School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pine Elementary	13-631496008536	June 12, 2025	June 16, 2025

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

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

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

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

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

- Schoolwide Program

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

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Plan Description

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

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

2 Schoolwide Program

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.

Educational Partner Involvement

How, when, and with whom did Pine Elementary 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 2024 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.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

N/A

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

Suspension rates for EL students are 3 performance levels below all students.

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	0%	%	0.48%	0		1
Filipino	0%	%	%	0		
Hispanic/Latino	62.33%	62.86%	65.71%	134	132	138
Pacific Islander	0%	%	%	0		
White	36.74%	37.14%	33.81%	79	78	71
Two or More Races	0.93%	%	%	2		
Not Reported	0%	%	%	0		
			Total Enrollment	215	210	210

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			11
Kindergarten	25	19	
Grade 1	21	13	
Grade 2	17	23	
Grade3	21	19	
Grade 4	25	22	
Grade 5	20	23	
Grade 6	30	26	
Grade 7	29	30	
Grade 8	30	26	
Total Enrollment	220	210	

Conclusions based on this data:

1. The 2023-4 school year saw a decrease of 10 students in student enrollment compared to the previous year.
2. The decrease in enrollment was primarily in 1st grade.
3. There has been a decrease in Kindergarten enrollment compared to the previous 2 years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	47	50	32	21.9%	23.8%	15.2%
Fluent English Proficient (FEP)	11	12	23	5.1%	5.7%	11.0%
Reclassified Fluent English Proficient (RFEP)	2			0.9%		

Conclusions based on this data:

1. There was an increase in the number or EL students in the 2023-24 school year.
2. There percentage of fluent English Proficient students has remained relatively stable of the last 3 years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21	18	23	21	18	23	21	18	23	100.0	100	100
Grade 4	25	22	18	25	22	18	25	22	18	100.0	100	100
Grade 5	20	24	21	20	24	21	20	24	21	100.0	100	100
Grade 6	30	25	24	30	25	24	30	25	24	100.0	100	100
Grade 7	29	29	26	26	29	26	26	29	26	89.7	100	100
Grade 8	30	25	29	26	23	29	26	23	29	86.7	92	100
All Grades	155	143	141	148	141	141	148	141	141	95.5	98.6	100

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2408.	2438.	2400.	14.29	22.22	13.04	38.10	33.33	26.09	19.05	27.78	34.78	28.57	16.67	26.09
Grade 4	2487.	2449.	2502.	24.00	22.73	33.33	48.00	27.27	38.89	12.00	13.64	11.11	16.00	36.36	16.67
Grade 5	2533.	2578.	2533.	25.00	33.33	28.57	45.00	58.33	38.10	10.00	4.17	19.05	20.00	4.17	14.29
Grade 6	2571.	2538.	2567.	26.67	24.00	41.67	46.67	24.00	20.83	20.00	32.00	20.83	6.67	20.00	16.67
Grade 7	2566.	2592.	2549.	15.38	24.14	19.23	42.31	41.38	26.92	19.23	31.03	15.38	23.08	3.45	38.46
Grade 8	2584.	2591.	2590.	19.23	26.09	34.48	38.46	30.43	13.79	26.92	26.09	34.48	15.38	17.39	17.24
All Grades	N/A	N/A	N/A	20.95	25.53	28.37	43.24	36.17	26.24	18.24	22.70	23.40	17.57	15.60	21.99

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	20.00	*	*	66.67	*	*	13.33	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	18.92	24.11	22.70	67.57	63.83	60.99	13.51	12.06	16.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	26.67	*	*	70.00	*	*	3.33	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	21.62	24.82	20.57	61.49	56.74	62.41	16.89	18.44	17.02

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	16.67	*	*	76.67	*	*	6.67	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	16.89	14.18	14.18	72.30	73.05	75.89	10.81	12.77	9.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	13.33	*	*	73.33	*	*	13.33	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	19.59	26.95	19.86	69.59	60.28	65.96	10.81	12.77	14.18

Conclusions based on this data:

