

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pine Elementary	13-631496008536	November 2, 2023	November 13, 2023

Purpose and Description

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

- Schoolwide Program
 - Additional Targeted Support and Improvement
- The plan will also address the school climate and pupil engagement indicators for the English Learner student group based on ATSI findings.

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

The School Plan for Student Achievement is shared with all stakeholders. We seek the input of both the School Site Council and the English Language Advisory Committee members as well as Pine School staff.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

HUSD administered surveys in October of 2022, and as a result parents believed that Pine school is in good working condition, provides a quality education and listens to parent input. A student survey was provided and the results showed that a majority of our students felt safe at Pine, and felt like they had the necessary materials and support to be successful. HUSD also provided a survey to its staff members and a majority of them felt the district provides them standards-aligned curriculum and adequate training to provide students with what they need to be successful. All survey respondents were very satisfied with the amount of resources the students and parents have, especially in the area of technology, grounds, classrooms and activities.

Classroom Observations

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

Classroom observation will occur based on the number of years of experience, last time the teacher was evaluated, and more. Observations may last between thirty and forty-five minutes depending on what is being observed and what targeted areas the administration has identified needing to be observed. Administration provides feedback to teachers and staff according the rules set by the school board. All work will be checked for rigor, student engagement, and use of teaching strategies. Teacher observations are regulated by the school board.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Data from state assessments (CAASPP) was analyzed at the beginning of the school year to determine school-wide goals and objectives. Additionally, STAR Reading and STAR Math scores and Early Literacy scores will be analyzed quarterly to monitor student progress and provide intervention or rewards as needed. Data is analyzed by each teacher at each grade level and as a whole by groups as needed. Pine School only has one class per grade level so there is not the ability to meet as a grade level group, but meetings will take place from time to time throughout the year with other schools in the district to give teachers the opportunity to meet with other grade level teachers. Teachers and administration look at data during staff meetings throughout the year and discuss strategies to increase student achievement. Each teacher is given the necessary data to determine strengths and weaknesses in the academic program and curriculum and to target instruction. ELPAC scores from February 2022 were evaluated to determine areas of need for our English Learners.

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

Teachers use Math and English Language Arts assessments within the curriculum along with teacher observations, STAR Reading and Math, and other supplemental programs like Reading Plus and Zearn for progress monitoring and teaching is adjusted based on student needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Pine School are highly qualified and are teaching within their credential. Every teacher is required to attend weekly staff development meetings and/or collaboration meetings. Teachers are encouraged to provide input and make suggestions regarding the school goals and objectives. In addition, the district provides a minimum of 2 professional development days per year.

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

All Pine School teachers have been identified as highly qualified and are provided with instructional material training on all curriculum used in their classroom. All teachers attend a minimum of 2 days of professional development per school year.

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

Staff development is developed based on the needs of the school site academic goals and the identified needs of our students.

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

The school site principal as well as district personnel provide ongoing instructional assistance and support for teachers.

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

Pine School has only one teacher per grade, collaboration between grade levels takes place on early release Wednesdays to work cooperatively on lesson planning and developing lessons that meet the needs of all students, especially unduplicated students that have been identified as needing intervention. In addition, collaboration with other schools in the district takes place at different times of the year in order to collaborate between grade levels since both Finley and Holtville Middle School have multiple teachers per grade level.

Teaching and Learning

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

Teachers will be introduced to various teaching strategies and methods that promote the implementation of alignment of curriculum, instruction, and materials to content and performance standards. Collaboration days will be used to align curriculum, improve instructional strategies and train teachers on supplemental materials to meet the content standards.

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

Pine school adheres to the recommended instructional minutes for English Language Arts and Math to ensure that we are meeting and exceeding the required minutes of instructions in all grade levels.

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

Teachers using the pacing schedule are encouraged to make modifications in order to provide necessary instruction for students in need.

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

All students have been assigned textbooks or workbooks that have been adopted by the State Department of Education and the Holtville Unified School District Board of Trustees. Each student has been assigned an Apple iPad, headphones, iPad case and logitech crayon to assure that their unit is safe and can be used without disturbing other students.

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

All English Language Arts, Mathematics, Social Science, Science and English Language Development curriculum has been approved by the California State Department of Education and the Holtville Unified School District Board of Trustees.

Opportunity and Equal Educational Access

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

Teachers provide intervention during instruction and according to any 504, SST, IEP plans that have been agreed upon. Teachers may provide small group instruction, one-on-one tutoring or make accommodations to assignments or assessments based on student needs in the classroom. In the K-5th grade levels, classroom paraprofessionals assist the teachers with small group or one-on-one instruction to enable underperforming students with meeting standards. Pine School provides Special Education support with both a pullout and push in program no more than two times a day and no more than 90 minutes a day. Pine School has a teacher who provides EL support to our English learners in all grade levels. Pine School is a one-to-one device school and because of that the students have several programs available to them to assist them with meeting the standards.

Evidence-based educational practices to raise student achievement

Pine School and HUSD have purchased several new programs, and as new curriculum is adopted, newly researched and implemented engaging teaching strategies are included. Teachers are using proven practices that have students engaged in hands on, project base activities. Teachers use GATE and AVID techniques, and all of our teachers are using Applications that have increased the students ability to understand the lessons the teachers are teaching. Pine School has purchased and is using Reading Plus, a program that has been very successful in improving students reading levels and Zearn Math to supplement and support Eureka Math.

Parental Engagement

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

The School Site Council, English Learners Advisory Committee (ELAC), Pine Community Club (Parent Teacher Organization) and various volunteer parents have become involved and partake in the education planning of our students and other needs for Pine School. The District purchased a program called Remind that allows parents to communicate with teachers easier and more direct with no cost to the parent. With this program parents have a direct line to the teacher and can get information about their children.

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

Pine School has an active Parent Community Club, School Site Council, English Learners Advisory Committee, Parent Teacher partnerships, and many parents who step in and help on special events and activities throughout the school year.

Funding

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

Funding will be provided from various categorical funding sources. Local categorical funding sources will include previous year's EIA LCFF 0132 and LEP LCFF 0133. Other funding sources may include all the Title funds, and resources from special areas such as the Microsoft funding.

Fiscal support (EPC)

Pine School 2023 - 2024 Categorical and standard funding sources were used to determine funding for the purchase of personnel, services, equipment, materials, supplies and other necessary items needed to complete our goals and objectives set forth in this report.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholders including teachers, counselor, support staff, students, principal, parents, School Site Council, and English Learner Advisory Committee members have been asked to review, update and monitor the School Plan for Student Achievement. In October of 2022 parents completed surveys that included questions concerning the progress of increasing student achievement in both English Language Arts and Math, a sense of safety and school connectedness, and a broad course of study for all students including English Learners, low-income, foster youth and students with exceptional needs. Parents will be asked to complete surveys at least once per the school year. School Site Council and English Language Advisory Committee members, along with Pine School staff will continue to monitor the action plan and provide feedback throughout the school year.

WASC Action Plan

At this time we do not believe there are any resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	0.5%	%	0%	1	0	0
Asian	%	0.53%	0%		1	0
Filipino	%	%	0%		0	0
Hispanic/Latino	61.5%	57.67%	62.33%	118	109	134
Pacific Islander	%	%	0%		0	0
White	36.5%	40.21%	36.74%	70	76	79
Multiple/No Response	1.6%	1.59%	0.93%	3	3	2
	Total Enrollment			192	189	215

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	15	21	25
Grade 1	13	16	21
Grade 2	20	15	17
Grade3	22	18	21
Grade 4	26	21	25
Grade 5	25	24	20
Grade 6	27	25	30
Grade 7	25	24	29
Grade 8	19	25	30
Total Enrollment	192	189	220

Conclusions based on this data:

1. The 2022-23 school year saw a 16% increase in student enrollment with the increase of 31 students.
2. The increase in enrollment was primarily in the 6th, 7th, and 8th grades.
3. There has been an increase in Kindergarten enrollment over the last 3 years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	37	32	47	19.3%	16.9%	21.9%
Fluent English Proficient (FEP)	12	11	11	6.3%	5.8%	5.1%
Reclassified Fluent English Proficient (RFEP)	1	2	2	2.7%		0.9%

Conclusions based on this data:

