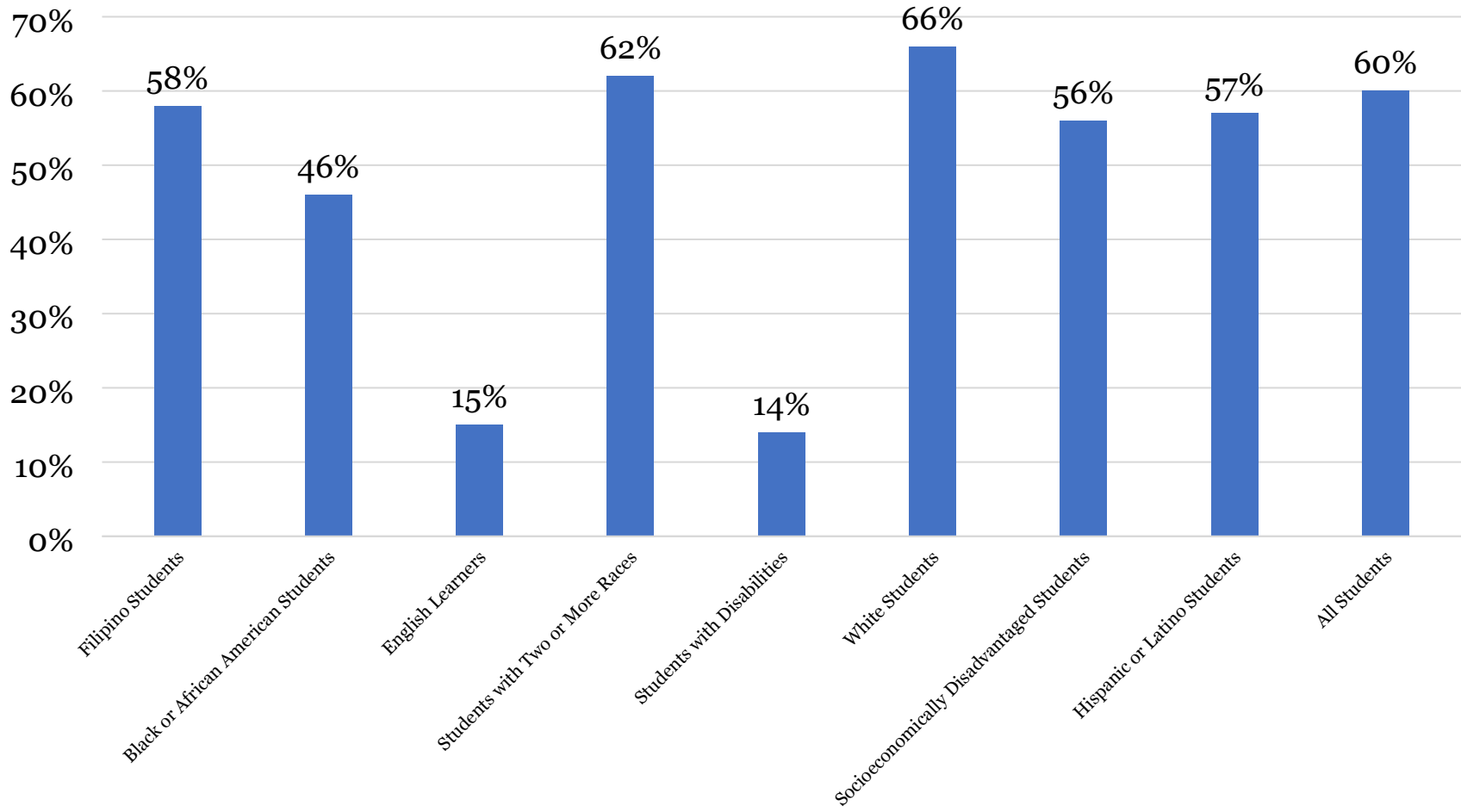
	Principal, Stephanie Cruz on 6/6/22
	SSC Chairperson, Heather Beard on 6/6/22

Appendix:

