



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pinetree School	Community	19-65045	May 22, 2025	June 11, 2025

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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.

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

Educational Partner Involvement

How, when, and with whom did Pinetree Community School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Input from parents, students and staff through LCAP surveys completed in March 2025, and received on April 30, 2025.
Input from parents through Comprehensive Needs Assessment, reviewed April 2025.
Input from parents in ELAC meeting on April 23, 2025.
Input from staff at staff meeting held April 23 and May 21, 2025.
Input from School Site Council on April 24 and May 22, 2025.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In the overall performance of all students, no state indicators were in the red or orange performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Based on the California School Dashboard, there are no student groups that are two or more performance levels below the "all student" performance.

Other Needs

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

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

During the 2024-2025 school year, our school continued to implement iReady to support student achievement. Teachers administered a diagnostic test in the fall of 2024, a midyear diagnostic from November 2024 - March 2025 and a third and final diagnostic test in May/June 2025.

iReady data March 2025 ELA - students early on grade level and above

Kindergarten – 74%

1st grade – 45%

2nd grade – 51%

3rd grade – 73%

4th grade – 60%

5th grade – 56%

6th grade – 60%

iReady data March 2025 Math - students early on grade level and above

Kindergarten – 61%

1st grade – 25%

2nd grade – 21%

3rd grade – 35%

4th grade – 37%

5th grade – 31%

6th grade – 42%

In ELA, we see a need to continue to target our 1st, 2nd, & 5th grade students with additional reading support. In the area of Math, we see a need to provide additional math support in grades 1st-6th.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

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

Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	30	36	48	5.2%	6.0%	7.3%
Fluent English Proficient (FEP)	26	23	25	4.5%	3.8%	3.8%
Reclassified Fluent English Proficient (RFEP)	2	3	13	0.3%	0.5%	2.0%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	84	85	94	84	83	92	84	83	92	100.0	97.6	97.9
Grade 4	82	90	83	82	90	82	82	90	82	100.0	100.0	98.8
Grade 5	65	85	90	65	85	89	65	85	89	100.0	100.0	98.9
Grade 6	73	63	88	73	63	88	73	63	88	100.0	100.0	100
All Grades	304	323	355	304	321	351	304	321	351	100.0	99.4	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2430.	2443.	2454.	25.00	31.33	30.43	19.05	22.89	35.87	34.52	19.28	22.83	21.43	26.51	10.87
Grade 4	2492.	2489.	2480.	32.93	33.33	25.61	25.61	22.22	24.39	23.17	23.33	23.17	18.29	21.11	26.83
Grade 5	2519.	2511.	2515.	24.62	22.35	21.35	36.92	34.12	39.33	21.54	20.00	20.22	16.92	23.53	19.10
Grade 6	2531.	2541.	2543.	20.55	9.52	23.86	32.88	50.79	35.23	28.77	26.98	26.14	17.81	12.70	14.77
All Grades	N/A	N/A	N/A	25.99	25.23	25.36	27.96	31.15	33.90	27.30	22.12	23.08	18.75	21.50	17.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.19	27.71	28.26	59.52	61.45	61.96	14.29	10.84	9.78
Grade 4	20.73	23.33	24.39	65.85	66.67	62.20	13.41	10.00	13.41
Grade 5	20.00	22.35	24.72	72.31	69.41	68.54	7.69	8.24	6.74
Grade 6	12.33	20.63	26.14	64.38	65.08	60.23	23.29	14.29	13.64
All Grades	20.07	23.68	25.93	65.13	65.73	63.25	14.80	10.59	10.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.71	19.28	17.39	55.95	51.81	66.30	33.33	28.92	16.30
Grade 4	24.39	17.78	17.07	64.63	62.22	56.10	10.98	20.00	26.83
Grade 5	12.31	11.76	12.36	69.23	65.88	60.67	18.46	22.35	26.97
Grade 6	17.81	7.94	13.64	60.27	77.78	59.09	21.92	14.29	27.27
All Grades	16.45	14.64	15.10	62.17	63.55	60.68	21.38	21.81	24.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.90	15.66	16.30	75.00	68.67	78.26	13.10	15.66	5.43
Grade 4	17.07	16.67	14.63	74.39	72.22	75.61	8.54	11.11	9.76
Grade 5	16.92	11.76	17.98	73.85	80.00	74.16	9.23	8.24	7.87
Grade 6	8.22	14.29	19.32	75.34	79.37	69.32	16.44	6.35	11.36
All Grades	13.49	14.64	17.09	74.67	74.77	74.36	11.84	10.59	8.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.24	28.92	23.91	66.67	54.22	65.22	13.10	16.87	10.87
Grade 4	24.39	16.67	21.95	62.20	73.33	62.20	13.41	10.00	15.85
Grade 5	27.69	21.18	24.72	61.54	63.53	61.80	10.77	15.29	13.48
Grade 6	23.29	20.63	19.32	60.27	65.08	69.32	16.44	14.29	11.36
All Grades	23.68	21.81	22.51	62.83	64.17	64.67	13.49	14.02	12.82

Conclusions based on this data:

- Overall, the total percentage of all students increased 2.88% from the 22/23 school year.
- Students in third grade had the highest increase of students who met or exceeded standards in the 23/24 school year with a 12% increase from the 22/23 school year.

