School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer Junior High School	36750696037253	5/26/21	12/16/21

Purpose and Description

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

Non-Title I site

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

Our site plan has three goals that match our district's three LCAP goals that correlate directly to the California Dashboard indicators.

Comprehensive Needs Assessment Components

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

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

Pioneer used the most recent Kelvin School Climate Results (KSCR) 20/21 to obtain data that would assist in fostering positive school climates and engagement in learning; prevent youth health-risk behaviors and other barriers to academic achievement and promote positive youth development, resilience, and well-being.

In reviewing KSCR data, it is important to note a decrease in participation from 86% in October to 77% in February 2020-21. The following is a summary of the findings:

School Climate: 71% to 78% of the responses were considered favorable.
Below is a breakdown of results by category for the latest survey given to students (7th & 8th Grade) in February 2021.

STUDENT SURVEYS-
Goal #1
Engaged: (COVID)
78% of responses indicate students feel engaged. (District-76%)
91% of students participate in class discussions and activities with their teachers and other students.
91% of students think they have a lot of opportunities to participate in class discussions and activities with their teachers and other students.
78% of students feel there are a lot of opportunities to participate in activities outside of the school day, even during distance learning.
54% of students participate in school activities outside of the school day, even during distance learning.

Safety:
79% of responses indicate students feel safe. (District-74%)
89% of adults at my school treat students respectfully.
80% of students who feel unsafe, know who to talk to at school.
67% of students have experienced or know someone at school who has experienced bullying or cyberbullying.

Conclusions: During distance learning, activities outside of the school day became a challenge. It is important to create opportunities or activities for students to participate in outside of the school day in the future. It should be noted that 91% of the students feel respected by adults on campus. It is important to build in PBIS and SEL strategies that will lessen the percentage of students experiencing or knowing students experiencing bullying or cyberbullying at school. This should directly decrease the percentage of students who have experienced bullying or cyberbullying.

Goal #2
Academically Empowered:
90% of responses indicate students feel academically empowered. (District-88%)
93% of students feel their teachers want them to do their best all the time.
86% of students think they are capable of learning anything even in subject areas where they struggle.

Connected:
79% of responses indicate students feel connected. (District-76%)
80% of students feel liked by their classmates and friends.
89% of students think their teachers are available when they need to talk to them.
67% of students feel like they are part of their school, even during distance learning.

Conclusions: It is important to continue to build opportunities that promote a sense of belonging to the school. Our spirit days, weekly ASB activities, and virtual Quad were some activities that helped promote a sense of belonging during distance learning.

Goal #3
College & Career Equipped:
86% of responses indicate students feel college and career equipped. (District-79%)

90% of students know how they can improve their math scores.
90% of students know how they can improve their reading scores.
92% of students know if they are at, above, or below grade level in math.
92% of students know if they are at, above, or below grade level in reading.
63% of adults ask students questions about what they want to do when they grow up.
86% of students are taught about different colleges and careers that prepare them to be successful in the future.

Conclusions: As a staff, we need to focus expressing interest in and asking student's about their long-term goals.

TEACHER SURVEY- During Distance Learning December 2020
70% of the responses were considered favorable (District 78%)

COVID Engagement-59% Overall (80% District)
59% I have been able to communicate with families in an effective manner.
50% I have been able to continue connecting with my students.
71% I have been able to continue collaborating with my grade level and/or department colleagues.
68% If I need help, I know how to access support from site and/or district leadership.

COVID Supports-80% Overall (85% District)
91% How helpful is communicating directly with specific students/families in supporting your students during distance learning?
94% How helpful are online assignments using Google Classroom or See Saw in supporting your students during distance learning?
82% How helpful are asynchronous lessons in supporting your students during distance learning?
82% How helpful is live small group interaction in supporting your students during distance learning?
73% How helpful is office hours/support time in supporting your students during distance learning?
82% How helpful is live whole class interaction in supporting your students during distance learning?
88% How helpful is giving feedback on assigned material in supporting your students during distance learning?
64% I have been able to adjust my teaching to meet the needs of students.
63% I am able to create opportunities for students to interact with each other during live instruction.

Conclusions: As a staff, we need to brainstorm ways that we can increase making connections with students.