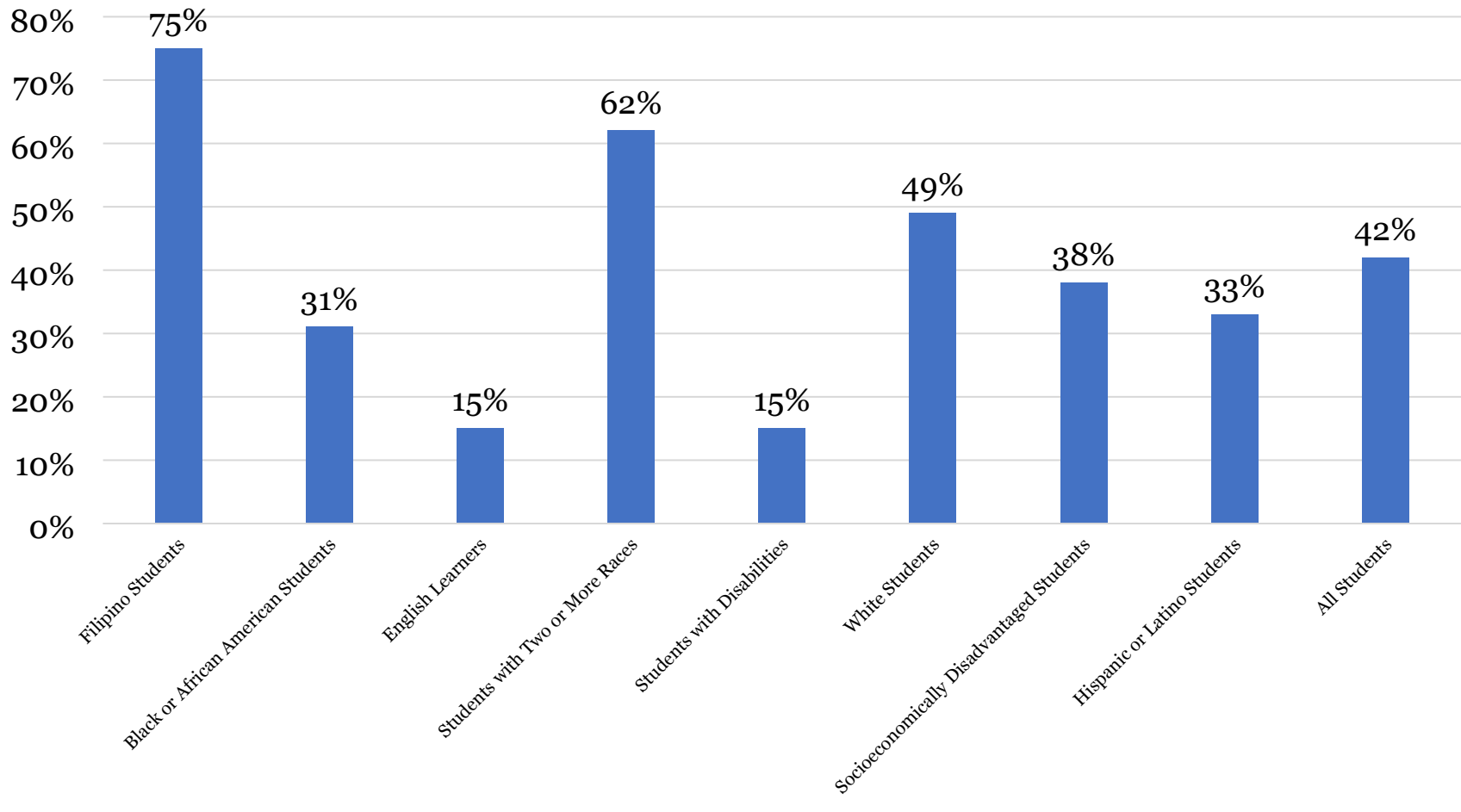
Pinetree  
Community School

End of Year  
STAR Renaissance  
ELA and Math Data 2021

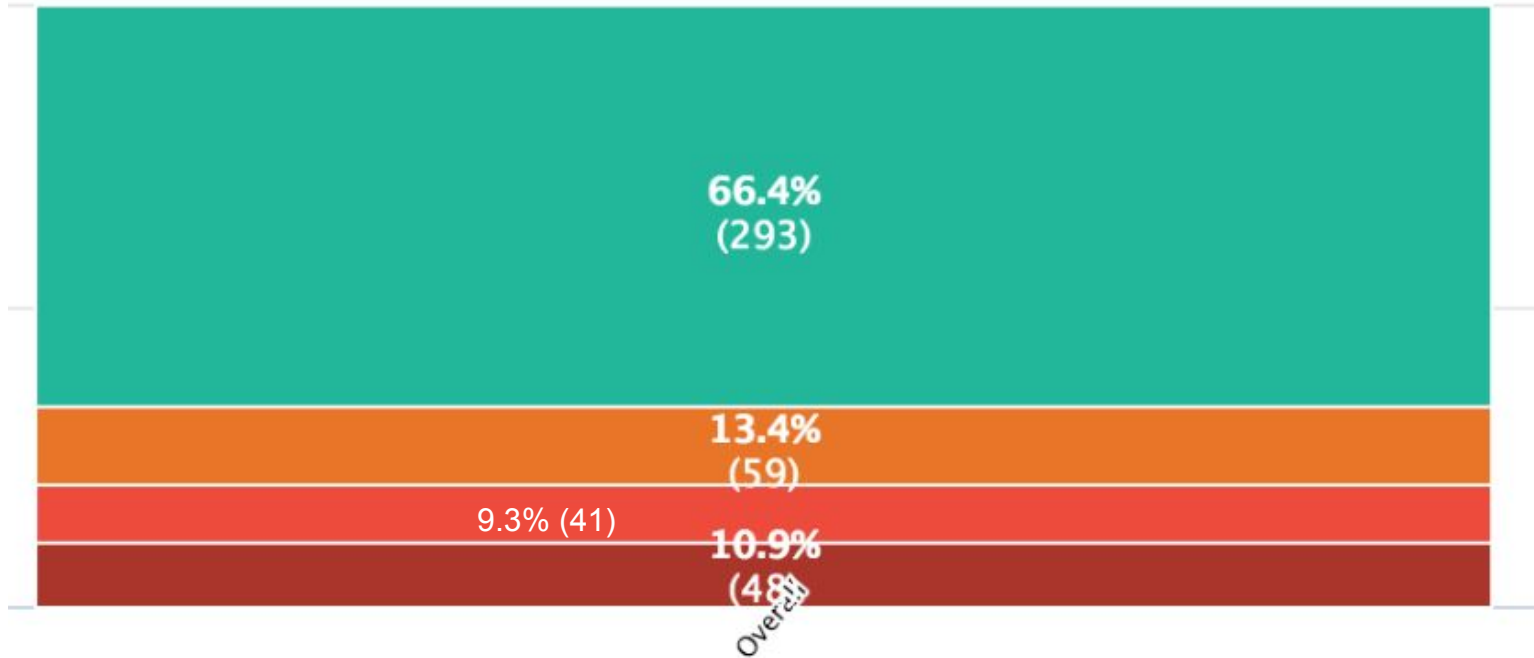
# Pinetree ELA STAR Percent At Or Above Grade Level