1. There was an increase in the number of EL students in the 2022-23 school year.
2. There was a decrease in the percentage of ELs being reclassified.
3. Overall the FEP and RFEP have remained the same.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	23	18	21	0	18	21	0	18	21	0.0	100.0	100.0
Grade 4	27	21	25	0	21	25	0	21	25	0.0	100.0	100.0
Grade 5	24	26	20	0	26	20	0	26	20	0.0	100.0	100.0
Grade 6	26	26	30	0	25	30	0	25	30	0.0	96.2	100.0
Grade 7	25	25	29	0	23	26	0	23	26	0.0	92.0	89.7
Grade 8	19	25	30	0	25	26	0	25	26	0.0	100.0	86.7
All Grades	144	141	155	0	138	148	0	138	148	0.0	97.9	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2420.	2408.		11.11	14.29		38.89	38.10		27.78	19.05		22.22	28.57
Grade 4		2465.	2487.		19.05	24.00		19.05	48.00		42.86	12.00		19.05	16.00
Grade 5		2537.	2533.		26.92	25.00		38.46	45.00		30.77	10.00		3.85	20.00
Grade 6		2549.	2571.		24.00	26.67		32.00	46.67		36.00	20.00		8.00	6.67
Grade 7		2574.	2566.		17.39	15.38		43.48	42.31		26.09	19.23		13.04	23.08
Grade 8		2612.	2584.		20.00	19.23		60.00	38.46		20.00	26.92		0.00	15.38
All Grades	N/A	N/A	N/A		20.29	20.95		39.13	43.24		30.43	18.24		10.14	17.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	20.00		*	66.67		*	13.33
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		18.12	18.92		69.57	67.57		12.32	13.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	26.67		*	70.00		*	3.33
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		21.01	21.62		65.94	61.49		13.04	16.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	16.67		*	76.67		*	6.67
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		23.19	16.89		68.84	72.30		7.97	10.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	13.33		*	73.33		*	13.33
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		17.39	19.59		74.64	69.59		7.97	10.81

Conclusions based on this data:

- 65% of students in grades 3-8th have met or exceeded grade level standards in English Language Arts which is an increase of 7% compared to the 2021-22 CAASPP tests.
- In 2022-23 school year the 4th grade cohort met or exceeded group increased by 20% from the 2021-2 school year.
- In 2022-23 school year the 5th grade cohort met or exceeded group increased by 32% from the 2021-2 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	23	18	21	0	18	21	0	18	21	0.0	100.0	100.0
Grade 4	27	21	25	0	21	25	0	21	25	0.0	100.0	100.0
Grade 5	24	26	20	0	26	20	0	26	20	0.0	100.0	100.0
Grade 6	26	26	30	0	25	30	0	25	30	0.0	96.2	100.0
Grade 7	25	25	29	0	23	26	0	23	26	0.0	92.0	89.7
Grade 8	19	25	30	0	25	26	0	25	26	0.0	100.0	86.7
All Grades	144	141	155	0	138	148	0	138	148	0.0	97.9	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2441.	2426.		5.56	9.52		44.44	38.10		44.44	19.05		5.56	33.33
Grade 4		2466.	2501.		4.76	20.00		47.62	44.00		23.81	28.00		23.81	8.00
Grade 5		2548.	2532.		38.46	25.00		26.92	20.00		23.08	35.00		11.54	20.00
Grade 6		2513.	2551.		12.00	30.00		16.00	26.67		44.00	20.00		28.00	23.33
Grade 7		2536.	2561.		21.74	26.92		21.74	19.23		21.74	34.62		34.78	19.23
Grade 8		2531.	2524.		8.00	11.54		16.00	23.08		40.00	26.92		36.00	38.46
All Grades	N/A	N/A	N/A		15.94	20.95		27.54	28.38		32.61	27.03		23.91	23.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	36.67		*	36.67		*	26.67
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		25.36	27.70		51.45	49.32		23.19	22.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	16.67		*	70.00		*	13.33
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		14.49	18.24		61.59	61.49		23.91	20.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	16.67		*	63.33		*	20.00
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		12.32	16.89		63.77	64.19		23.91	18.92

Conclusions based on this data:

1. 48.5% of students in grades 3-8th met or exceeded grade level standards for Math which is an increase of approximate 5% compared to the 2021-2 CAASPP tests.
2. In 2022-23 school year the students in the 4th grade cohort that met or exceeded increased by approximately 14% compared to the 2021-2 school year.
3. In 2022-23 school year the 4th grade cohort met or exceeded group increased by 20% from the 2021-2 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1436.1	*	*	1432.2	*	*	1445.3	4	4	13
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	4	4
3	*	*	*	*	*	*	*	*	*	4	*	6
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	6	4	*
6	*	*	*	*	*	*	*	*	*	8	5	*
7	*	*	*	*	*	*	*	*	*	*	6	8
8	*	*	*	*	*	*	*	*	*	*	4	7
All Grades										36	33	51

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	23.08	*	*	15.38	*	*	53.85	*	*	7.69	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	33.33	31.37	44.44	42.42	25.49	27.78	18.18	39.22	2.78	6.06	3.92	36	33	51

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	7.69	*	*	38.46	*	*	38.46	*	*	15.38	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.22	60.61	37.25	33.33	21.21	31.37	16.67	12.12	23.53	2.78	6.06	7.84	36	33	51

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	23.08	*	*	7.69	*	*	53.85	*	*	15.38	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	21.21	19.61	36.11	33.33	29.41	33.33	30.30	29.41	19.44	15.15	21.57	36	33	51

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	7.69	*	*	84.62	*	*	7.69	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	45.45	27.45	63.89	51.52	64.71	2.78	3.03	7.84	36	33	51

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	15.38	*	*	69.23	*	*	15.38	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.56	60.61	47.06	33.33	33.33	41.18	11.11	6.06	11.76	36	33	51

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	23.08	*	*	69.23	*	*	7.69	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	27.27	25.49	55.56	48.48	47.06	22.22	24.24	27.45	36	33	51

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	38.46	*	*	15.38	*	*	46.15	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	33.33	25.49	69.44	54.55	54.90	19.44	12.12	19.61	36	33	51

Conclusions based on this data:

1. In 2021-22 the number of students designated as English Learners and taking the ELPAC has increased by 18 students when compared to 2022-23.
2. There was a decrease of 2% in students scoring Level 4 between 2021-22 and 2022-23.
3. There was a decrease of 23% in level 4 in the oral language domain category.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
189	56.6	16.9	1.6
Total Number of Students enrolled in Pine Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	16.9
Foster Youth	3	1.6
Homeless	3	1.6
Socioeconomically Disadvantaged	107	56.6
Students with Disabilities	26	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian	1	0.5
Filipino		
Hispanic	109	57.7
Two or More Races	3	1.6
Pacific Islander		
White	76	40.2

Conclusions based on this data:

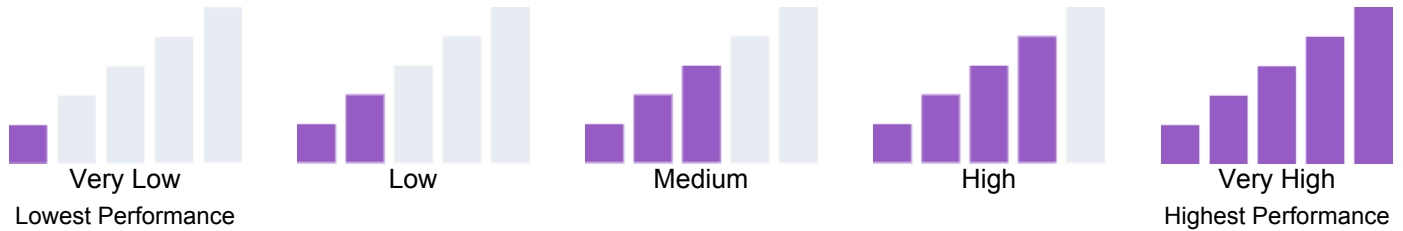
1. In the 2021-22 school year, 56.6 % of students were classified as socially-economically disadvantaged.
2. In the 2021-22 school year, 16.9% students were classified as English Learners.
3. In the 2021-22 school year, 1.6 % of students were classified as foster youth.