1. 61.70% of students in grades 3-8th have met or exceeded grade level standards in English Language Arts on the 2023-24 CAASPP tests.
2. Based on preliminary data, in 2024-25 school year 53% of students in grades 3-8th have met or exceeded grade level standards in English Language Arts. This is a decrease of 8%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21	18	23	21	18	23	21	18	23	100.0	100	100
Grade 4	25	22	18	25	22	18	25	22	18	100.0	100	100
Grade 5	20	24	21	20	24	21	20	24	21	100.0	100	100
Grade 6	30	25	24	30	25	24	30	25	24	100.0	100	100
Grade 7	29	29	26	26	29	26	26	29	26	89.7	100	100
Grade 8	30	25	29	26	23	29	26	23	29	86.7	92	100
All Grades	155	143	141	148	141	141	148	141	141	95.5	98.6	100

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2426.	2457.	2406.	9.52	27.78	4.35	38.10	33.33	26.09	19.05	27.78	39.13	33.33	11.11	30.43
Grade 4	2501.	2486.	2496.	20.00	18.18	22.22	44.00	36.36	16.67	28.00	27.27	55.56	8.00	18.18	5.56
Grade 5	2532.	2562.	2550.	25.00	37.50	19.05	20.00	37.50	42.86	35.00	20.83	28.57	20.00	4.17	9.52
Grade 6	2551.	2518.	2566.	30.00	20.00	37.50	26.67	24.00	16.67	20.00	28.00	29.17	23.33	28.00	16.67
Grade 7	2561.	2577.	2550.	26.92	41.38	30.77	19.23	13.79	15.38	34.62	17.24	23.08	19.23	27.59	30.77
Grade 8	2524.	2575.	2559.	11.54	21.74	20.69	23.08	34.78	17.24	26.92	17.39	27.59	38.46	26.09	34.48
All Grades	N/A	N/A	N/A	20.95	28.37	22.70	28.38	29.08	21.99	27.03	22.70	32.62	23.65	19.86	22.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	36.67	*	*	36.67	*	*	26.67	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	27.70	35.46	26.95	49.32	45.39	51.06	22.97	19.15	21.99

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	16.67	*	*	70.00	*	*	13.33	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	18.24	19.86	17.02	61.49	60.99	58.16	20.27	19.15	24.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	16.67	*	*	63.33	*	*	20.00	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	16.89	21.99	18.44	64.19	60.99	66.67	18.92	17.02	14.89

Conclusions based on this data:

1. Based on preliminary data, 45% of students in grades 3-8th met or exceeded grade level standards for Math in 2024-5, which is an decrease of approximately 12% compared to the 2023-4 CAASPP tests.
2. In 2023-24school year the students in the 5th grade cohort that exceeded standards increased by approximately 17.5 percent compared to the 2022-3 school year.
3. In 20232-24 school year the 5th grade cohort saw a decrease of nearly 8% in students scoring nearly met compared to the 2022-3 school year.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1436.1	*	*	1432.2	*	*	1445.3	*	*	13	10	4
1	*	*	*	*	*	*	*	*	*	5	8	*
2	*	*	*	*	*	*	*	*	*	4	6	5
3	*	*	*	*	*	*	*	*	*	6	*	5
4	*	*	*	*	*	*	*	*	*	*	5	*
5	*	*	*	*	*	*	*	*	*	*	*	4
6	*	*	*	*	*	*	*	*	*	*	*	4
7	*	*	*	*	*	*	*	*	*	8	*	4
8	*	*	*	*	*	*	*	*	*	7	5	*
All Grades										51	44	33

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	*	*	15.38	*	*	53.85	*	*	7.69	*	*	13	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.37	31.82	21.21	25.49	45.45	51.52	39.22	13.64	15.15	3.92	9.09	12.12	51	44	33

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	*	*	38.46	*	*	38.46	*	*	15.38	*	*	13	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.25	47.73	42.42	31.37	31.82	36.36	23.53	15.91	9.09	7.84	4.55	12.12	51	44	33

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.61	31.82	6.06	29.41	25.00	33.33	29.41	27.27	45.45	21.57	15.91	15.15	51	44	33

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	*	*	84.62	*	*	7.69	*	*	13	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.45	43.18	21.21	64.71	50.00	66.67	7.84	6.82	12.12	51	44	33

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	*	*	69.23	*	*	15.38	*	*	13	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.06	40.91	59.38	41.18	47.73	28.13	11.76	11.36	12.50	51	44	32

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	*	*	69.23	*	*	7.69	*	*	13	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.49	25.00	9.09	47.06	45.45	45.45	27.45	29.55	45.45	51	44	33

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	38.46	*	*	15.38	*	*	46.15	*	*	13	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.49	41.86	25.81	54.90	46.51	61.29	19.61	11.63	12.90	51	43	31