## Pinetree STAR Math Percent At Or Above Grade Level

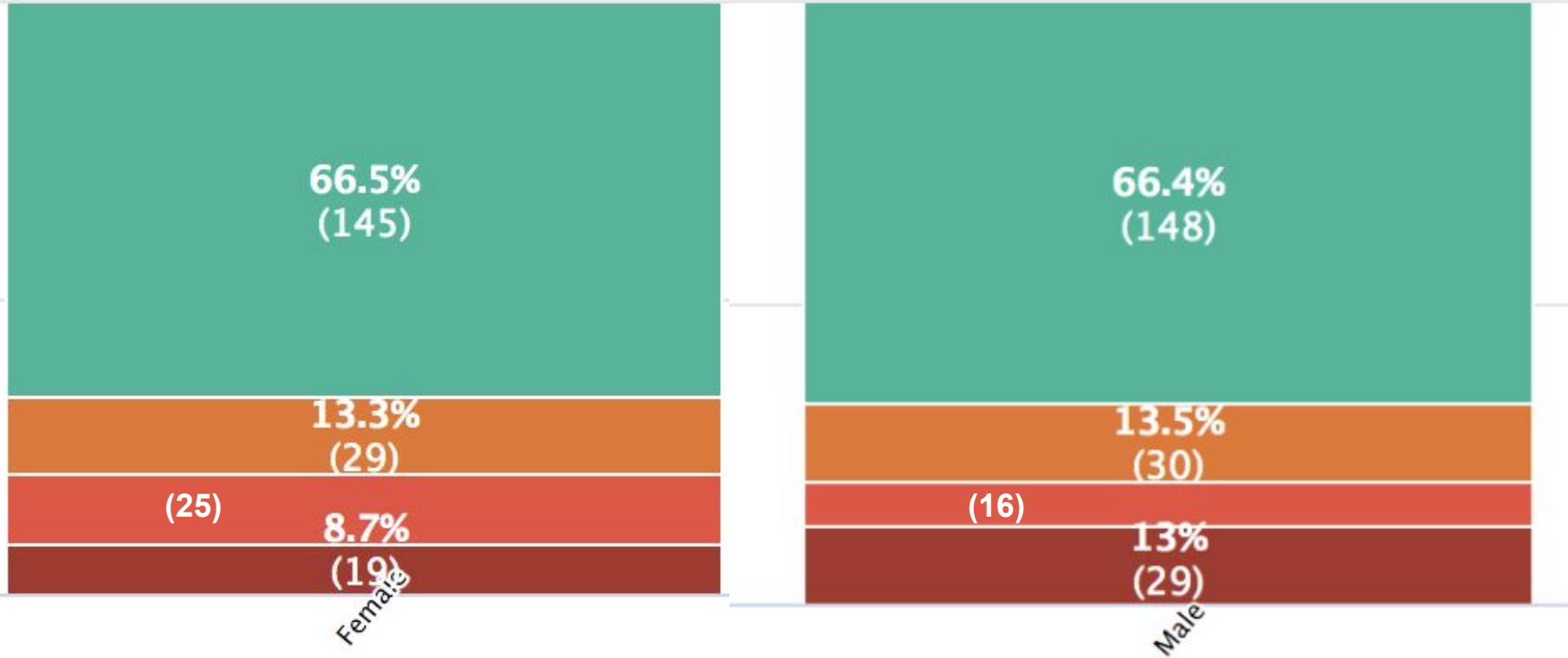


# Fall 21-22 Star Reading: All Grades (441 students)

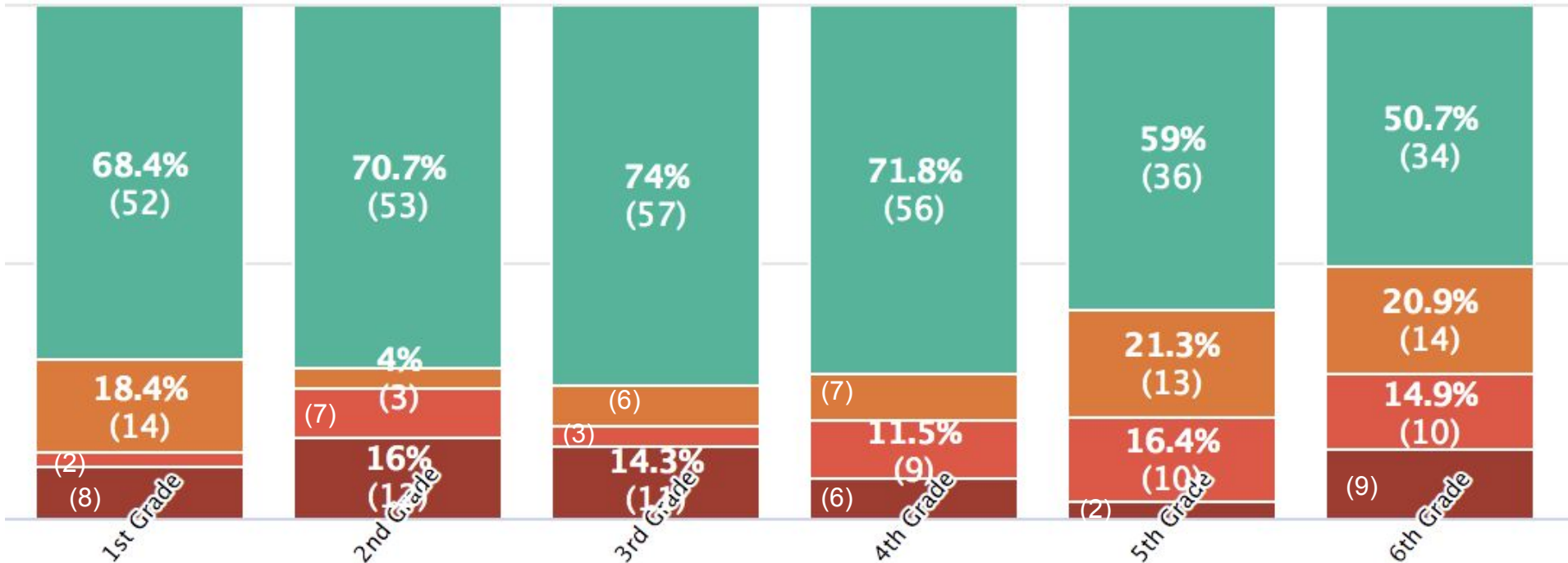