School and Student Performance Data

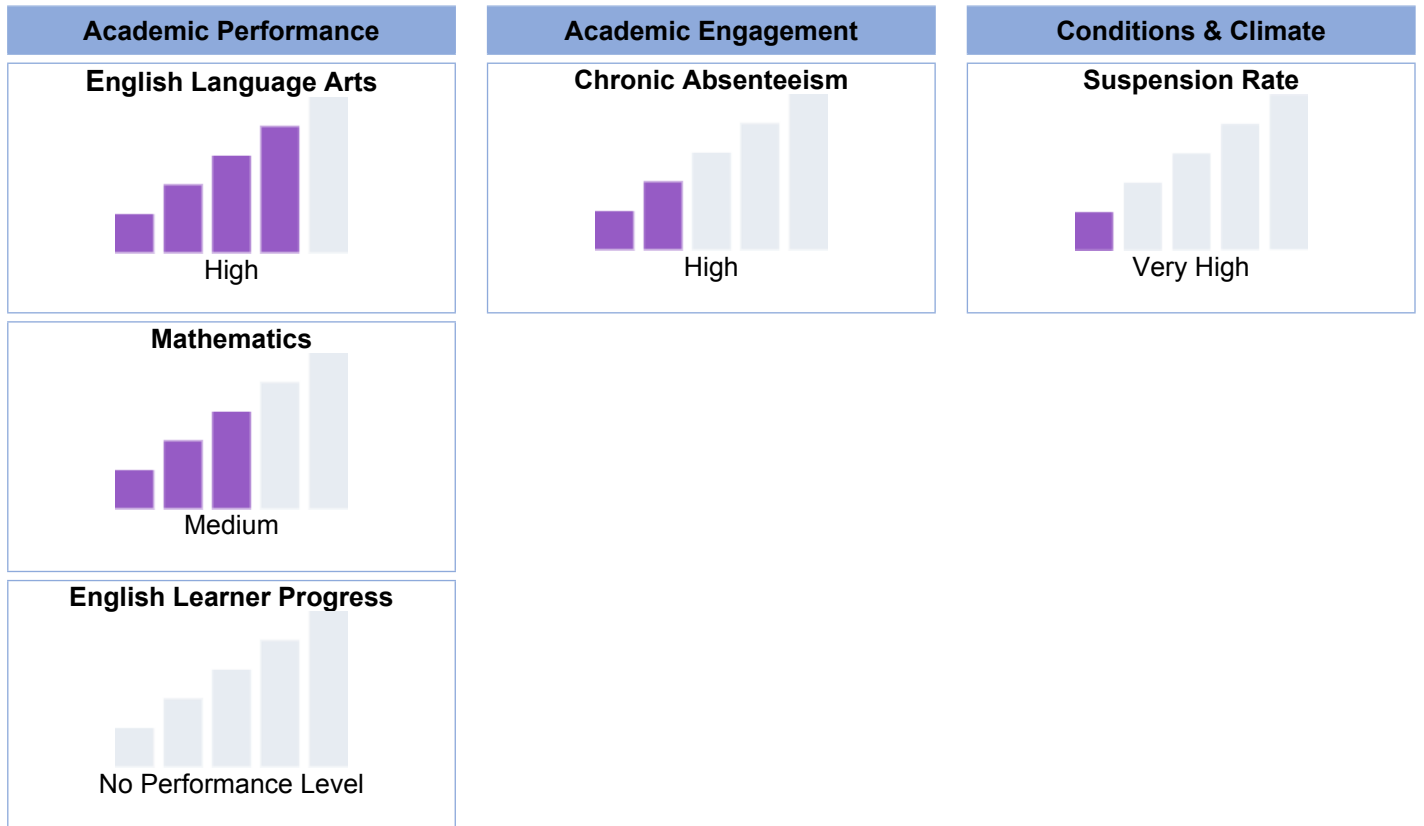
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

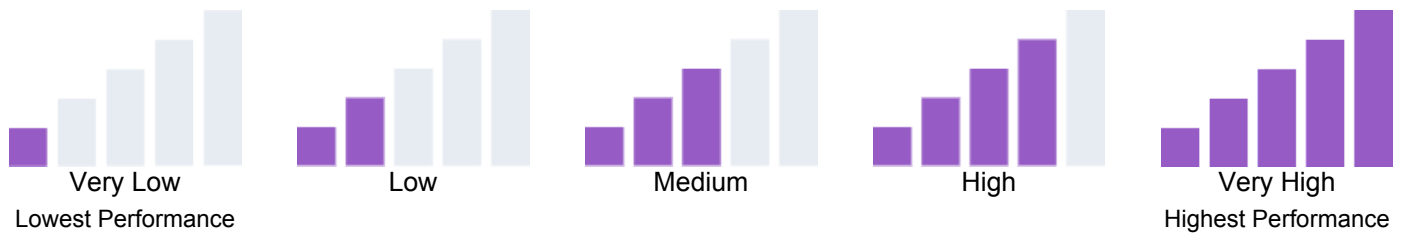
1. Students in grades 3-8th are scoring higher in ELA than in Math on the CAASPP test.
2. The chronic absenteeism rate is in the high category.
3. The suspension rate is in the very high category.

School and Student Performance Data

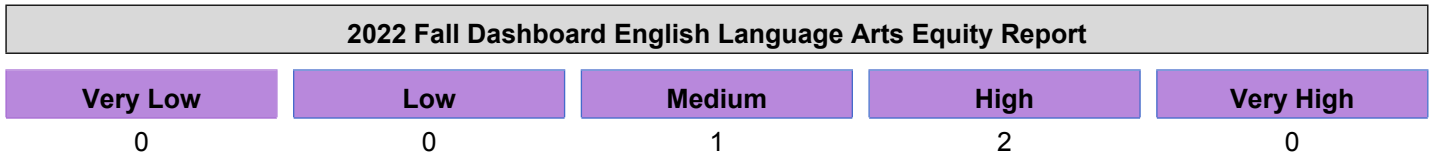
Academic Performance English Language Arts

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

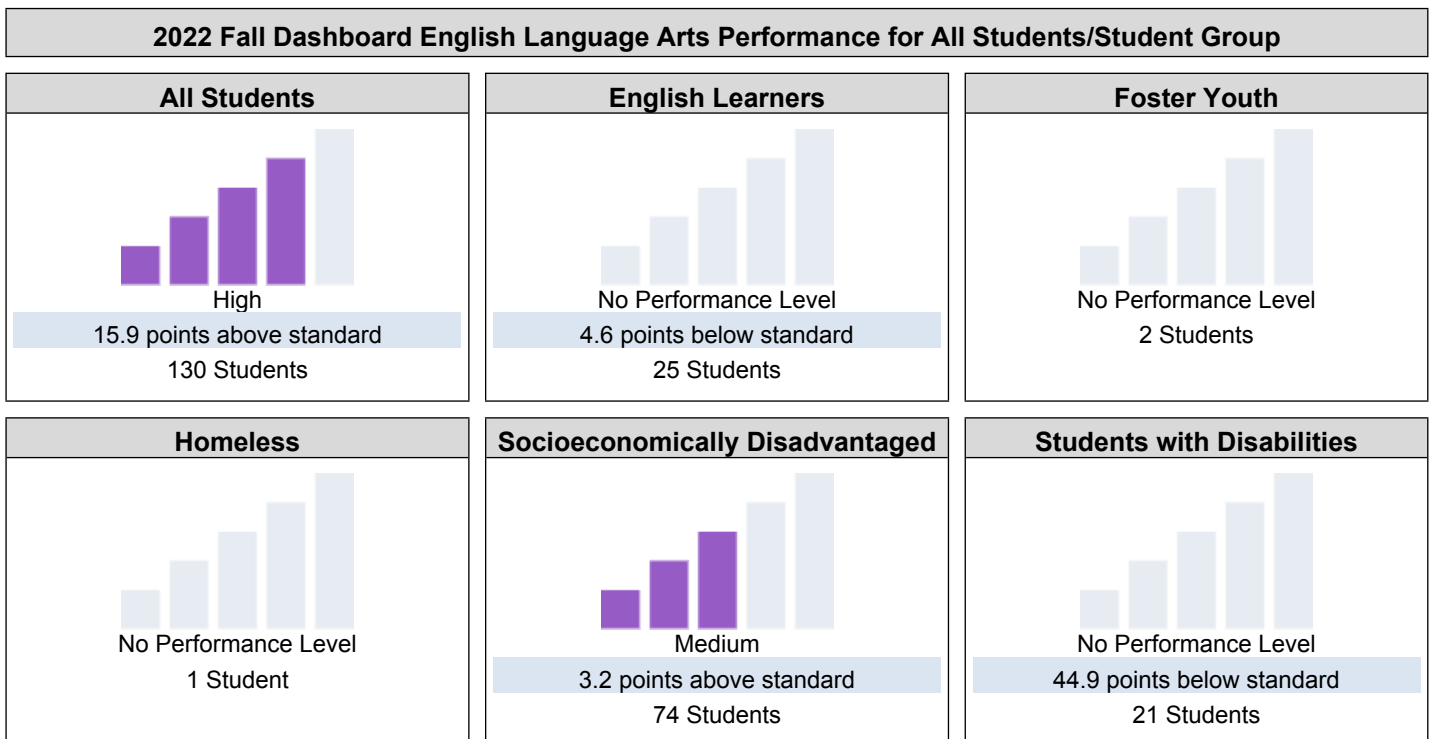
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