3. In sixth grade, there was a 5.7% increase of students who exceeded standards in Writing in the 23/24 school compared to those in sixth grade who exceeded standards in the 22/23 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	84	85	94	84	85	94	84	85	94	100.0	100.0	100
Grade 4	82	90	83	82	90	82	82	90	82	100.0	100.0	98.8
Grade 5	65	85	90	65	85	89	65	85	89	100.0	100.0	98.9
Grade 6	73	63	88	73	63	88	73	63	88	100.0	100.0	100
All Grades	304	323	355	304	323	353	304	323	353	100.0	100.0	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2430.	2439.	2448.	20.24	21.18	25.53	30.95	31.76	34.04	22.62	25.88	26.60	26.19	21.18	13.83
Grade 4	2475.	2480.	2475.	18.29	18.89	20.73	34.15	32.22	25.61	25.61	32.22	34.15	21.95	16.67	19.51
Grade 5	2502.	2489.	2479.	20.00	11.76	6.74	20.00	20.00	23.60	32.31	36.47	32.58	27.69	31.76	37.08
Grade 6	2522.	2529.	2519.	20.55	22.22	14.77	23.29	19.05	26.14	26.03	36.51	34.09	30.14	22.22	25.00
All Grades	N/A	N/A	N/A	19.74	18.27	17.00	27.63	26.32	27.48	26.32	32.51	31.73	26.32	22.91	23.80

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.62	22.35	28.72	52.38	55.29	54.26	25.00	22.35	17.02
Grade 4	24.39	18.89	20.73	51.22	61.11	52.44	24.39	20.00	26.83
Grade 5	21.54	8.24	10.11	56.92	67.06	52.81	21.54	24.71	37.08
Grade 6	9.59	12.70	10.23	57.53	57.14	59.09	32.88	30.16	30.68
All Grades	19.74	15.79	17.56	54.28	60.37	54.67	25.99	23.84	27.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.86	22.35	21.28	64.29	64.71	67.02	17.86	12.94	11.70
Grade 4	25.61	25.56	19.51	53.66	61.11	57.32	20.73	13.33	23.17
Grade 5	9.23	7.06	6.74	73.85	69.41	70.79	16.92	23.53	22.47
Grade 6	19.18	17.46	12.50	60.27	66.67	61.36	20.55	15.87	26.14
All Grades	18.42	18.27	15.01	62.50	65.33	64.31	19.08	16.41	20.68

Conclusions based on this data:

1. Students in third grade had the largest increase of students who met or exceeded standards in the 23/24 school year with a 6.63% increase from the 22/23 school year.
2. Fifth and sixth grade both showed a decrease in percentage of students exceeding standards overall in math.
3. Fifth grade has the largest percentage of students, at 69.66%, not meeting or nearly meeting standards.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1419.6	1392.1	*	1418.7	1397.0	*	1421.1	1380.6	5	14	11
1	*	*	1453.6	*	*	1457.8	*	*	1449.0	*	6	12
2	*	*	*	*	*	*	*	*	*	4	*	*
3	*	*	*	*	*	*	*	*	*	4	6	4
4	*	*	*	*	*	*	*	*	*	5	6	*
5	*	*	*	*	*	*	*	*	*	*	6	*
6	*	*	*	*	*	*	*	*	*	5	*	*
All Grades										29	42	38

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	21.43	18.18	*	21.43	45.45	*	28.57	9.09	*	28.57	27.27	*	14	11
1	*	*	16.67	*	*	25.00	*	*	41.67	*	*	16.67	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.24	23.81	23.68	44.83	33.33	34.21	31.03	16.67	21.05	6.90	26.19	21.05	29	42	38

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	28.57	27.27	*	14.29	27.27	*	7.14	18.18	*	50.00	27.27	*	14	11
1	*	*	33.33	*	*	16.67	*	*	33.33	*	*	16.67	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.83	45.24	34.21	34.48	21.43	26.32	17.24	2.38	18.42	3.45	30.95	21.05	29	42	38

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	14.29	9.09	*	21.43	45.45	*	42.86	18.18	*	21.43	27.27	*	14	11
1	*	*	16.67	*	*	16.67	*	*	50.00	*	*	16.67	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.79	9.52	10.53	27.59	33.33	31.58	34.48	30.95	34.21	24.14	26.19	23.68	29	42	38

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	35.71	18.18	*	14.29	54.55	*	50.00	27.27	*	14	11
1	*	*	41.67	*	*	50.00	*	*	8.33	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.28	42.86	36.84	48.28	28.57	50.00	3.45	28.57	13.16	29	42	38

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	21.43	27.27	*	42.86	36.36	*	35.71	36.36	*	14	11
1	*	*	25.00	*	*	58.33	*	*	16.67	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.38	38.10	36.84	48.28	40.48	39.47	10.34	21.43	23.68	29	42	38

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	14.29	0.00	*	71.43	72.73	*	14.29	27.27	*	14	11
1	*	*	25.00	*	*	25.00	*	*	50.00	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.24	21.43	10.53	51.72	47.62	52.63	31.03	30.95	36.84	29	42	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	50.00	45.45	*	28.57	18.18	*	21.43	36.36	*	14	11
1	*	*	8.33	*	*	75.00	*	*	16.67	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.14	28.57	23.68	51.72	47.62	52.63	24.14	23.81	23.68	29	42	38

Conclusions based on this data:

1. There was a slight decrease from 42 students being ELPAC tested in the 2022-2023 school year to 38 students in the 2023-2024 school year.