Conclusions based on this data:

1. In 2023-24 the number of students designated as English Learners and taking the ELPAC has decreased by 11 students when compared to 2022-23.
2. There was an increase of 16% in students scoring in the well developed range of the writing domain in 2023-4 compared to 2022-23.
3. There was an increase of nearly16% in students scoring in the well developed range of the listening domain in 2023-4 compared to 2022-23.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
210	**65.7%**	**15.2%**	**1.4%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	32	15.2%
Foster Youth	3	1.4%
Homeless	2	1%
Socioeconomically Disadvantaged	138	65.7%
Students with Disabilities	27	12.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	1	0.5%
Filipino	0	0.0%
Hispanic	138	65.7%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	71	33.8%

Conclusions based on this data:

1. In the 2023-4 school year, 63.4 % of students were classified as socially-economically disadvantaged.

2. In the 2023-4 school year, 23.8% students were classified as English Learners.

3. Pine School has seen an increase in the number of students that are Socially Economically Disadvantaged and English Learner students of the previous 3 years.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Red
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. All indicators for the 2023-4 school year are in the green or blue area.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	1	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	 No Performance Color
13.1 points above standard	30.1 points below standard	Fewer than 11 students - No Data for Privacy
Declined 12.3 points	Declined 28.4 points	7 Students
141 Students	32 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	1.2 points below standard
2 Students	2 Students	Declined 10.8 points
		92 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
17.3 points below standard	0 Students	0 Students
Increased 29.4 points		
20 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	2.4 points above standard
1 Student		Declined 11.6 points
		84 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
0 Students	0 Students	30 points above standard
		Declined 12 points
		56 Students

Conclusions based on this data:

1. In English Language Arts both the Hispanic and White student groups are scoring well above standard.
2. In English Language Art students in the following groups scored in the green area: All students, English Learners, and Hispanic students.
3. Students in all student groups increased in their performance on the ELA CAASPP in 2023-4.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
6.2 points below standard	34.5 points below standard	Fewer than 11 students - No Data for Privacy
Declined 9.6 points	Declined 19.6 points	7 Students
141 Students	32 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	18.1 points below standard
2 Students	2 Students	Declined 4.8 points
		92 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
30.1 points below standard	0 Students	0 Students
Declined 36.4 points		
20 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	22.6 points below standard
1 Student		Declined 9.1 points
		84 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
0 Students	0 Students	21.4 points above standard
		Declined 6.5 points
		56 Students

Conclusions based on this data:

1. Students in the following student groups scored in the green area for Math: All students, English Learners, Socially Economically Disadvantaged, and Hispanics.
2. Each student group identified increased in their performance on the Math CAASPP for the 2023-4 school year.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
55.2 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 4.7 points	9 Students	2 Students
50 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	54.2 science points
1 Student	1 Student	Declined 2.9 points
		30 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 52.7 science points Declined 5.2 points 29 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 58.6 science points Maintained -1.1 points 21 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
57.1 making progress.	making progress.
Number Students: 28 Students	Number Students: 7 Students

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.

2025 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
14.3%	28.6%	3.6%	53.6%

Conclusions based on this data:

1. 69.7 percent of English Learners are making progress towards English Language Proficiency based on 2023-4 ELPAC scores.
2. 54.5 percent of students percent of students progressed at least one ELPI level on the 2023-4 ELPAC.
3. 15.2 percent of students maintained ELPI level 4 on the 2023-4 ELPAC.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	1	0

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 No Performance Color
6.9% Chronically Absent	2.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 2.2	Increased 1	7 Students
217 Students	35 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	8.4% Chronically Absent
3 Students	2 Students	Increased 4.7
		143 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
3.4% Chronically Absent	0 Students	0 Students
Increased 3.4		
29 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	7.6% Chronically Absent
1 Student		Increased 3.9
		145 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
0 Students	0 Students	5.6% Chronically Absent
		Declined 0.7
		71 Students

Conclusions based on this data:

1. In 2023-4 school year all student groups were in the green category.
2. Absentee rates declined in all student groups with the exception of the category of white students.
3. 6.3 percent of White students were chronically absent in the 2023-4 school year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	1	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	 No Performance Color
6.9% suspended at least one day	17.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 4.2%	Increased 10%	7 Students
217 Students	35 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	9.1% suspended at least one day
3 Students	2 Students	Increased 6.3%
		143 Students