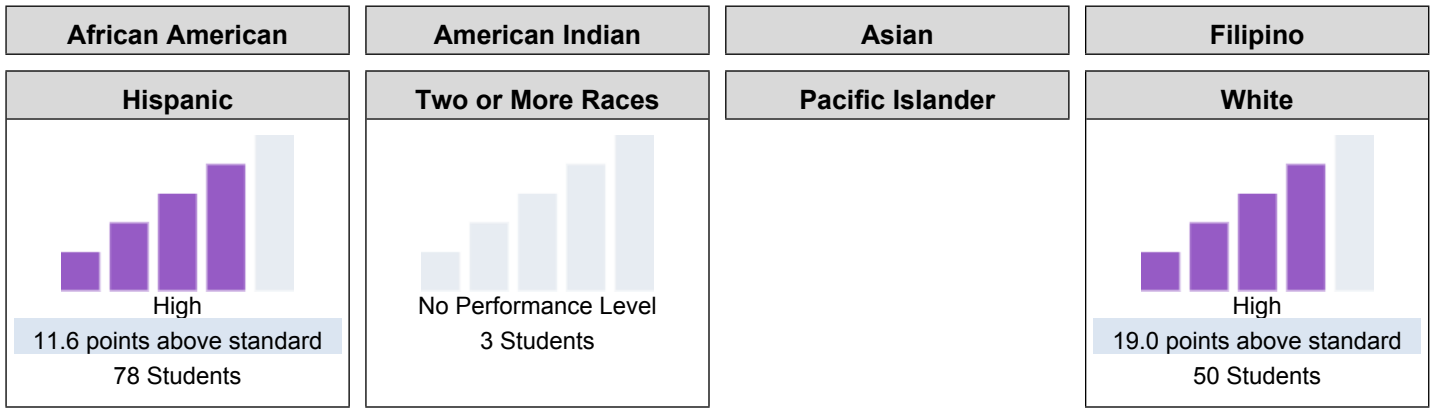
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p align="center">27.2 points below standard</p> <p align="center">19 Students</p>	<p align="center">6 Students</p>	<p align="center">17.7 points above standard</p> <p align="center">101 Students</p>

Conclusions based on this data:

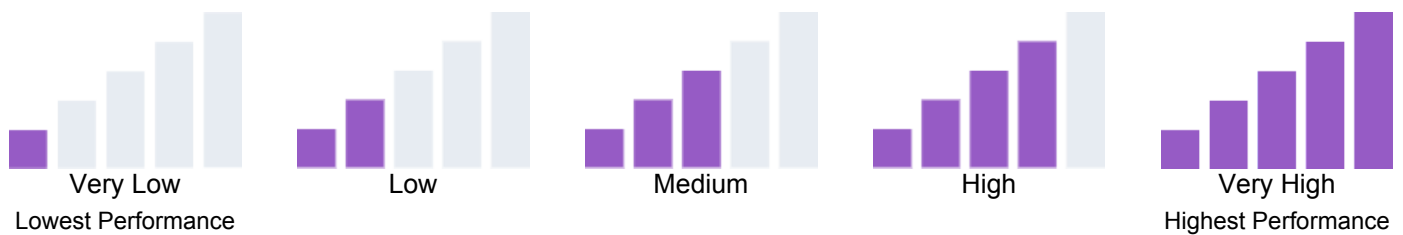
1. In English Language Arts both the Hispanic and White student groups are scoring well above standard.
2. The Socioeconomically disadvantaged students are 3.2 points above standard and students in the EL student group are 27.2% below standard.
3. English only students are 17.7 points above standard.

School and Student Performance Data

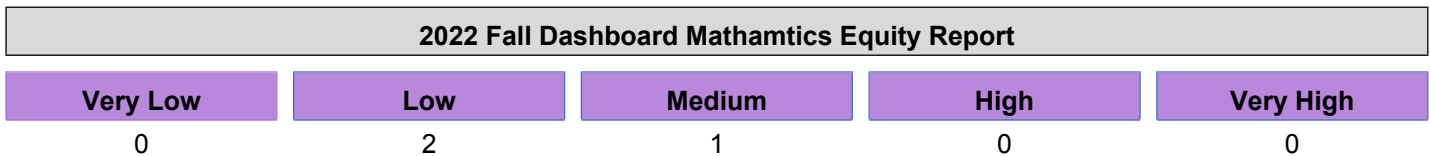
Academic Performance Mathematics

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

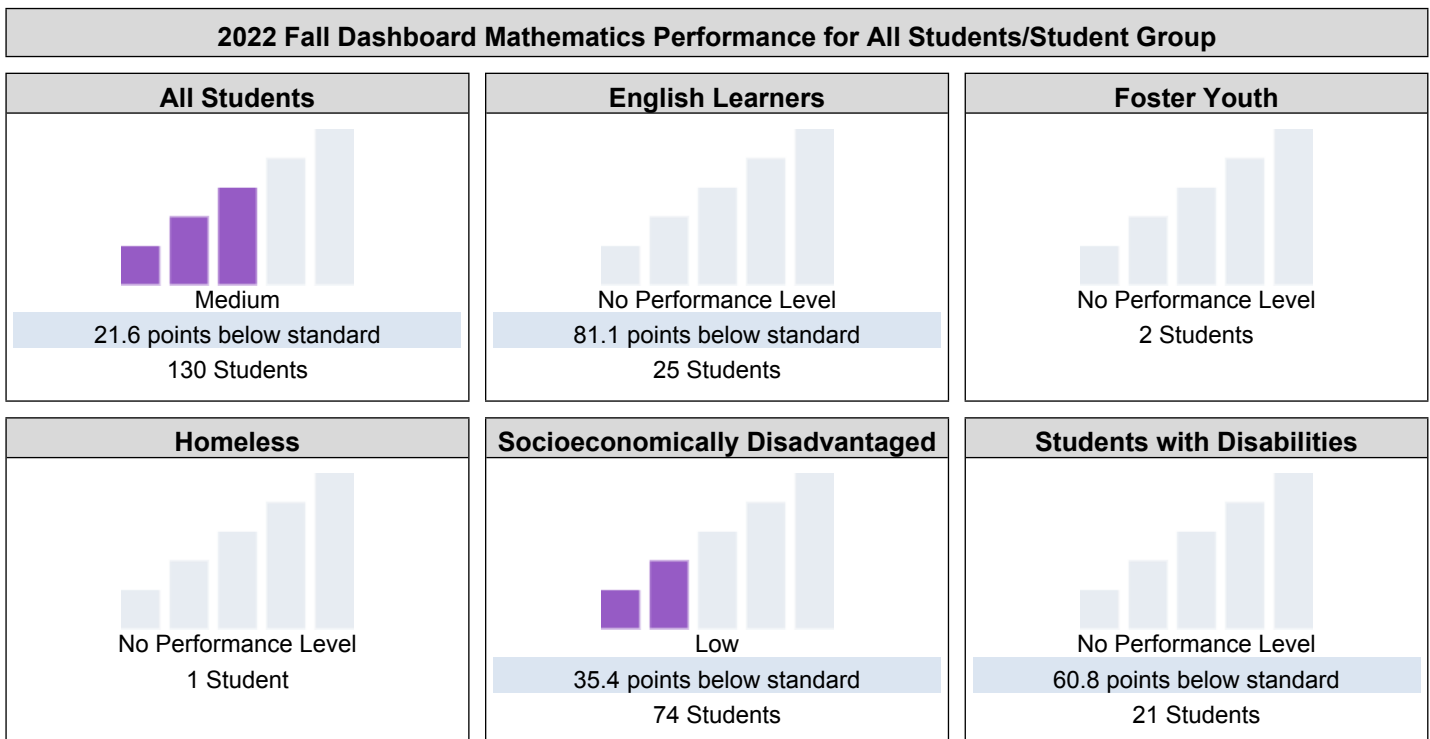
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