Classroom Observations

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

Site administrators observe classrooms frequently. Informal classroom walkthroughs are performed weekly. Formal observations are conducted by administrators as identified in the evaluation process outlined in the collective bargaining agreement. Administrators observed a variety of instructional strategies used by teachers throughout the 2020-2021 school year. Students engage in group activities and cooperative learning. Students are provided opportunities to show what they know through various projects and classroom activities.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers use a variety of formal and informal assessments to gauge student learning and inform future instructional practices. All departments use common formative assessments at least once per trimester and analyze the data carefully to drive instruction. Teachers use a data review protocol to facilitate these conversations around student data. At the beginning of each year, departments review statewide assessment data to create department-wide goals for the year.

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

Departments analyze assessment data to monitor student progress. District-wide Diagnostic data in both ELA and Math is provided on iReady to identify students who may need extra support in their class and/or enter an intensive class for further opportunities to access the core curriculum. Student grades and attendance patterns are monitored closely by counselors to identify students at risk and provide families with resources to assist their child.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Pioneer has highly qualified staff with many holding advanced degrees and training.

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

Teachers have ongoing access to district and site based professional development. There is ongoing professional development for all departments to help align curriculum and instructional practices to common core. Staff meetings are focused on Common Core practices and teachers have early release days each week to plan and analyze student data.

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

Each Wendesday is designated as an early release day for teachers in departments to collaborate and discuss best practices in response to assessment data. Professional development needs are identified throughout the year during this process. Bi weekly staff meetings are focused on specific strategies to help teachers align their instruction to the shifts dictated by common core. The Pioneer staff participated in the "Upland U" inservice day where they self selected workshops that would contribute to their professional growth. Several teachers attended the AVID summer institute and have been sharing WICOR strategies in staff and department meetings with other teachers. The teaching channel is used as a resource for teachers to view example teaching methods and strategies in order to gain ideas for future lessons. The math department is participating in math coaching sessions to help maximize daily lesson delivery.

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

Math teachers are working with district TOSA to help with first initial instruction. These coaches will work with teachers to plan a lesson and debrief with the teacher after the lesson is delivered. As a district, we are working on teachers using educational technology in a meaningful way. Teachers on special assignment are also working with the math department to provide strategies that align with common core.

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

Teacher collaboration is generally by department at Pioneer. Each Wednesday, teachers work together to plan and analyze student data or work to help design future lessons. At staff meetings, time has been set aside for interdepartmental collaborative conversations around the areas of writing, educational technology, student outcomes upon leaving Pioneer, grading practices, and teaching organization skills.

Teaching and Learning

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

Teachers work in teams to develop a scope and sequence aligned with the common core standards. This scope and sequence aligns larger standards to unit plans, which then connect to daily lesson objectives. Daily lesson objectives drive the curriculum and material used in classrooms. The history department is using the DBQ process to implement the literacy standards as outline in common core. The science department has introduced more Science texts in order to facilitate text based inquiry and answers in the content areas. The ELA department uses authentic novels and texts as well as high interest articles to meet the major shifts in the ELA curriculum. The math department adopted bridge materials this year in order to implement the common core curriculum.

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

EL's are assigned to an ELA intervention course.

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

All departments have a scope and sequence for the entire year. This scope and sequence is flexible based on student outcomes. The master schedule accommodates math and ELA intervention courses as well as a study skills course for students who are struggling to turn in assignments. Students in the intervention courses are assigned the same teacher for that specific content area so they can better meet their learning needs.

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

While there has not been a formal adoption of common core aligned materials, teachers have aligned their teaching with common core. Teachers seek authentic material to supplement their adopted textbooks until a formal textbook adoption process begins. The math department has adopted bridge material for this year.

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

Read Together is a curriculum to help students improve their reading comprehensive in ELA. English 3D was adopted for the EL classes. All seventh grade ELA classes use the Academic Vocabulary Toolkit to meet the speaking and listening standards. All intervention courses in ELA are also using a web based program called Achieve 3000. This program helps students improve their reading skills in alignment with common core standards.