Students with Disabilities	African American	American Indian
 No Performance Color 10.3% suspended at least one day Increased 6.9% 29 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 Red 9.7% suspended at least one day Increased 6.8% 145 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 1.4% suspended at least one day Declined 1.1% 71 Students

Conclusions based on this data:

1. Overall suspension rates were in the blue category for the 2023-4 school year.
2. The suspension rate for English Learners increased by 3.6% in the 2023-4 school year.
3. The suspension rate for English Learners was in the red category for the 2023-4 school year. That is 3 colors below the All Students group.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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)
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, 2026 98% 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 2026, with an increase of 1% in students who met reclassification criteria, and 2% of total population moving up one level.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 Englsh Learners, low income pupils and pupils identified as special education.

Identified Need

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

Students in the English Learner Student Group were in the red category for suspensions on the 2024 Dashboard. To address this discrepancy our theme for the 2024-5 school year was, "Developing Leaders One Student at a Time". This theme was the focus for the year and al staff, both certificated and classified were trained on the leadership traits that we modeled, expected, and rewarded our students for displaying. All staff members had access to "Caught Being a Leader Cards" to reward students with when they saw students displaying any of the leadership traits. Students that received the cards were recognized during morning announcements, were given a positive note that was sent home to parents, and were entered into a drawing for prizes. The discrepancy was addressed by reinforcing the positive leadership behaviors.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 LCAP Provide supplemental standards-aligned instructional materials for all students.	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	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. Provde substitute teachers for professional development and collaboration days	All students	9880.95 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Registration fees and Travel expenses for staff development 1700 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Substitute teacher costs for teachers to attend trainings and for collaboration time 375.62 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 464.02 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 2100. Title I 1000-1999: Certificated Personnel Salaries Substitute teacher costs for teachers to attend trainings and for collaboration time 735. Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Amplify and HMH PD for teachers

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1200. Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Institute
1.3	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 incentivess for students making progress towards proficiency.	All students	10000 Title I 4000-4999: Books And Supplies Purchase supplemental materials and supplies for classroom instruction 3778.43 Title I 5800: Professional/Consulting Services And Operating Expenditures Purchase supplemental online assessment program (ie Renaissance, Reading Plus, etc.) 3343.83 Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures Purchase additional library books. 4371.45 Title I 4000-4999: Books And Supplies supplemental standards-aligned materials 373.30 Title III 4000-4999: Books And Supplies Purchase supplies for data binders for teachers
1.4	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	All Students	8388.65 Title I 5000-5999: Services And Other Operating Expenditures Purchase iPads to ensure each student has a working iPad.
1.5	1.8 LCAP Supplemental ELD Programs and support a. Providing additional support to enhance designated and integrated ELD through pull-out	EL students	43525.36 Title III 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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 develop;ment to teahcers and paraprofessionals d. Implement, monitor, and improve upon supplemental ELA/ELD programs and materials. e. Motivate EL students to improve English language acquistion through recognition ceremony. f. Monitor English language acquistion program and reclassification rates through a supplemental, comprehensive English learner data management program.		ELD teacher salary (two part-time positions) 16496.09 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
1.7			
1.10			
1.11			
1.12			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

All actions within Goal 1 were fully implemented in the 2024-5 school year. Several teachers and the principal received professional development as mentioned in Action 1.2. There was a focus on the collection and analysis of data included in Action 1.3. Data binders were created for all grade levels and data was collected and reviewed frequently during staff meetings and collaboration meetings. Next steps were determined for students individually based on data collected. Supplemental supplies and programs were purchased to assist with students meeting grade level standards as mentioned in Action 1.3.

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

Action 1.4 allowed for the purchase of new iPads to ensure that each student has access to a working iPad. To help with the implementation of Action 1.5 a part-time teacher was hired to help implement a new ELD curriculum, English 3D.