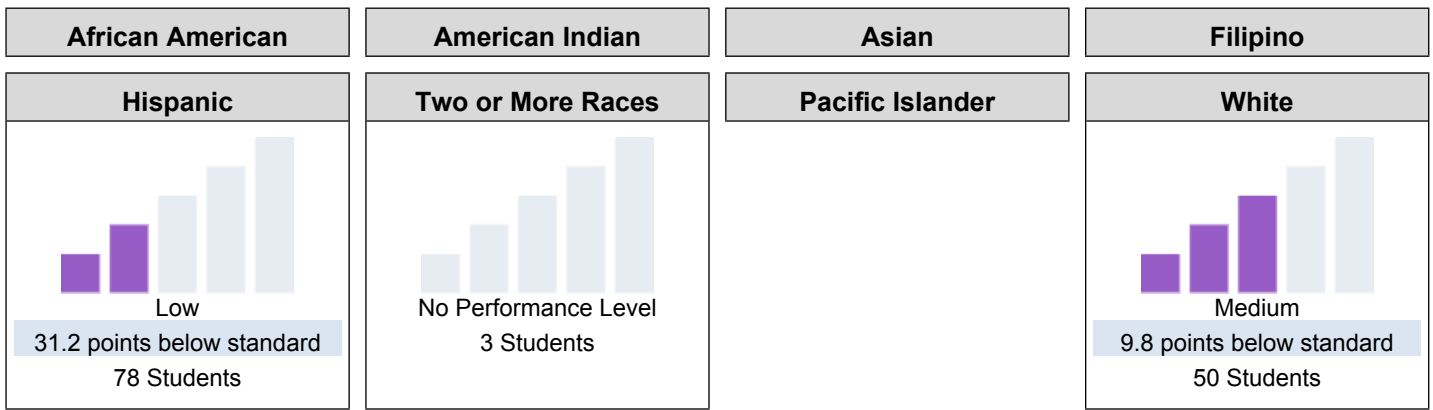
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
117.4 points below standard 19 Students	6 Students	8.8 points below standard 101 Students

Conclusions based on this data:

1. All students in grades 3-8th are 21.6 points below standard.
2. English Learners do not have a rating due to there being less than 30 students in that student group.
3. While there is no report on students with disabilities, they remain significantly below standard.

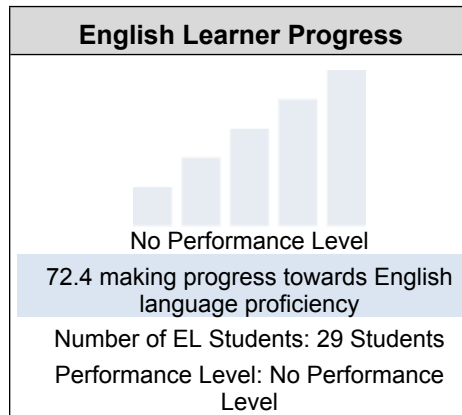
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.4%	24.1%	13.8%	58.6%

Conclusions based on this data:

- 72.44 percent of English Learners are making progress towards English Language Proficiency.
- 58.6 % of students progressed at least one ELPI level.
- 13.8% maintained ELPI level 4.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

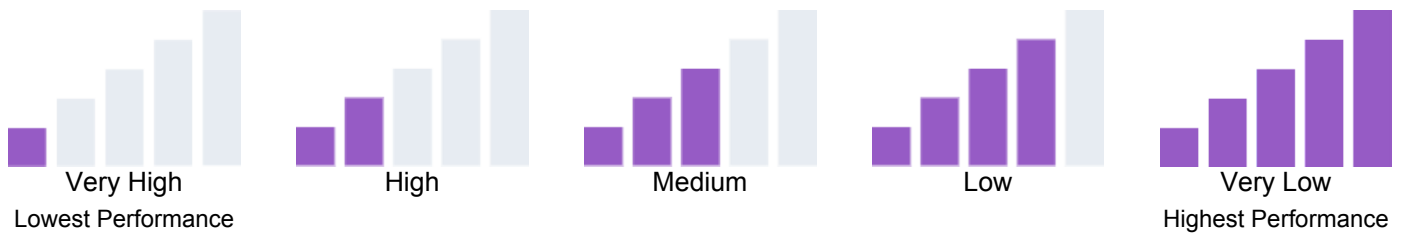
- 1.

School and Student Performance Data

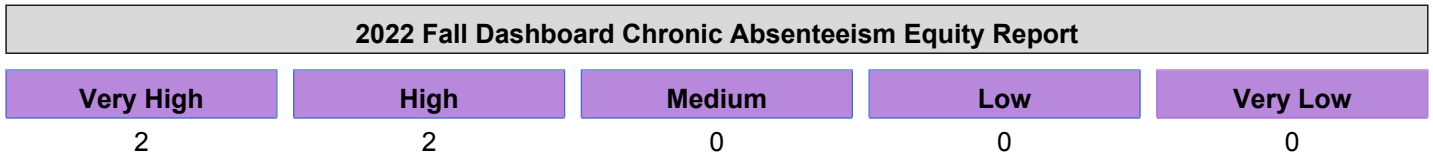
Academic Engagement Chronic Absenteeism

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

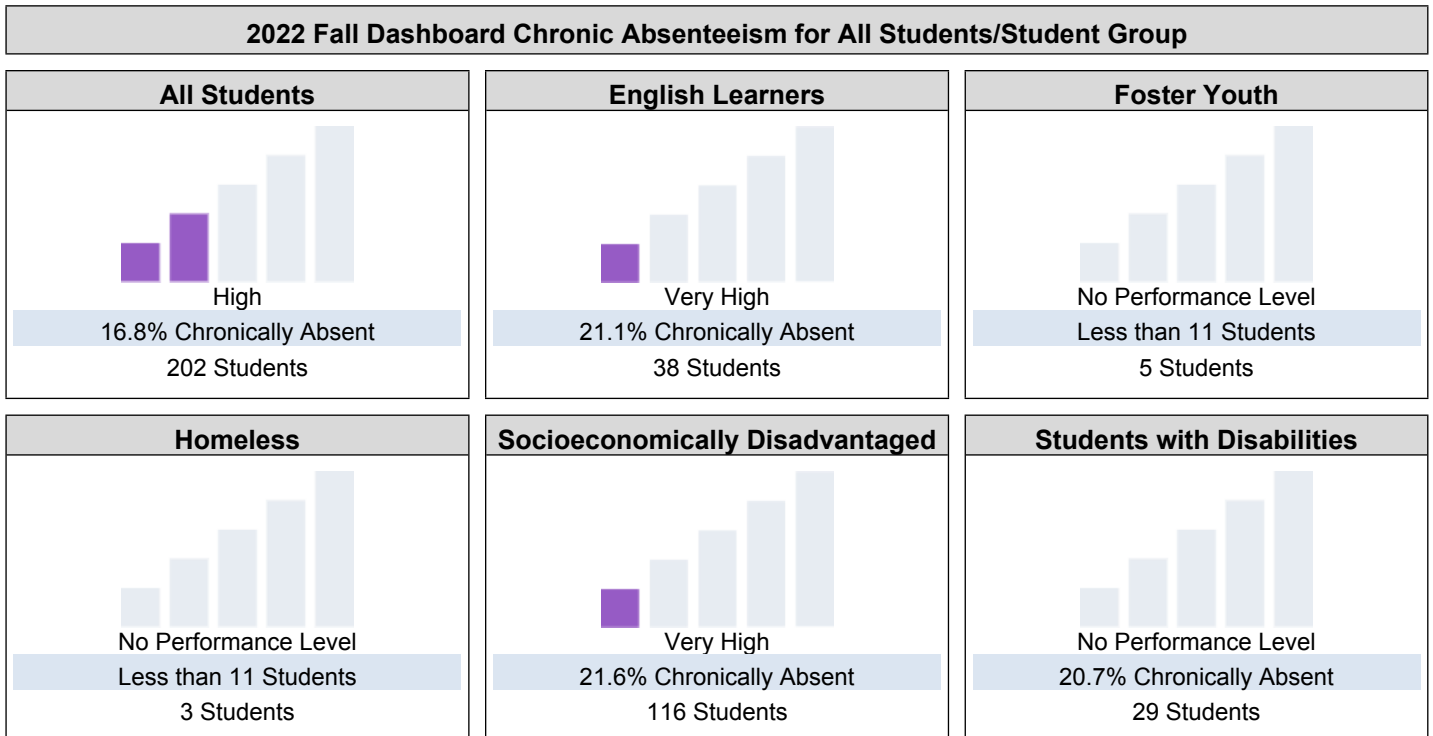
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