2. There was a 5.14% decrease in students who scored at a level 1 on the ELPAC test in the 2023-2024 school year compared to the 2022-2023 year.
3. The Reading Domain continues to be the most challenging for students as there was an almost 11% decrease in students scoring a level 4 in the 2023-2024 school year.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
660	28.5%	7.3%	0.3%
Total Number of Students enrolled in Pinetree Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	48	7.3%
Foster Youth	2	0.3%
Homeless	1	0.2%
Socioeconomically Disadvantaged	188	28.5%
Students with Disabilities	110	16.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	4.5%
American Indian	3	0.5%
Asian	20	3%
Filipino	29	4.4%
Hispanic	313	47.4%
Two or More Races	46	7%
Pacific Islander	0	0.0%
White	207	31.4%

Conclusions based on this data:

1. The recorded student population total for the 2023-2024 school year was 660 which increase from 600 in the 2022-2023 school year.

2. 28.5% of the student population qualified for free or reduced meals which is a decrease of 18.5% from the 2022-2023 school year.
3. Our largest student group is our Hispanic student group at 313 students or 47.4% of our student population.

School and Student Performance Data

Overall Performance






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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

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

3. English Language Arts student academic performance is in the green performance level.

School and Student Performance Data

Academic Performance English Language Arts

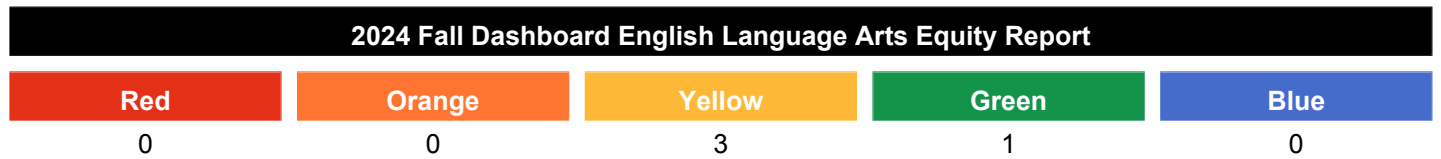
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>14.9 points above standard</div> <div>Maintained 2.4 points</div> <div>346 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>4.3 points above standard</div> <div>Increased 16.2 points</div> <div>27 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>2.7 points below standard</div> <div>Declined 3.1 points</div> <div>129 Students</div>

Students with Disabilities  Yellow 68.2 points below standard Increased 5.8 points 60 Students	African American  No Performance Color 19.1 points above standard 11 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color 42.9 points above standard Increased 30.2 points 19 Students	Hispanic  Yellow 8.1 points above standard Maintained 1.4 points 172 Students
Two or More Races  No Performance Color 2.6 points below standard Declined 37.6 points 22 Students	Pacific Islander  No Performance Color 0 Students	White  Green 23.7 points above standard Increased 10.7 points 106 Students

Conclusions based on this data:

1. Our student population, as a whole, is scoring in the green performance color with 14.9 points above standard.
2. Student groups that are scoring above standard in ELA are our English Learners, African American, Hispanic, and White.
3. Our Students with Disabilities student group increased 5.8 points.

School and Student Performance Data

Academic Performance Mathematics

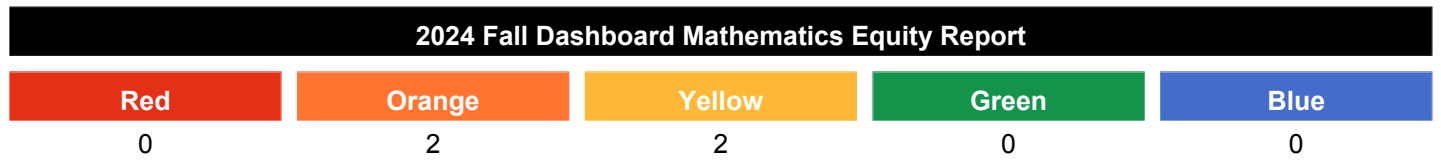
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>18.2 points below standard</div> <div>Declined 4.0 points</div> <div>347 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>26.5 points below standard</div> <div>Increased 12.8 points</div> <div>28 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>31.7 points below standard</div> <div>Increased 5.3 points</div> <div>130 Students</div>

Students with Disabilities  Orange 90.9 points below standard Maintained 0.6 points 60 Students	African American  No Performance Color 40.0 points below standard 11 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color 28.7 points above standard Increased 18.3 points 19 Students	Hispanic  Orange 27.3 points below standard Declined 3.6 points 173 Students
Two or More Races  No Performance Color 17.8 points below standard Declined 15.0 points 22 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 10.1 points below standard Maintained 1.6 points 106 Students

Conclusions based on this data:

1. As a whole, our student population is scoring in the yellow band, at 18.2 points below standard which is a decrease of 4 points from the 2022-2023 school year.
2. Socioeconomically Disadvantaged student group increased 5.3 points.
3. With the exception of the Filipino student group, all student groups are scoring below standard in mathematics with the Students with Disabilities student group being the lowest at 90.9 points below standard.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color</div> <div>52.2% making progress.</div> <div>Number Students: 23 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 3 Students</div>

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.3%	43.5%	0%	52.2%

Conclusions based on this data:

1. There were a total of 23 English Learners reported in the English Learner Progress Indicator.
2. Over 50% of our English Learners progressed at least one ELPI level.
3. 4.3% of our English Learners decreased one ELPI level, this was a decrease in number of students from last school year.