- At/Above Benchmark
- On Watch
- Intervention
- Urgent Intervention

# Fall 21-22 Star Reading: Female vs Male

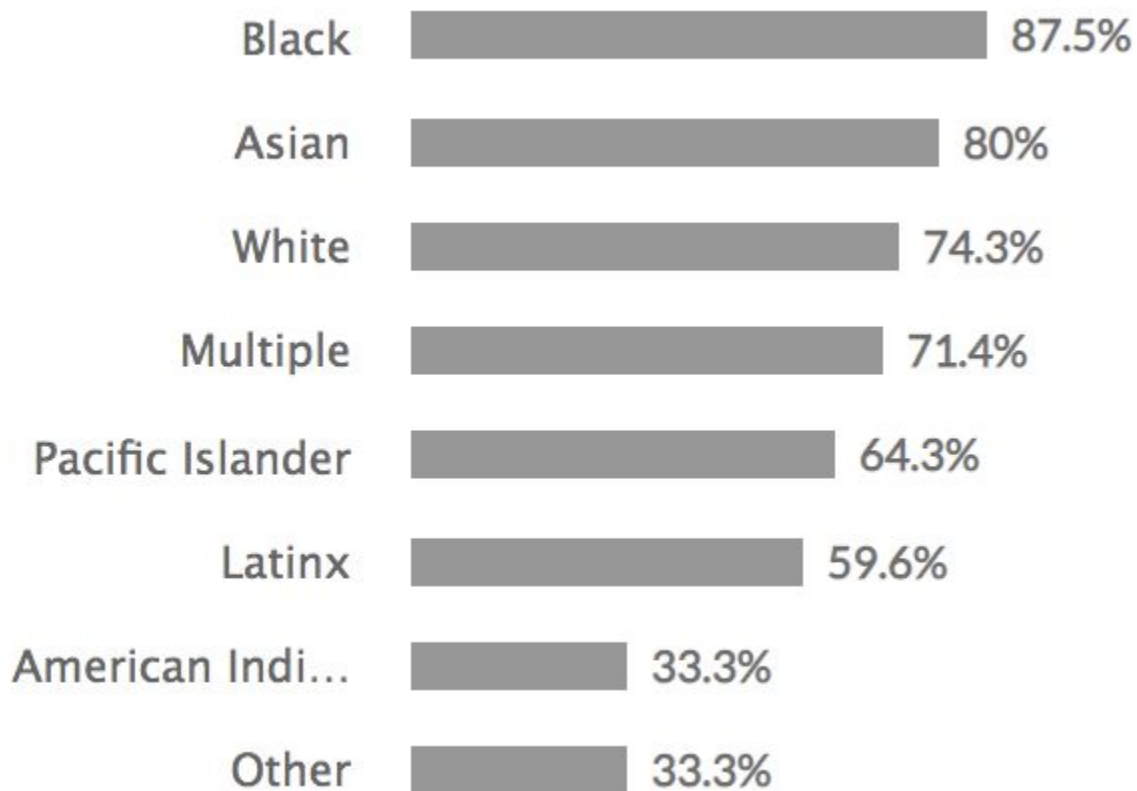