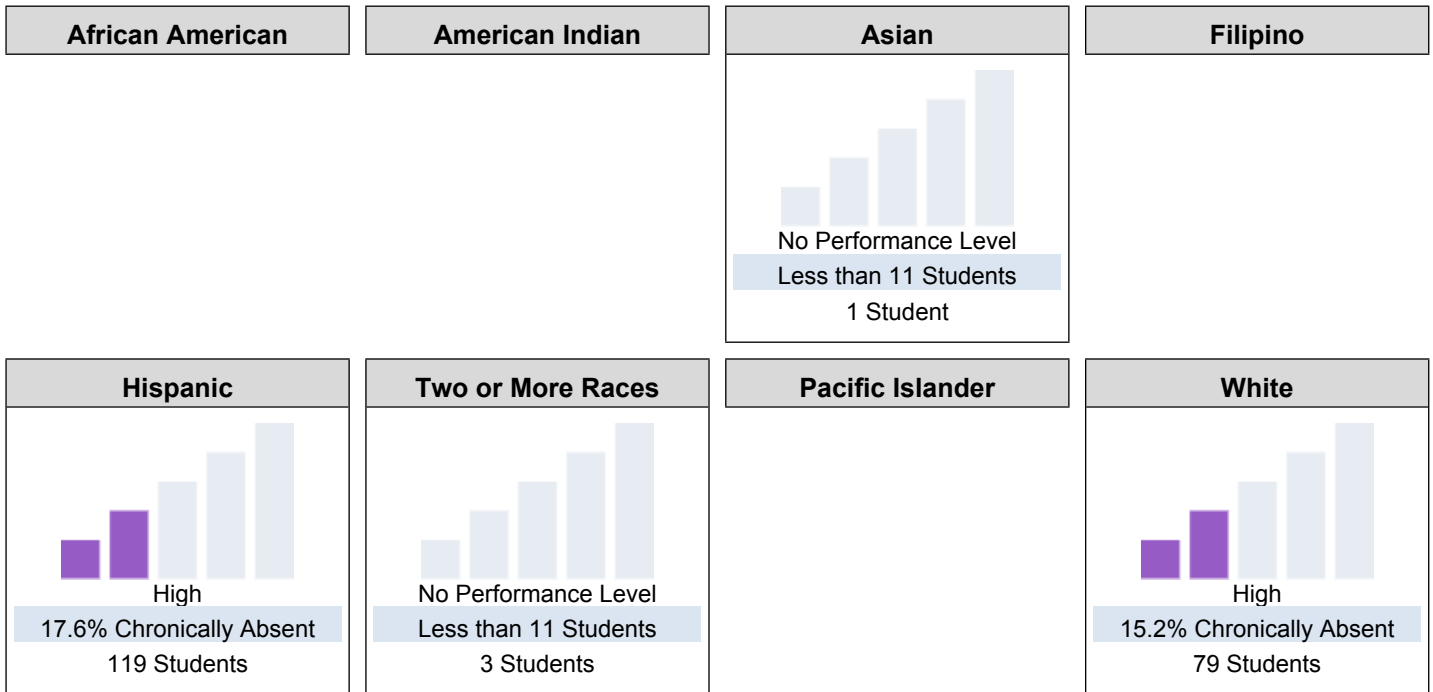
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

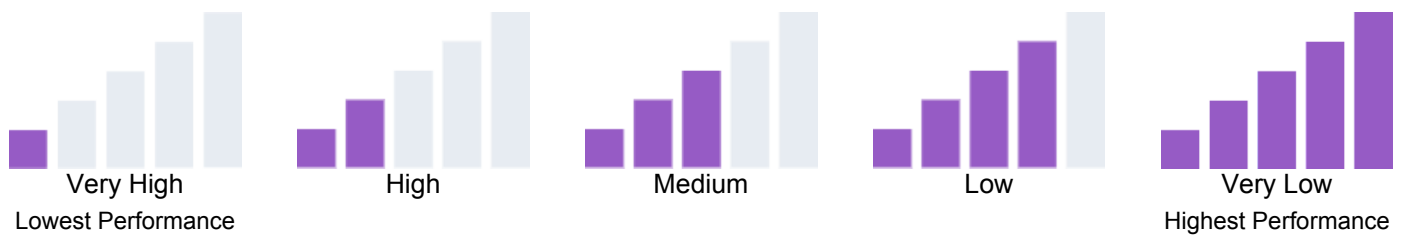
1. Chronic absenteeism rates for all students is 16.8% which is in the high category.
2. English Learners and Socioeconomically Disadvantaged student groups have very high chronic absentee rates.
3. Both the Hispanic and the White groups are both in the high category.

School and Student Performance Data

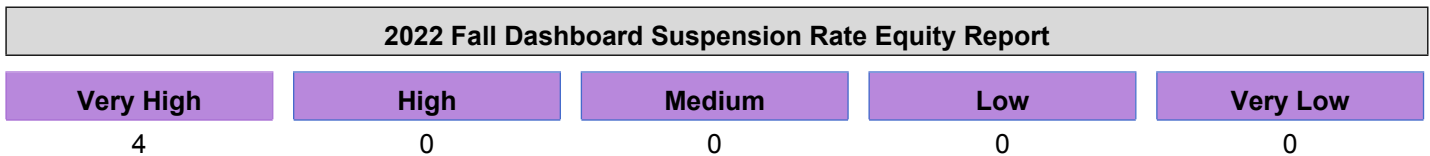
Conditions & Climate Suspension Rate

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

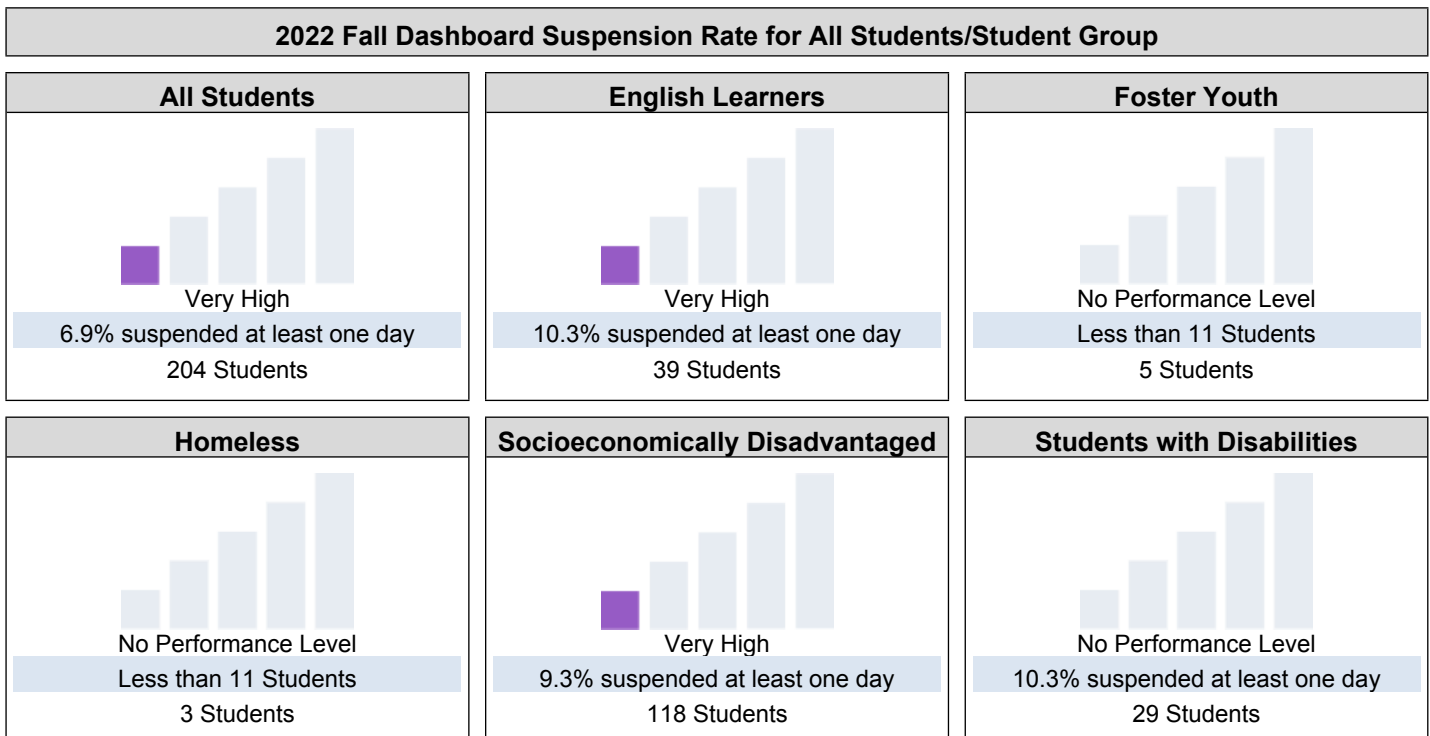
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