School and Student Performance Data

Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

10.6% Chronically Absent

Declined 3

680 Students

English Learners



Yellow

19.2% Chronically Absent

Declined 0.8

52 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Socioeconomically Disadvantaged












Yellow

14.6% Chronically Absent

Declined 1.9

260 Students

Students with Disabilities  Yellow 17.3% Chronically Absent Declined 4.6 127 Students	African American  No Performance Color 3.3% Chronically Absent Increased 3.3 30 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color 9.1% Chronically Absent Increased 4.3 22 Students	Filipino  No Performance Color 10.3% Chronically Absent Maintained 0.4 29 Students	Hispanic  Yellow 14.1% Chronically Absent Declined 2.1 327 Students
Two or More Races  Green 8.5% Chronically Absent Declined 3 59 Students	Pacific Islander  No Performance Color 0 Students	White  Green 7.1% Chronically Absent Declined 6.1 210 Students

Conclusions based on this data:

1. An average of 10.6% of the entire student population falls into the chronically absent category. While this is a decrease of 3.4% from the previous school year, attendance will continue to remain a focus for improvement.
2. Our Students with Disabilities, Socioeconomically Disadvantaged, English Learners, and Hispanic student groups fell into the yellow performance level.
3. Our Students of Two or More Races and our White student groups both fell into the green performance level which is an improvement from the 2022-2023 school year.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

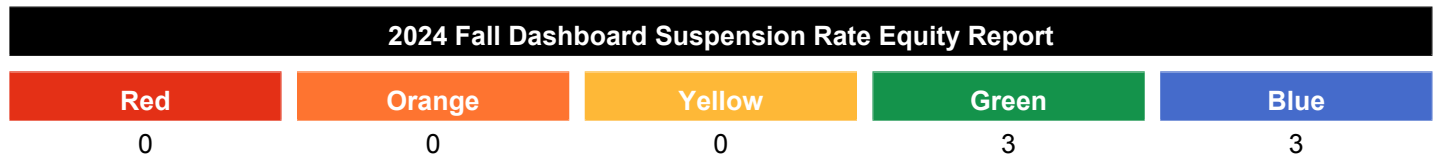
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>1% suspended at least one day</div> <div>Declined 0.9%</div> <div>690 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>1.8% suspended at least one day</div> <div>Declined 4.7%</div> <div>55 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.5% suspended at least one day</div> <div>Declined 0.8%</div> <div>267 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Declined 3.8% 129 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 30 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color 4.3% suspended at least one day Increased 4.3% 23 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 29 Students	Hispanic  Blue 0.9% suspended at least one day Declined 1.4% 333 Students
Two or More Races  Blue 0% suspended at least one day Declined 1.6% 60 Students	Pacific Islander  No Performance Color 0 Students	White  Green 1.4% suspended at least one day Declined 0.6% 212 Students

Conclusions based on this data:

1. Overall, 1% of all students were suspended at least one day, which is a decrease of 0.9% from the 2022-2023 school year.
2. All reporting student groups fell into the green or blue performance level for suspension rate.
3. The English Learner student group had a decline of 4.7% of students suspended and the Students with Disabilities student group had a decline of 3.8%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Engagement and Involvement

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on the 2023-2024 California Dashboard, Pinetree's overall performance in math was in the yellow range. We were 18.2 points below standard which was a decrease of 4 points from the previous year. In ELA, our overall performance was in the green range. This was 14.9 points above standard and we maintained 2.4 points from the previous year.

According to our local data from March 2025, iReady results from Diagnostic 2, 34% of our students are early, mid, or above grade level in math. For ELA, 58% of our students are early, mid, or above grade level.

Based on this data, the students at Pinetree have a greater need for support in building foundational skills in Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	<p>The 2024 California Dashboard shows that Pinetree is in the Yellow Performance level for Chronic Absenteeism for All Students.</p> <p>English Learners student group = Yellow Performance Level; 19.2% Chronically Absent</p> <p>Socioeconomically Disadvantaged student group = Yellow Performance Level; 14.6% Chronically Absent</p> <p>Students with Disabilities student group = Yellow Performance Level; 17.3% Chronically Absent</p> <p>Hispanic student group = Yellow Performance Level; 14.1% Chronically Absent</p>	<p>In 2025, the CA Dashboard for Chronic Absenteeism will show a decrease of 5% for all students who are chronically absent. In addition, results will show a 5% decrease for the following student groups:</p> <p>English Learners student group = 14.2% Chronically Absent</p> <p>Socioeconomically Disadvantaged student group = 9.6% Chronically Absent</p> <p>Students with Disabilities student group = 12.3% Chronically Absent</p> <p>Hispanic student group = 9.1% Chronically Absent</p>
ELA	<p>2024 ELA CAASPP Overall Results -25.36% Exceeded Standard -33.90% Met Standard -23.08% Nearly Met Standard -17.66% Did Not Meet Standard</p> <p>CA Dashboard Performance in ELA Overall = Green Performance Level; 14.9pts above standard</p> <p>Socioeconomically Disadvantaged student group = Yellow Performance Level; 2.7pts below standard</p> <p>Students with Disabilities student group = Yellow Performance Level; 68.2pts below standard</p> <p>Hispanic student group = Yellow Performance Level; 8.1pts above standard</p> <p>iReady data March 2025 ELA - students early, mid, or above grade level: -Kindergraten: 74% -1st grade: 45% -2nd grade: 51% -3rd grade: 73% -4th grade: 60%</p>	<p>In 2025, ELA CAASPP results, will show an increase in students who meet or exceed standards to be: 30% Exceed Standard and 40% Meet Standard.</p> <p>In 2025, the CA Dashboard Performance in ELA will be maintained at the Green Performance Level, or will increase to the Blue Performance Level. Additionally, results will show a 5 point increase in the following student groups:</p> <p>Socioeconomically Disadvantaged student group = 2.3 points above standard</p> <p>Students with Disabilities student group = 63.2 points below standard</p> <p>Hispanic student group = 13.1 points above standard</p> <p>In March 2026, iReady results for the ELA Diagnostic test will show an increase of 5% per grade level for</p>