Opportunity and Equal Educational Access

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

One day a week there is a tutorial built in to the regular school day. Students struggling in a particular subject receive frontloading, reteaching, or extra assistance by the teacher in that course. The tutorial process is tailored to meet the specific learning needs of each individual student. Departments review common assessment data to plan lessons together and help students reach mastery. Students meeting standards have the opportunity to take an enrichment course of their interest.

Evidence-based educational practices to raise student achievement

The History and Science departments have placed an emphasis on disciplinary literacy to address the major shifts in CCSS. The History department has been trained in document-based questioning in order to help students learn how to analyze and annotate primary sources of information. . Math teachers are working in conjunction with Cal Poly Pomona in order to increase their knowledge of concept development in alignment with CCSS.

Parental Engagement

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

AERIES, Parent Workshops as advertised, after and before school help from teachers, tutorial, accepting late work, clubs such pentathlon, spelling bee, AVID, SRC, intervention courses, Saturday School, battle of the books.

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

PTSA, Parent Workshops, Back to school night, invite your parent to school day, career day, GATE enrichment

Funding

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

Two instructional aides are purchased out of categorical funds as well as the ELA intervention curriculum (iReady and IXL).

Fiscal support (EPC)

We receive District General Funds, ELLI funding, Title 3 Funding, donations, and PTA Funding. Funds are used to support, but not supplant, the district's general funds in providing services, resources and programs to all students. The school district also provides health services, library assistance, crisis intervention, speech and psychological services.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Pioneer Jr. High has a committee comprised of teachers and parents that provide input/strategies regarding the school's academic plan for student achievement known as the School Site Council. Teacher stakeholders are selected from each grade level and content area. Parents are selected from a school-wide voting process. Parents and teachers understand their role and are advised of their expectations prior to implementation of the position. School Site Council is provided with samples of previous SPSA plans and all necessary documents (i.e. student performance data) that allow for decision making concentrating on success for all students.

Resource Inequities

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

Not applicable

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.37%	0.26%	0.1%	3	2	1
African American	4.61%	5.1%	4.1%	37	39	30
Asian	5.74%	5.1%	6.7%	46	39	49
Filipino	3.24%	2.23%	2.1%	26	17	15
Hispanic/Latino	47.51%	49.48%	49.2%	381	378	360
Pacific Islander	%	0.13%	0.6%		1	4
White	36.16%	33.9%	34.2%	290	259	250
Multiple/No Response	2.12%	2.75%	2.7%	17	21	20
			Total Enrollment	802	764	732

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	410	359	368
Grade 8	392	405	364
Total Enrollment	802	764	732

Conclusions based on this data:

1. Pioneer's Latino/HIspanic population has increased by 6.42% from the school years 2017-2020

2. Pioneer's African American population has increased by 1.78% from the school years 2017-2020

3. Pioneer's enrollment decreased by 38 students from the previous year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	13	10	15	1.6%	1.3%	2.0%
Fluent English Proficient (FEP)	99	92	93	12.3%	12.0%	12.7%
Reclassified Fluent English Proficient (RFEP)	10	3	3	34.5%	23.1%	30.0%

Conclusions based on this data:

1. The number of EL students has decreased from 3.4% of the school population to 1.3%.

2. Our Fluent English Proficient (FEP) has decreased from 13.5% of the school population to 12.0%.

3. Our Reclassified Fluent English Proficient rate has decreased by 11.4%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	451	388	401	443	384	398	443	384	398	98.2	99	99.3
Grade 8	382	434	375	379	427	367	379	426	366	99.2	98.4	97.9
All Grades	833	822	776	822	811	765	822	810	764	98.7	98.7	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2608.	2604.	2581.	37.02	36.46	23.87	40.18	37.50	41.71	14.00	15.63	20.85	8.80	10.42	13.57
Grade 8	2619.	2611.	2612.	28.76	30.05	30.33	46.44	39.20	39.07	20.58	20.19	19.95	4.22	10.56	10.66
All Grades	N/A	N/A	N/A	33.21	33.09	26.96	43.07	38.40	40.45	17.03	18.02	20.42	6.69	10.49	12.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	45.37	48.18	32.41	41.08	36.98	45.73	13.54	14.84	21.86
Grade 8	36.94	42.02	40.98	52.77	40.85	42.90	10.29	17.14	16.12
All Grades	41.48	44.94	36.52	46.47	39.01	44.37	12.04	16.05	19.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	48.64	52.34	35.93	42.76	38.02	53.77	8.60	9.64	10.30
Grade 8	45.91	44.37	39.07	46.70	41.78	50.55	7.39	13.85	10.38
All Grades	47.38	48.15	37.43	44.58	40.00	52.23	8.04	11.85	10.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	27.09	23.96	17.84	64.56	66.41	70.60	8.35	9.64	11.56
Grade 8	25.07	28.40	26.23	71.24	61.50	64.75	3.69	10.09	9.02
All Grades	26.16	26.30	21.86	67.64	63.83	67.80	6.20	9.88	10.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	53.27	49.74	36.68	41.31	41.41	47.99	5.42	8.85	15.33
Grade 8	47.49	46.71	40.44	47.23	41.55	45.63	5.28	11.74	13.93
All Grades	50.61	48.15	38.48	44.04	41.48	46.86	5.35	10.37	14.66