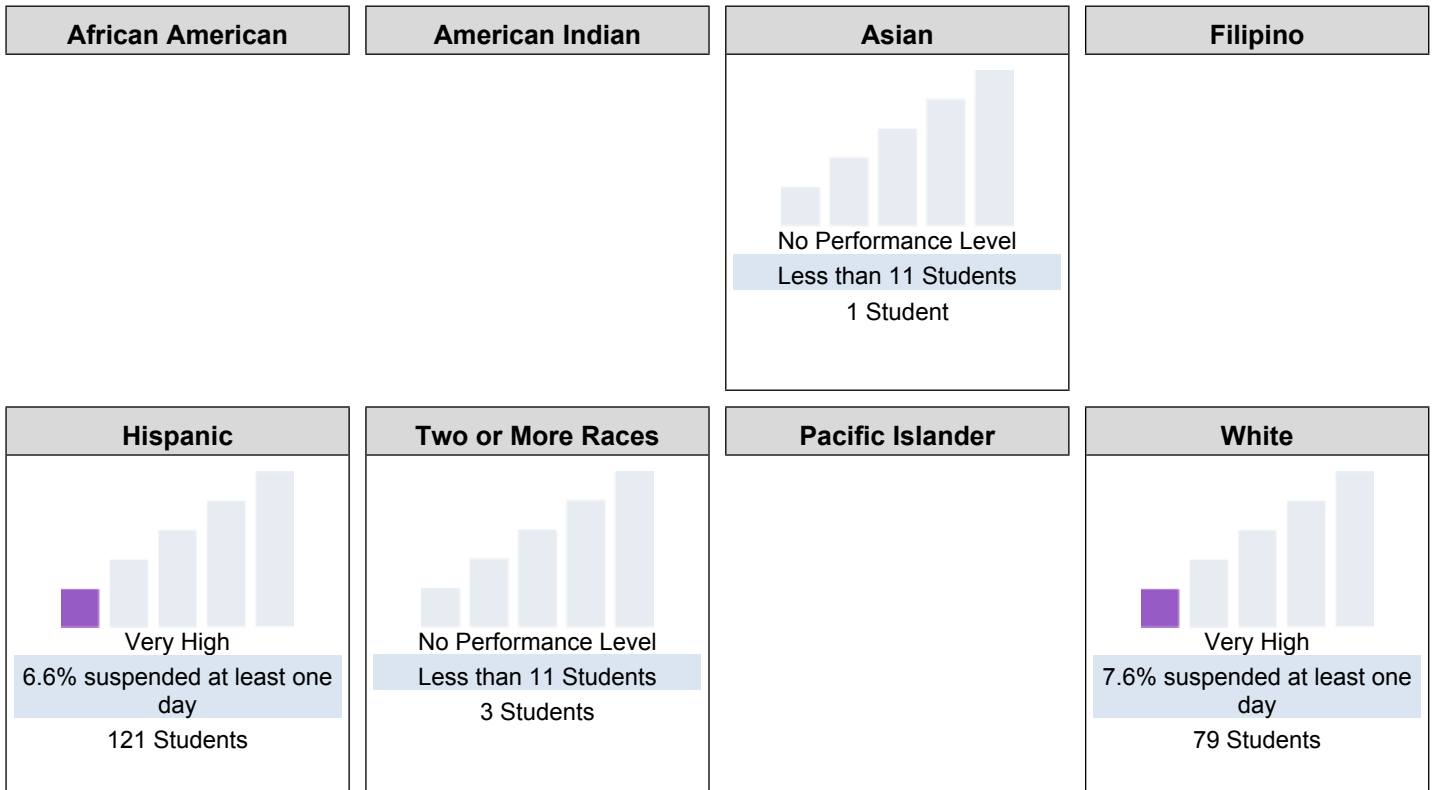
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall suspension rates are in the very high category.
2. The suspension rate for English Learners is 1% higher than Socioeconomically Disadvantaged.
3. The suspension rate for white students is 1% higher than Hispanic students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase student achievement for "ALL" students in all academic areas by providing students with instruction aligned to the state academic standards by highly qualified teachers. (LCAP goal 1)

LEA/LCAP Goal

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target student groups including English Learners, low income pupils and pupils identified as special education.

Goal 1

Annual increase in student achievement for all students in all academic areas, including English Language Arts, and Math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low-income pupils, and pupils identified as special education by providing students with instruction aligned to the state academic content and performance standards by highly qualified teachers.

By June 6, 2024 97% or more of our teachers will report that they are prepared to teach in their assigned classroom as a result of training and support.

Student's SBAC Assessment Scores will improve by 2% in both ELA and Math.

40% of students will be reading at grade level in 1st through 8th grade, as measured by STAR Reading Assessment.

Increase in students learning English as measured on the ELPAC by June 2024, with an increase of 1% in students who met reclassification criteria, and 2% of total population moving up one level.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.1 LCAP Provide supplemental standards-aligned instructional materials for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Purchase supplemental standards-aligned instructional materials for all grade levels

[Empty box for Amount(s)]

Purchase supplemental standards-aligned instructional materials for student support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.2 LCAP In an effort to ensure that all teachers and paraprofessionals are prepared to be effective in the classroom, Pine will provide high quality professional development. The school will provide professional development to teachers, administrator, counselor, aides, librarian and other school personnel to improve the education of all students.

- a. Provide supplemental professional development and training opportunities.
- b. Provide grade-level and grade-span collaboration time
- c. Provide substitute teachers for professional development and collaboration days

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7594.11

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating Expenditures
Registration fees and Travel expenses for staff development

1000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Substitute teacher costs for teachers to attend trainings and for collaboration time
226.56	Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits Benefits for Substitute teacher costs for teachers to attend trainings and for collaboration time
453.13	Title I 3000-3999: Employee Benefits Benefits for Substitute teacher costs for teachers to attend trainings and for collaboration time
2000	Title I 1000-1999: Certificated Personnel Salaries Substitute teacher costs for teachers to attend trainings and for collaboration time

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.3 LCAP Teachers, will collaborate and monitor all students progress, including English Learners, low income, Foster Youth, and students with exceptional needs towards proficiency. This will be accomplished through:

- a. Benchmarks, writing proficiencies, teacher observations, etc.
- b. Planning instruction using learned strategies
- c. Using paraprofessionals in the lower grades to help students get foundational learning in the early grades.
- d. Maintaining the Early Literacy Curriculum.
- e. Maintaining a reading and math assessments to measure reading comprehension and vocabulary like Reading Plus, STAR Reading, etc.
- f. Subscribing to, and/or purchasing, and maintaining supplemental programs.
- g. Other supplemental goods/services/materials to support innovative classroom instruction.
- h. Purchasing additional books with a variety of reading levels to be available in Pine School's library.
- i. Maintain the library materials and supplies to allow students easy access to books.
- j. Monitoring of assessment data to be used for remediation, and provide student incentives for students making progress towards proficiency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I 4000-4999: Books And Supplies Purchase supplemental materials and supplies for classroom instruction
10200	Title I 5800: Professional/Consulting Services And Operating Expenditures Purchase supplemental online assessment program (ie Renaissance)
5029.28	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures Purchase supplemental online programs for classroom instruction
4371.45	Title I 4000-4999: Books And Supplies supplemental standards-aligned materials
9036.87	Title I 5000-5999: Services And Other Operating Expenditures Travel for standards-aligned PD

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7 LCAP Maintain/repair/replace/expand technology to ensure students are being exposed to 21st Century Technology and innovative teaching methods.