	<p>-5th grade: 56%</p> <p>-6th grade: 60%</p>	<p>students who are early, mid, or above grade level:</p> <p>-1st grade: 50%</p> <p>-2nd grade: 56%</p> <p>-3rd grade: 78%</p> <p>-4th grade: 65%</p> <p>-5th grade: 61%</p> <p>-6th grade: 65%</p>
Math	<p>2024 Math CAASPP Overall Results</p> <ul style="list-style-type: none"> -17.00% Exceeded Standard -27.48% Met Standard -31.73% Nearly Met Standard -23.80% Did Not Meet Standard <p>CA Dashboard Performance in Math Overall = Yellow Performance Level; 18.2 points below standard which was a decline of 4 points</p> <p>Socioeconomically Disadvantaged student group = Yellow Performance Level; 31.7 points below standard</p> <p>Students with Disabilities student group = Orange Performance Level; 90.9 points below standard</p> <p>Hispanic student group = Orange Performance Level; 27.3 points below standard</p> <p>White student group = Yellow Performance Level; 10.1 points below standard</p> <p>iReady data March 2025 Math - students early on grade level and above Kindergarten: 61%</p> <ul style="list-style-type: none"> 1st grade: 25% 2nd grade: 21% 3rd grade: 35% 4th grade: 37% 5th grade: 31% 6th grade: 42% 	<p>2025, Math CAASPP results, will show an increase in students who meet or exceed standards to be: 23% Exceed Standard and 32.48% Meet Standard.</p> <p>In 2025, the CA Dashboard Performance in Math will increase to the Green Performance Level. Additionally, results will show a 5 point increase in the following student groups:</p> <p>Socioeconomically Disadvantaged student group = 26.7 points below standard</p> <p>Students with Disabilities student group = 85.9 points below standard</p> <p>Hispanic student group = 22.5 points below standard</p> <p>White student group = 5.1 points below standard</p> <p>In March 2026, iReady results for the Math Diagnostic test will show an increase of 5% per grade level for students who are early, mid, or above grade level:</p> <ul style="list-style-type: none"> Kindergarten: 66% 1st grade: 30% 2nd grade: 26% 3rd grade: 40% 4th grade: 42% 5th grade: 36% 6th grade: 47%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Pinetree Community School will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	All Students	0 District Funded None Specified
1.2	Pinetree Community School will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	All Students	21187.91 LCFF-Base 4000-4999: Books And Supplies Pinetree Community School will purchase materials to support the basic program in core subject areas 1500 LCFF-Base 4000-4999: Books And Supplies Pinetree Community School will purchase office supplies to support the core academic program
1.3	Pinetree Community School will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	All Students	15,000.00 LCFF-Base 4000-4999: Books And Supplies Pinetree Community School will purchase Custodial Supplies to maintain facilities 0 District Funded None Specified Admin will participate in regular campus walks with day custodian and Maintenance and Operations personnel throughout the school year 200 LCFF-Base 4000-4999: Books And Supplies Pinetree Community School will purchase nurse supplies to maintain safety of students and staff 250 LCFF-Base 4000-4999: Books And Supplies Pinetree Community School will purchase supplies to replenish and replace safety supplies that have been used or are expired

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

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The strategies and activities listed in our 2023-2024 school plan were implemented to support our students with access to the curriculum and supports needed to make growth. Students are continuing to make progress toward their Math and ELA goals this year.

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.

We will allocate additional funds for materials and supplies to support the instructional program. We will also continue to utilize additional funds to support noon supervisors as they help with student safety measures on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on the 2023-2024 California Dashboard, Pinetree's overall performance in Math was in the yellow range. We were 18.2 points below standard which was a decrease of 4 points from the previous year. In ELA, our overall performance was in the green range. This was 14.9 points above standard and we maintained 2.4 points from the previous year. The CA Dashboard did not show a performance color for English Learners in ELA or Math. However, in ELA, our English Learners did show an increase of 16.2 points from the previous year and in Math they showed an increase of 12.8 points.

According to our local data from March 2025 (iReady Diagnostic 2 Results) 34% of all students are early, mid, or above grade level in Math, while 21% of our English Learners showed they are early, mid, or above grade level. For ELA, 58% of all students are early, mid, or above grade level, while only 31% of our English Learners in grades K-6 are early, mid, or above grade level.