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

Due to the age of the majority of the iPads, additional iPads will need to be purchased next year and/or repairs will need to be made to many of them. Additional funds will need to be set aside for that purchase.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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: a. 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. b. Provide information to Pine school 8th graders on the A-G requirements. c. Provide college and career readiness to TK-8. d. Counselor attend AVID conferences/trainings to support the implementation of AVID. e. Purchase supplies necessary to implement AVID strategies in classrooms and support AVID activities off and on campus.	All students	Substitutes for teachers receiving AVID training and planning Counselor attend AVID conference Purchase AVID supplies and materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	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.	All students	Purchse STEAM supplies and materials
2.3	2..6 LCAP Promote increased college and career readiness through: a: provide additional Higher Ed. Weeks, career events and activities, Junior Achievement BizTown	All students	Transportation, attendance costs for students to attend JA Biztown. Materials and supplies for Higher Ed Weeks, and career events and activities 321.04 Title I 5800: Professional/Consulting Services And Operating Expenditures ICOE fee for college and career readiness support
2.4	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	All students	Teachers and principal attend AVID conferences AVID supplies and materials Teachers and principal attend AVID conferences
2.5			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Action 2.1 was implemented by our counselor providing information on A-G classes at the high school level. The counselor also did weekly or bi-weekly check ins with students to ensure they were on track for meeting grade level requirements. In addition, students in grades used materials purchased such as binders, notebooks, and highlighters to implement AVID strategies. Also supplemental supplies were purchased and used in grades TK-8 to facilitate STEAM activities. Students in grade 5 participated in JA Biztown in May and in January Pine School hosted a Career Day for all students. For Action 2.4, students received incentives and rewards as they made progress towards proficiency.

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

There were no major changes in the intended and budgeted expenditures of funds.

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

In the 2025-6 school year, Pine will add more grade levels that will be implementing AVID strategies. Other funds will be used to support this implementation.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Promote "school connectedness" and "safety"
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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 wth 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	all students	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 #	Description	Students to be Served	Proposed Expenditures
	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.		
3.2	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 additonal campus supervision staff (i.e. proctors). h. Enhance staff communication with 2-way radio devices, infrastructure hardware and software, and licenses.	all students	Purchase health and safety supplies Purchase additional security materials
3.3	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.	all students	718.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Remind App for parent communication
3.4	3.4 LCAP Discipline a. Implement behavior intervention strategies from programs such as Responsibility Centered	all students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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		Staff to attend training on discipline
3.5	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.	all students	2595. 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

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Action 3.1, Pine counselor closely monitored student attendance and maintained communication with parents concerning absences. Funds from other sources were used to increase the number of Saturday Schools held during the 2024-5 school year. The LCAP survey noted that the majority of parents and students said they felt safe at Pine School (Action 3.2). The survey also showed that most parents feel connected to Pine School. For Action 3.4 there was not a 10% decline in the number of students that were suspended. Two separate bus incidences saw several students suspended. Pine's counselor continued to provide biweekly SEL lessons to all grade levels (Action 3.5).

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

There were no major differences between what was intended to be implemented and the budgeted expenditures.

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

Pine School's website is not updated on a regular basis. The school secretary will be given training prior to the start of the 2025-6 school year on updating the website on a more regular basis. There will be no expenditure for this training as the training will be provided in-house.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$111,367.04
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$33,472.57
Title II Part A: Improving Teacher Quality	$13,155.59
Title III	$61,395.05
Title IV Part A: Student Support and Academic Enrichment	$3,343.83

Subtotal of additional federal funds included for this school: $111,367.04

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: $111,367.04

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

Expenditures by Funding Source

Funding Source	Amount
Title I	33,472.57
Title II Part A: Improving Teacher Quality	13,155.59
Title III	61,395.05
Title IV Part A: Student Support and Academic Enrichment	3,343.83

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	47,325.36
3000-3999: Employee Benefits	17,335.73
4000-4999: Books And Supplies	18,340.05
5000-5999: Services And Other Operating Expenditures	21,613.43
5800: Professional/Consulting Services And Operating Expenditures	6,752.47

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	2,100.00
4000-4999: Books And Supplies	Title I	16,966.45
5000-5999: Services And Other Operating Expenditures	Title I	8,388.65
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,017.47
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,700.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	839.64
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	9,880.95

5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	735.00
1000-1999: Certificated Personnel Salaries	Title III	43,525.36
3000-3999: Employee Benefits	Title III	16,496.09
4000-4999: Books And Supplies	Title III	1,373.60
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	3,343.83

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,733.00
Goal 2	321.04
Goal 3	3,313.00

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
Viridiana Dale	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 6/12/2025.

Attested:



Principal, Samantha Williams on June 12, 2025

SSC Chairperson, Aimee Cannon on June 12, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

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 6/12/2025.

Attested:



Principal, Patricia Harrison on June 12, 2025



SSC Chairperson, Aimee Cannon on June 12, 2025