- a. Maintain/repair/replace/expand technology equipment and software
- b. Maintain technology

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I 5000-5999: Services And Other Operating Expenditures

Title I
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

1.8 LCAP Supplemental ELD Programs and support

- a. Providing additional support to enhance designated and integrated ELD through pull-out support, small-group instruction, and individual tutoring.
- b. Providing additional ELD tutoring with hands-on, project-based learning and intervention after school.
- c. Providing designated professional development to teachers and paraprofessionals
- d. Implement, monitor, and improve upon supplemental ELA/ELD programs and materials.
- e. Motivate EL students to improve English language acquisition through recognition ceremony.
- f. Monitor English language acquisition program and reclassification rates through a supplemental, comprehensive English learner data management program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

17565.35

Title III
1000-1999: Certificated Personnel Salaries
ELD teacher partial salary

5717.89

Title III
3000-3999: Employee Benefits
Benefits for ELD teacher partial salary

1000.3

Title III
4000-4999: Books And Supplies
Supplies for supplemental ELD materials and classroom supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Provide the foundational course of study in grades TK through 8th grade preparing students for high school, and careers upon graduating from high school.

LEA/LCAP Goal

HUSD will continue to provide a broad course of study to TK to 12th students, including English Learners, Low-Income, Foster Youth, and students with exceptional needs that will prepare them for college and career upon graduation.

Goal 2

Students will be exposed to a variety of instructional strategies and activities to prepare them for college or career upon high school graduation, such as, AVID and STEAM. School counselors will provide support to students in making grade-level requirements and proficiencies.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.1 LCAP Pine will maintain a full-time school counselor to increase support for all students, including English Learners, low-income, Foster Youth and students with exceptional needs. Pine counselor will:

- Continue to provide support for all students to progress satisfactorily toward meeting all grade level requirements, including attaining proficiency in ELA and math and achieve high school graduation.
- Provide information to Pine school 8th graders on the A-G requirements.
- Provide college and career readiness to TK-8.
- Counselor attend AVID conferences/trainings to support the implementation of AVID.
- Purchase supplies necessary to implement AVID strategies in classrooms and support AVID activities off and on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Substitutes for teachers receiving AVID training and planning
	Counselor attend AVID conference
	Purchase AVID supplies and materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.4 LCAP Support the integration of STEAM (Science, Technology, Engineering, Art and Math)
a: Purchase supplemental supplies, materials and services for integrating visual art, music, dance, poetry, storytelling, theatre and technology
b: Integrate project-based learning across all disciplines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Purchase STEAM supplies and materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2..6 LCAP Promote increased college and career readiness through:

a: provide additional Higher Ed. Weeks, career events and activities, Junior Achievement BizTown

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Transportation, attendance costs for students to attend JA Biztown.
	Materials and supplies for Higher Ed Weeks, and career events and activities
461	Title I 5800: Professional/Consulting Services And Operating Expenditures ICOE fee for college and career readiness support

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.7 LCAP Support the implementation of a supplemental AVID program
a: provide additional professional development and training opportunities
b: allocate incentives and rewards for students making progress towards proficiency

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	Teachers and principal attend AVID conferences
	AVID supplies and materials
	Teachers and principal attend AVID conferences

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Promote "school connectedness" and "safety"

LEA/LCAP Goal

HUSD will provide an educational experience which promotes "school connectedness" and "sense of safety" of pupils, staff and parents.

Goal 3

An increase in the percentage of parents, students and staff that communicate that they feel safe while at Pine School and feel connected with the school. Pine school will increase student attendance 0.5 % or more, and decrease absenteeism. Pine school will decrease the suspension rate by 10%. Pine will increase the number of parents attending school site events, while also increasing the number of school events. Pine will maintain a rating of "good" or higher on our facilities inspection tool. Pine school will continue to keep the safety plan updated to reflect all new and current changes, as mandated by the State, Federal and our local governing board.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

3.1 LCAP Enhance student attendance and student engagement.

a: Maintain an additional attendance intervention program including a supplemental district student attendance counselor/officer, Student Information Specialist, and/or Dean of Students to assist in maintaining or improving the student attendance and engagement including Low Income, English Learners, Foster Youth, and students with exceptional needs.

b: Maintain additional behavioral intervention support to assist with discipline strategies that will help to prevent future suspensions and expulsions.

c: Monitor and inform staff, parents/Legal guardians of possible chronic absentees and /or possible dropouts to assist in providing intervention at Pine Elementary School.

- d: Provide counseling intervention to assist in lowering suspension and increasing/monitoring student attendance and promotion of a cohesive school culture that encourages student connectedness.
- e: Provide Saturday school days for students with chronic absenteeism as needed.
- f: Provide supplemental incentives and rewards for students maintaining good attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Teacher/substitute teacher to facilitate Saturday Schools
	Purchase copy paper, envelopes stamps for parent communication concerning attendance
	Purchase attendance awards and incentives for students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

3.2 LCAP-Site Safety

- a. Ensure that Pine has a safe school plan and provide staff with training opportunities.
- b. Regularly inspect and maintain additional health and safety supplies to enhance emergency preparedness (i.e. emergency kits, first aid kits, nurse's supplies, fire extinguishers, and emergency water supply)
- c. Continue to construct/repair/modify school facilities and grounds to enhance campus security and school safety
- d. To enhance student health and promote student well-being for all students, provide additional nursing, maintenance, and custodial staff.
- e. Purchase and maintain supplemental security cameras, systems, visitor tracking programs, and software to ensure site safety.
- f. Contract with Imperial County Sheriffs Office for School Resource Officer (SRO)
- g. Provide additional campus supervision staff (i.e. proctors).
- h. Enhance staff communication with 2-way radio devices, infrastructure hardware and software, and licenses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Purchase health and safety supplies
	Purchase additional security materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

3.3 LCAP Parent Involvement
a. Provide additional technology staff to maintain up-to-date website for Pine Elementary School
b. Increase parent/community involvement through supplemental forms of communication to promote a cohesive school culture that encourages parent/community connectedness to their school.
c. Provide additional staff time and materials to work with parents, students, and administrators to support students in academics, attendance, and engagement.
d. Provide parent support through additional parent nights and workshops for students, including unduplicated pupils and students with exceptional needs.
e. Promote parent, family, and community involvement with Pine through supplemental ceremonies, events, and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
718.00	Title I 5800: Professional/Consulting Services And Operating Expenditures

Teachers provide parent workshop on accessing Remind App, Renaissance and other student programs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

3.4 LCAP Discipline

- a. Implement behavior intervention strategies from programs such as Responsibility Centered Discipline, to help with discipline and reducing by 10% the number of students suspended at Pine School.
- b. Provide professional development and training to staff members on effective discipline procedure

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Staff to attend training on discipline

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

3.6 LCAP Provide Social Emotional support to students to promote well-being and success in meeting grade-level standards.

- a. Support the implementation of a Social-Emotional Learning curriculum and program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2329

Title I
4000-4999: Books And Supplies

Purchase SEL curriculum for counselor and staff to use with studnets

Purchase materials to create a calm down corner in the counseling office

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$77,702.94

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$39,569.45
Title II Part A: Improving Teacher Quality	\$8,820.67
Title III	\$24,283.54
Title IV Part A: Student Support and Academic Enrichment	\$5,029.28

Subtotal of additional federal funds included for this school: \$77,702.94

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$77,702.94

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
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Expenditures by Funding Source

Funding Source	Amount
Title I	39,569.45
Title II Part A: Improving Teacher Quality	8,820.67
Title III	24,283.54
Title IV Part A: Student Support and Academic Enrichment	5,029.28

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,565.35
3000-3999: Employee Benefits	6,397.58
4000-4999: Books And Supplies	17,700.75
5000-5999: Services And Other Operating Expenditures	21,660.26
5800: Professional/Consulting Services And Operating Expenditures	11,379.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
3000-3999: Employee Benefits	Title I	453.13
4000-4999: Books And Supplies	Title I	16,700.45
5000-5999: Services And Other Operating Expenditures	Title I	9,036.87

5800: Professional/Consulting Services And Operating Expenditures	Title I	11,379.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,000.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	226.56
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	7,594.11
1000-1999: Certificated Personnel Salaries	Title III	17,565.35
3000-3999: Employee Benefits	Title III	5,717.89
4000-4999: Books And Supplies	Title III	1,000.30
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	5,029.28

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,194.94
Goal 2	461.00
Goal 3	3,047.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Patricia Harrison	Principal
Gina Wright	Classroom Teacher
Lilia Madriaga	Other School Staff
Aimee Cannon	Parent or Community Member
Tyler Sutter	Parent or Community Member
Sara Leimgruber	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 11/2/2023.

Attested:

Principal, Patricia Harrison on November 2, 2023

SSC Chairperson, Aimee Cannon on November 2, 2023

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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

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 11/2/2023.

Attested:



Principal, Patricia Harrison on November 2, 2023

SSC Chairperson, Aimee Cannon on November 2, 2023