Based on this data, the students at Pinetree, including our English Learners, have a greater need for support in building foundational skills in Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase proficiency in Math	<p>2024 Math CAASPP Overall Results -17.00% Exceeded Standard -27.48% Met Standard -31.73% Nearly Met Standard -23.80% Did Not Meet Standard</p> <p>CA Dashboard Performance in Math Overall = Yellow Performance Level; 18.2 points below standard which was a decline of 4 points</p> <p>Socioeconomically Disadvantaged student group = Yellow Performance Level; 31.7 points below standard</p> <p>Students with Disabilities student group = Orange Performance Level; 90.9 points below standard</p> <p>Hispanic student group = Orange Performance Level; 27.3 points below standard</p> <p>White student group = Yellow Performance Level; 10.1 points below standard</p> <p>iReady data March 2025 Math - students early on grade level and above Kindergarten: 61% 1st grade: 25% 2nd grade: 21% 3rd grade: 35% 4th grade: 37% 5th grade: 31% 6th grade: 42%</p>	<p>In 2025, Math CAASPP results, will show an increase in students who meet or exceed standards to be: 23% Exceed Standard and 32.48% Meet Standard.</p> <p>In 2025, the CA Dashboard Performance in Math will increase to the Green Performance Level. Additionally, results will show a 5 point increase in the following student groups:</p> <p>Socioeconomically Disadvantaged student group = 26.7 points below standard</p> <p>Students with Disabilities student group = 85.9 points below standard</p> <p>Hispanic student group = 22.5 points below standard</p> <p>White student group = 5.1 points below standard</p> <p>In March 2026, iReady results for the Math Diagnostic test will show an increase of 5% per grade level for students who are early, mid, or above grade level: Kindergarten: 66% 1st grade: 30% 2nd grade: 26% 3rd grade: 40% 4th grade: 42% 5th grade: 36% 6th grade : 47%</p>
Increase proficiency in Reading	<p>2024 ELA CAASPP Overall Results -25.36% Exceeded Standard -33.90% Met Standard -23.08% Nearly Met Standard -17.66% Did Not Meet Standard</p> <p>CA Dashboard Performance in ELA Overall = Green Performance Level; 14.9pts above standard</p>	<p>In 2025, ELA CAASPP results, will show an increase in students who meet or exceed standards to be: 30% Exceed Standard and 40% Meet Standard.</p> <p>In 2025, the CA Dashboard Performance in ELA will be maintained at the Green Performance Level, or will</p>

	<p>Socioeconomically Disadvantaged student group = Yellow Performance Level; 2.7pts below standard</p> <p>Students with Disabilities student group = Yellow Performance Level; 68.2pts below standard</p> <p>Hispanic student group = Yellow Performance Level; 8.1pts above standard</p> <p>iReady data March 2025 ELA - students early, mid, or above grade level: -Kindergarten: 74% -1st grade: 45% -2nd grade: 51% -3rd grade: 73% -4th grade: 60% -5th grade: 56% -6th grade: 60%</p>	<p>increase to the Blue Performance Level. Additionally, results will show a 5 point increase in the following student groups:</p> <p>Socioeconomically Disadvantaged student group = 2.3 points above standard</p> <p>Students with Disabilities student group = 63.2 points below standard</p> <p>Hispanic student group = 13.1 points above standard</p> <p>In March 2026, iReady results for the ELA Diagnostic test will show an increase of 5% per grade level for students who are early, mid, or above grade level: -1st grade: 50% -2nd grade: 56% -3rd grade: 78% -4th grade: 65% -5th grade: 61% -6th grade: 65%</p>
Increase English Language Learners' proficiency in reading	<p>The 2024 CA Dashboard Performance results for English Learners in ELA showed they were 4.3 points above standard which was an increase of 16.2 points from the 2022-2023 school year.</p> <p>The March 2025 ELA iReady results for English Learners in grades K-6 shows 31% are early, mid, or above grade level.</p>	<p>In 2025, the CA Dashboard Performance results for English Learners will increase by at least 5 points to show they are 9.3 points above standard.</p> <p>By March 2026, ELA iReady results for English Learners in grades K-6th will improve to show 40% of English Learners students are early, mid, or above grade level.</p>
Increase English Language Learners' proficiency in math	<p>The 2024 CA Dashboard Performance results for English Learners in Math showed they were 26.5 points below standard which was an increase of 12.8 points from the 2022-2023 school year.</p> <p>The March 2025 Math iReady results for English Learners in grades K-6 shows 21% are early, mid, or above grade level.</p>	<p>In 2025, the CA Dashboard Performance results for English Learners will increase by at least 5 points to show they are 21.5 points below standard.</p> <p>By March 2026, Math iReady results for English Learners in grades K-6th will improve to show 30% are early, mid, or above grade level.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, Pinetree Community School will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	English Learners, Low Income, Foster Youth	0 District Funded None Specified District Provided professional development 0 District Funded None Specified Staff meetings with a site focus on The Big 3: SEL, Tier 1, Hands on Learning/Assessments, protected time will be provided to review and share best practices to support English learners and students with disabilities
2.2	To mitigate learning loss, as evidenced by state and local assessments, Pinetree Community School will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.	English Learners, Low Income, Foster Youth	15847.20 LCFF- Supplemental 4000-4999: Books And Supplies Pinetree Community School will purchase additional standards aligned materials to support core content for all students including English Learners, Foster Youth, students with disabilities and Low Income Students
2.3	To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, Pinetree Community School will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.	English Learners, Low Income, Foster Youth	1500 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Pinetree Community School will compensate teacher extra hours for collaboration and leadership meetings
2.4	To address students not meeting grade level standards on state and local assessments, the District will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for all students including English Learner, Foster Youth and Low Income students.	English Learners, Low Income, Foster Youth	0 District Funded None Specified The District will compensate teachers for attending professional development and workshops at the district office.
2.5	Pinetree Community School will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.	English Learners, Low Income, Foster Youth	0 District Funded None Specified English Development minutes offered during instructional hours to support academic success and language acquisition
2.6	Pinetree Community School will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for	English Learners	0 District Funded None Specified