## Fall 21-22 Star Reading: Grade Levels

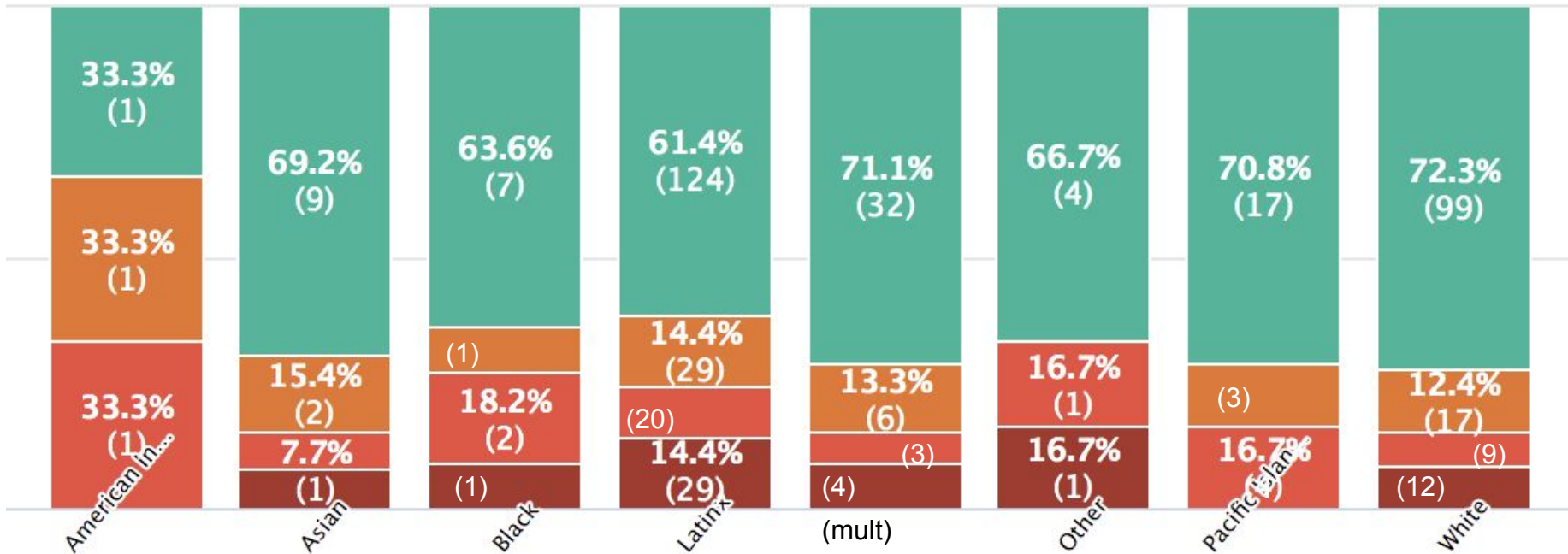




## Fall 21-22 Star Reading: Proficiency Rate by Ethnicities



## Fall 21-22 Star Reading: Proficiency