Conclusions based on this data:

1. Students who scored above standard in writing decreased by 10.72% from last year.

2. Over the past three years we are seeing increases in the number of students exceeding standards Demonstrating understanding of literary and non-fictional texts

3. Students who met standard increased by 2.62% from last year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	451	387	401	445	384	398	445	384	398	98.7	99.2	99.3
Grade 8	382	435	375	376	427	363	375	427	363	98.4	98.2	96.8
All Grades	833	822	776	821	811	761	820	811	761	98.6	98.7	98.1

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2573.	2563.	2559.	27.42	26.30	24.37	25.62	21.35	25.13	28.76	29.43	25.13	18.20	22.92	25.38
Grade 8	2617.	2610.	2605.	35.73	35.83	35.26	26.67	25.29	24.52	27.47	22.95	21.21	10.13	15.93	19.01
All Grades	N/A	N/A	N/A	31.22	31.32	29.57	26.10	23.43	24.84	28.17	26.02	23.26	14.51	19.24	22.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	36.63	33.59	33.25	33.48	32.81	34.01	29.89	33.59	32.75
Grade 8	48.53	48.47	46.13	38.40	34.35	32.32	13.07	17.18	21.55
All Grades	42.07	41.41	39.39	35.73	33.62	33.20	22.20	24.97	27.40

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	30.11	28.13	23.37	48.31	48.18	52.76	21.57	23.70	23.87
Grade 8	31.73	34.43	30.58	49.07	47.78	48.76	19.20	17.80	20.66
All Grades	30.85	31.44	26.81	48.66	47.97	50.85	20.49	20.59	22.34

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	30.56	27.34	25.94	56.18	53.13	57.68	13.26	19.53	16.37
Grade 8	34.40	35.06	37.02	56.53	49.41	45.30	9.07	15.53	17.68
All Grades	32.32	31.40	31.23	56.34	51.17	51.78	11.34	17.43	17.00

Conclusions based on this data:

1. Students in 7th grade decreased in exceeding standard by 1.93% compared to the year prior.

2. Students in 8th grade increased in Above Standard in Communicating Reasoning by 1.96% compared to the year prior.

3. Over a three year period students who did not meet standard increased by 7.83%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	*	*	*	*	*	*	*	6
Grade 8	*	*	*	*	*	*	*	7
All Grades							17	13

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	*	30.77	*	46.15	*	15.38	*	7.69	17	13

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*		*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	64.71	53.85	*	30.77	*	7.69	*	7.69	17	13

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*			*	*			*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	11	64.71	*	*	*	*	*	*	17

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	30.77	*	53.85	*	15.38	17	13

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	70.59	76.92	*	15.38	*	7.69	17	13

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	64.71	23.08	*	30.77	*	46.15	17	13

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	7.69	*	92.31		0.00	17	13

Conclusions based on this data:

1. The number of students tested decreased by 4 students.

2. Students in levels 3 and 4 account for 76.92% of the English Learner population.

3. The reading domain has the largest number of students in begining level.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
764	**32.3**	**1.3**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	10	1.3
Foster Youth	3	0.4
Homeless	16	2.1
Socioeconomically Disadvantaged	247	32.3
Students with Disabilities	83	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	5.1
American Indian	2	0.3
Asian	39	5.1
Filipino	17	2.2
Hispanic	378	49.5
Two or More Races	21	2.7
Pacific Islander	1	0.1
White	259	33.9

Conclusions based on this data:

1. The Socioeconomically Disadvantaged student group accounts for 36% of the overall school population.

2. The English Learners student group accounts for 1.6% of the overall school population.

3. The foster youth student group accounts for 0.5% of the overall school population.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. The suspension rate is green which indicates work in restorative practice is showing positive results.