	English Learner students to support mastery of the English language.		
2.7	Pinetree Community School will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learners	0 District Funded None Specified
2.8	For unduplicated students who are not meeting grade level standards, Pinetree Community School will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Learners, Foster Youth, Low Income	0 District Funded None Specified ELOP-District only
2.9	Pinetree Community School will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	All Students	0 District Funded None Specified
2.10	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners and Foster Youth students who may have limited access to literacy materials at home.	English Learners, Foster Youth, Low Income	0 District Funded None Specified
2.11	To address the underperformance on state and local assessment, Pinetree Community School will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.	English Learners, Foster Youth Low Income	0 District Funded None Specified 19,906 LCFF-Base 2000-2999: Classified Personnel Salaries Pinetree Community School will pay for a curriculum specialist to support core instruction 1,674.09 LCFF-Base 3000-3999: Employee Benefits Curriculum Specialist benefits
2.12	To ensure low income students receive opportunities to develop creativity and innovative practices, Pinetree Community School will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income	67000 Prop 28 1000-1999: Certificated Personnel Salaries Pinetree will pay for a music teacher salary through Prop 28 funding 21425 Prop 28 3000-3999: Employee Benefits Pinetree will purchase supplies to support music program (sonic board, sound system, instruments, posters, music stands) through Prop 28 funding

2.13	Pinetree Community School will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students.	English Learners Foster Youth Low Income	0 LCFF- Supplemental 4000-4999: Books And Supplies
2.14	To support equitable access to differentiated instruction and access to online curricular programs, Pinetree Community School will provide and train Computer Lab Assistants at all sites to support low income students in the use of technology to meet grade level standards.	English Learners Foster Youth Low Income	0 LCFF- Supplemental 2000-2999: Classified Personnel Salaries
2.15	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Learner Foster Youth Low Income	0 District Funded None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Students participated in small group instruction during the school day focused on early literacy skills with our Learning Support Teachers. In addition, classroom teachers have implemented Orton Gillingham strategies and lessons with great success. We have also been participating in a districtwide training opportunity to focus on developing as a Professional Learning Community (PLC) to drive instructional planning and student support.

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

Funds earmarked to support teacher collaboration outside of the school day had to be reallocated in response to a lack of teacher participation.

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

No major changes were made.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Family and Community Engagement and Involvement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Parent involvement in their child's education continues to be of utmost importance to Pinetree Community School. The largest form of communication comes through ParentSquare where we have over 99% contact ability with our families. Messages are sent out school-wide once a week, with frequent reminders for specific meetings or updates to help support parent participation. Teachers also send out messages to their families to engage parents/guardians. We will continue to receive parent input and feedback so we can continue to improve our parent participation.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ParentSquare	To date, 65% of families have interacted with ParentSquare (commenting, appreciating, volunteering). This is a 4% increase from last year.	By end of the 2026 school year, 70% of families will interact with Parent Square.
Parent Attendance	Pinetree has historically struggled to get families of English learners to attend ELAC meetings. During the 2024-2025 school year, two families attended the ELAC meetings over the course of the year.	During the 2025-2026 school year, a minimum of 5 families will regularly attend ELAC meetings. We will continue to offer in person as well as Zoom options to help increase engagement.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Pinetree Community School will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs,	Low Income and English Learners	0 PTA None Specified Parent Education Curriculum and Family Nights

	that further removes barriers from students accessing their educational program.		2216.32 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Pinetree Community School will pay for office assistant hours to support communication with families 822.48 LCFF- Supplemental 3000-3999: Employee Benefits Office Assistant
3.2	Pinetree Community School will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	English Learners	200 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Pinetree Community School will pay for translation services for families
3.3	Pinetree Community School will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	All Students	0 District Funded None Specified 4,500 LCFF-Base 1000-1999: Certificated Personnel Salaries Pinetree Community School will pay for teacher extra duty for advisory group meetings outside of contractual day
3.4	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.	English Learners	0 District Funded None Specified
3.5	To assure low income and Foster Youth students have awareness and access to community services, Pinetree Community School will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	Low Income and Foster Youth	0 District Funded None Specified District Student and Family Wellness Collaborative

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Families were welcomed to a number of family nights including a Multicultural Night where families were able to showcase their heritage, Bonkers for Books where students and parents got to play fun games and received books as prizes, and a Cookies, Cocoa, and Crafting night. Of all our school family nights, these were are most attended events.

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

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

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

No major changes were made.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Supporting the Whole Child

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Data from the California Dashboard shows that 10.6% of students at Pinetree Community School are chronically absent which is a decrease of 3% from the 2023-2024 school year.

Data from our district Student Information System shows that Pinetree has an average of 35 students absent each day. We will continue to work on attendance incentives as well as socio-emotional support for all students to increase daily attendance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase daily attendance	<p>On average in the 2024-2025 school year, our Student Information System attendance data shows an average of 94.86% of our students are present each day.</p> <p>The 2024 California Dashboard shows that Pinetree is in the Yellow Performance level for Chronic Absenteeism for All Students.</p> <p>English Learners student group = Yellow Performance Level; 19.2% Chronically Absent</p> <p>Socioeconomically Disadvantaged student group = Yellow Performance Level; 14.6% Chronically Absent</p> <p>Students with Disabilities student group = Yellow Performance Level; 17.3% Chronically Absent</p> <p>Hispanic student group = Yellow Performance Level; 14.1% Chronically Absent</p>	<p>By May 2026, our Student Information System attendance data will show an increase of 1.14% to show an average of 96% of our students are present each day.</p> <p>In 2025, the CA Dashboard for Chronic Absenteeism will show a decrease of 5% for all students who chronically absent. In addition, results will show a 5% decrease for the following student groups:</p> <p>English Learners student group = 14.2% Chronically Absent</p> <p>Socioeconomically Disadvantaged student group = 9.6% Chronically Absent</p> <p>Students with Disabilities student group = 12.3% Chronically Absent</p> <p>Hispanic student group = 9.1% Chronically Absent</p>
Increase Socio-Emotional Support	In 2024-2025, the number of students who were not able to access socio-emotional support increased due to a lack of resources available.	In the 2025-2026 school year, with the addition of a Social Worker for 40% of the week, more socio-emotional support will be offered to all students who need support.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	All Students	0 District Funded None Specified Students to complete surveys
4.2	To remove barriers for low income students from accessing their academic program, the district will provide counseling to support social/emotional wellness and academic success in school.	Low Income	0 District Funded None Specified Counseling Services to be provided by social worker, school psych, and Hart counselor 0 District Funded None Specified