Rate by Ethnicities



# Fall 21-22 Star Math: All Grades

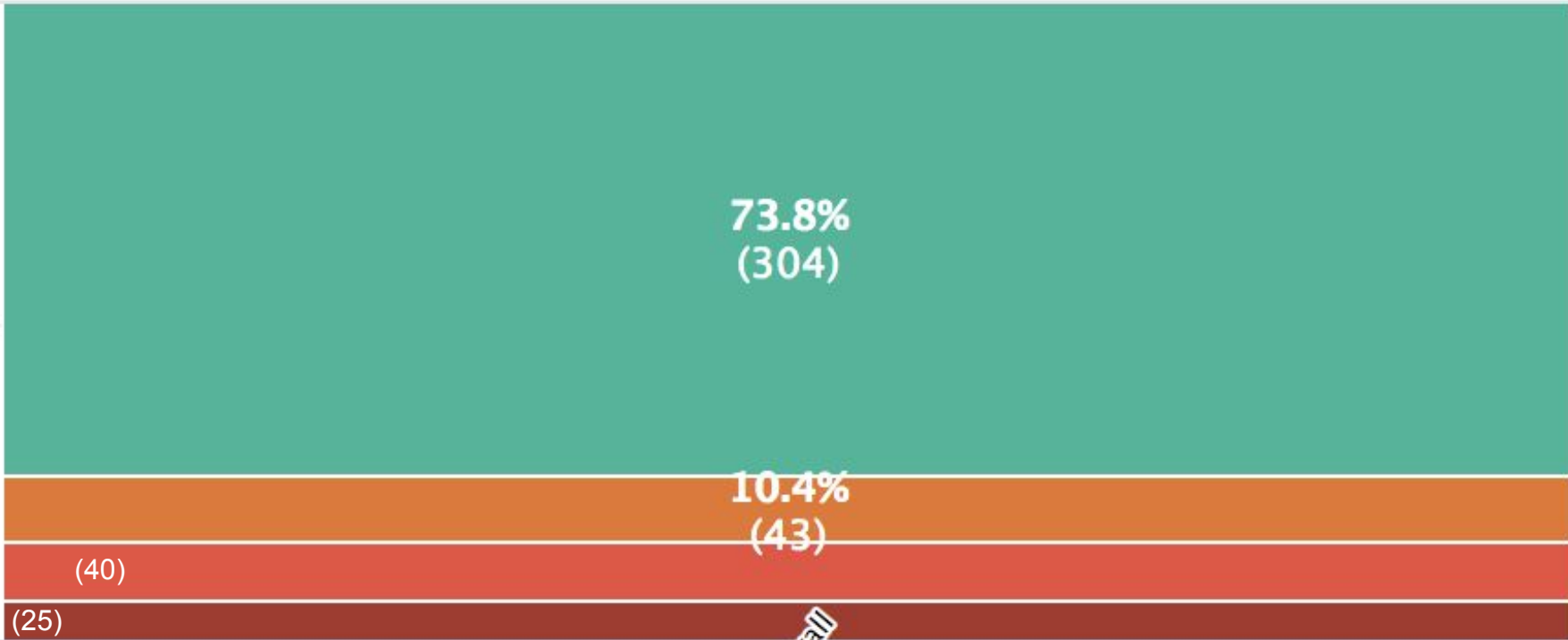
73.8%  
(304)

10.4%  
(43)

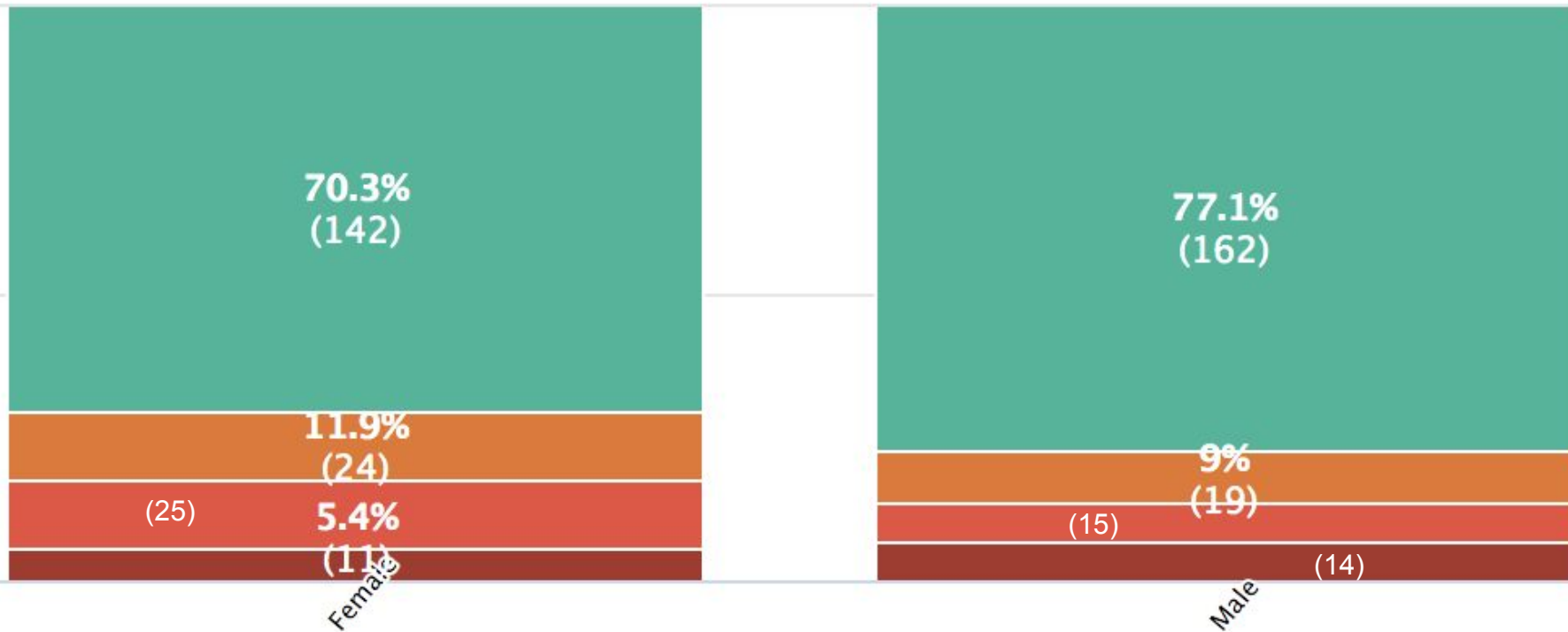
(40)