			Regular check in and collaboration meetings with social worker, school psych, Hart counselor, and principal to monitor new referrals and status of students receiving services
4.3	To remove barriers for students from accessing their academic program, the District will provide counseling services to support social/emotional wellness and academic success in school.	All students	0 District Funded None Specified
4.4	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learners, Foster Youth, Low Income	0 District Funded None Specified
4.5	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, the District will provide Social Workers and support personnel to provide comprehensive services.	Low Income, Foster Youth, Homeless	4000 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Social Worker 35,880 Title I 1000-1999: Certificated Personnel Salaries Social Worker 12,526 Title I 3000-3999: Employee Benefits Social Worker 1000 LCFF- Supplemental 4000-4999: Books And Supplies Materials and supplies to support social worker activities.
4.6	To support student connectedness and build positive relationships at the school site, the District will provide positive academic and behavior programs that promote student engagement for unduplicated students.	English Learners, Foster Youth, Low Income	0 District Funded None Specified social emotional programs 3,000.00 LCFF- Supplemental 4000-4999: Books And Supplies Pinetree will pay for resources to support SEL and restorative practices
4.7	To support student engagement and connectedness, schools will promote a positive school climate to foster youth development and academic achievement.	All students	0 District Funded None Specified

4.8	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities	0 District Funded None Specified
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Having the support of a District Social Worker has been valuable to promote problem solving and conflict resolution among students. Our District Social Worker and School Psychologists worked with families to ensure they have access to all necessary resources. In addition, our District Social Worker worked with our site Assistant Principal to focus on attendance incentives and activities (funded in Goal 1). In person enrichment and social emotional activities were offered and received positively by school community. These were offered to whole classes during the day as well as during student recess and lunch breaks.

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

The Second Step program was not as widely implemented this school year as intended. Increased usage in the 2025-2026 school year will be a focus at Pinetree.

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.

For the 2025-2026 school year, Pinetree has been identified as a Title I school. We will use Title I funding to support a 40% Social Worker to support our students Social-Emotional Learning and attendance. This will go well with continued implementation of the Second Step program. Additional funds were allocated to support Social Worker materials and supplies to support students.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$235,635.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
Title I	\$48,406.00

Subtotal of additional federal funds included for this school: \$48,406.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF- Supplemental	\$32,586.00
LCFF-Base	\$66,218.00
Prop 28	\$88,425.00
PTA	\$0.00

Subtotal of state or local funds included for this school: \$187,229.00

Total of federal, state, and/or local funds for this school: \$235,635.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Base	66,218	0.00
LCFF- Supplemental	32,586	0.00
PTA	0	0.00
Title I	48,406	0.00
Prop 28	88425	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	32,586.00
LCFF-Base	66,218.00
Prop 28	88,425.00
PTA	0.00
Title I	48,406.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	112,880.00
2000-2999: Classified Personnel Salaries	24,322.32
3000-3999: Employee Benefits	36,447.57
4000-4999: Books And Supplies	61,985.11
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	5,500.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	2,416.32
3000-3999: Employee Benefits	LCFF- Supplemental	822.48
4000-4999: Books And Supplies	LCFF- Supplemental	23,847.20
1000-1999: Certificated Personnel Salaries	LCFF-Base	4,500.00
2000-2999: Classified Personnel Salaries	LCFF-Base	21,906.00
3000-3999: Employee Benefits	LCFF-Base	1,674.09
4000-4999: Books And Supplies	LCFF-Base	38,137.91
1000-1999: Certificated Personnel Salaries	Prop 28	67,000.00
3000-3999: Employee Benefits	Prop 28	21,425.00
None Specified	PTA	0.00
1000-1999: Certificated Personnel Salaries	Title I	35,880.00
3000-3999: Employee Benefits	Title I	12,526.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,137.91
Goal 2	127,352.29
Goal 3	7,738.80
Goal 4	56,406.00

School Site Council Membership

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

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

Name of Members	Role
Nicole Packer, Principal	Principal
Trisha Kendra, PTA President/Parent	Parent or Community Member
Lindsay Weatherford, Parent	Parent or Community Member
Quinten Branch, Parent	Parent or Community Member
Adam Saurin, Parent	Parent or Community Member
James White, Parent	Parent or Community Member
Mike Adachi, Teacher	Classroom Teacher
Valarie Tyler-Mims, Teacher	Classroom Teacher
Alexandra Winslow, Teacher	Classroom Teacher
Michelle Hubbell, Classified	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/22/2025.

Attested:



Principal, Nicole Packer on 05/22/2025



SSC Chairperson, Lindsay Weatherford on 05/22/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

ELAC INPUT/RECOMMENDATIONS TO SSC

ELAC gave advice to School Site council (SSC) regarding the School Plan for Student Achievement on 4/23/25 (date)

No suggestions

ELAC President [Signature]

Date: 4/23/25

Principal [Signature]

Date: 4/23/25

School Site Council's response to ELAC on: 5/22/25 (date)

None

SSC Chairperson [Signature]

Date: 5/23/2025

Principal [Signature]

Date: 5/23/25