(25)

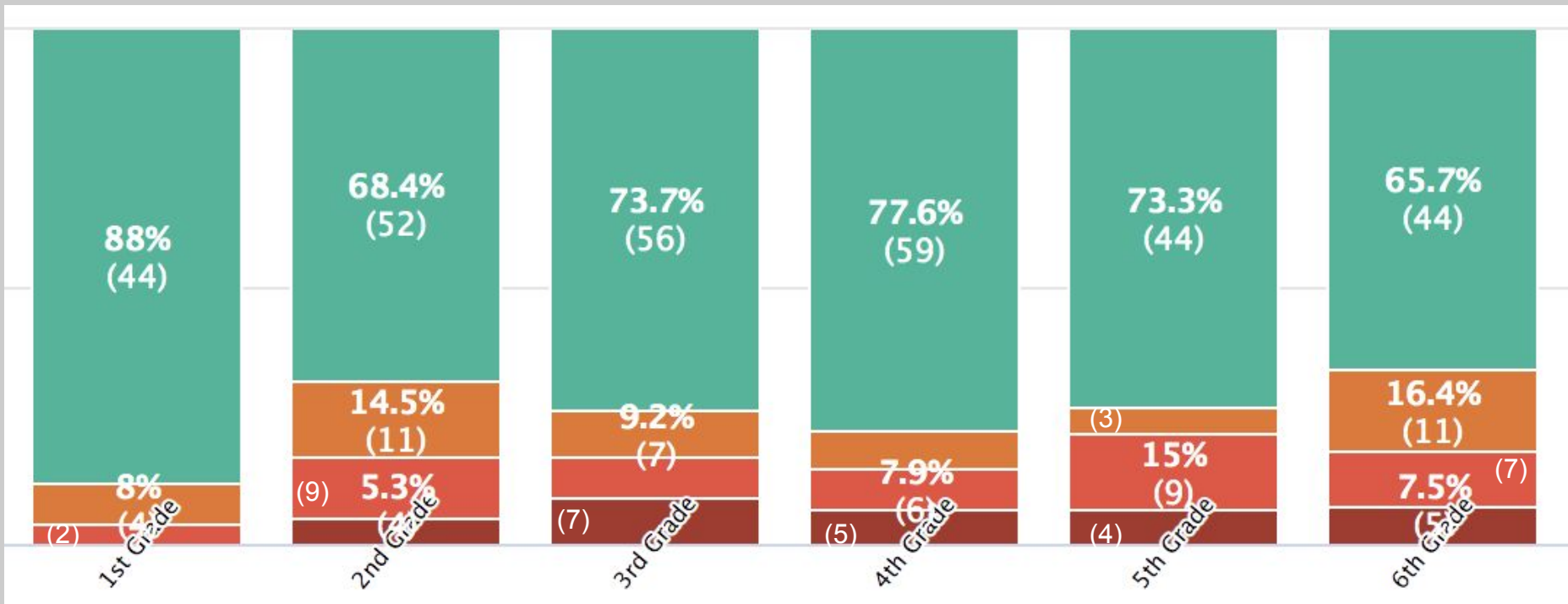
Overall



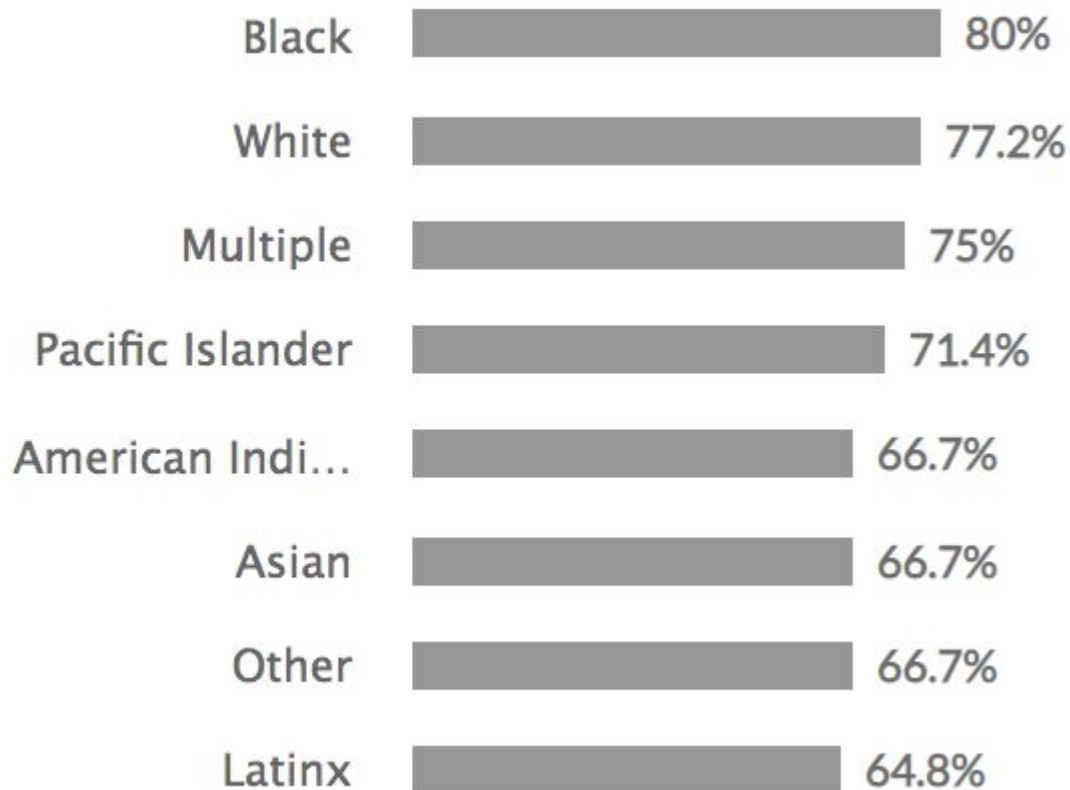
# Fall 21-22 Star Math: Male vs Female



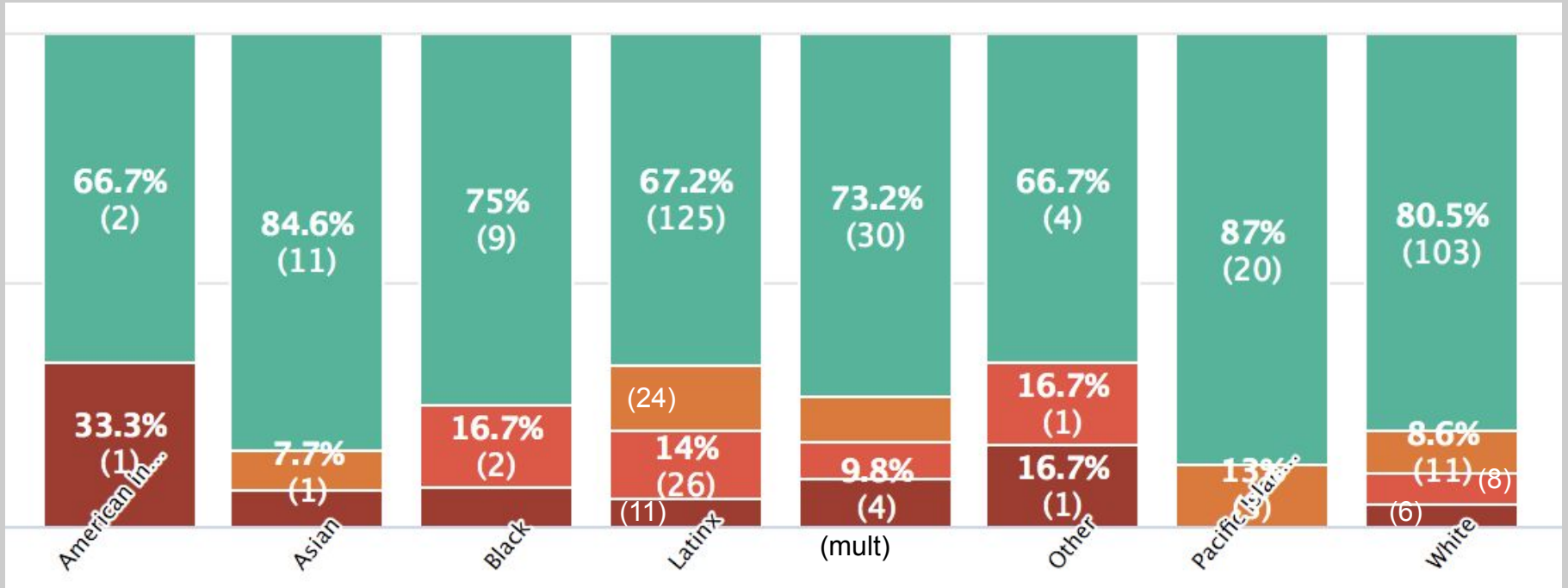
# Fall 21-22 Star Math: Grade Levels



## Fall 21-22 Star Math: Proficiency Rate by Ethnicities



## Fall 21-22 Star Math: Proficiency Rate by Ethnicities



(3)

(4)