2. Chronic absenteeism is yellow which indicates a need for intense interventions.

3. ELA and Mathematics scores indicate a majority of students are at or above grade level.

School and Student Performance Data

Academic Performance
English Language Arts
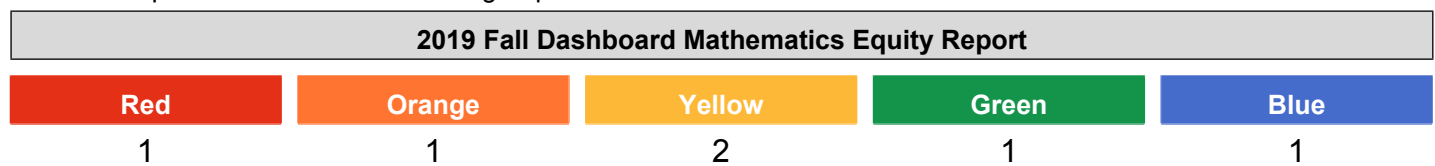
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
36.8 points above standard	2.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.6 points	Declined -10.6 points	
766	47	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
8.5 points below standard	14.5 points above standard	61.4 points below standard
Declined Significantly -26 points	Declined -8.2 points	Maintained ++1.2 points
22	273	91

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
3.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	99.6 points above standard	75.1 points above standard
Maintained -1.1 points	3	Increased ++11.5 points	Maintained -2 points
33		45	25

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
26 points above standard	52.4 points above standard	0 Students	41.7 points above standard
Declined -10.9 points	Declined Significantly -22.3 points		Declined -10.6 points
360	15		284

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	24.5 points above standard	35.8 points above standard
10	Declined -10.4 points	Declined -11.9 points
	37	657

Conclusions based on this data:

1. ELA scores declined for all students by 10.6 points.

2. ELA scores for Socioeconomically Disadvantaged declined 8.2 points and at a higher rate than all students.

3. ELA scores for students with disabilities increased by 1.2 points and at a higher rate than all students.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	1	2	1	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
5.3 points above standard	43.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.6 points	Declined Significantly -18.6 points	
762	46	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
46.6 points below standard	22 points below standard	106.1 points below standard
Declined Significantly -49.5 points	Declined -7.9 points	Declined -12.3 points
22	269	90

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
15.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	90.1 points above standard	59.6 points above standard
Increased Significantly ++19.5 points	3	Increased ++3.1 points	Increased ++4 points
34		45	25

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		Green
18.8 points below standard	20.3 points above standard		19.8 points above standard
Declined -10.4 points	Declined Significantly -28.2 points		Increased ++3.6 points
355	15		284

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	13.3 points below standard	2.7 points above standard
10	Declined Significantly -16.3 points	Declined -6 points
	36	654

Conclusions based on this data:

1. Mathematics scores declined by 5.6 points for all students.

2. Mathematics scores for Socioeconomically Disadvantaged decreased by decreased 7.9 points at a higher rate than all students.

3. Mathematics scores for Students with Disabilities decreased by 12.3 points.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
54.5 making progress towards English language proficiency
Number of EL Students: 11
Performance Level: Medium
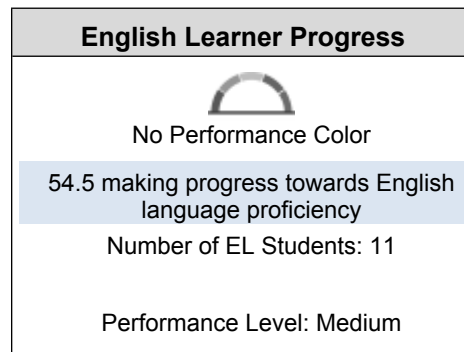
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.0	36.3	18.1	36.3

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable

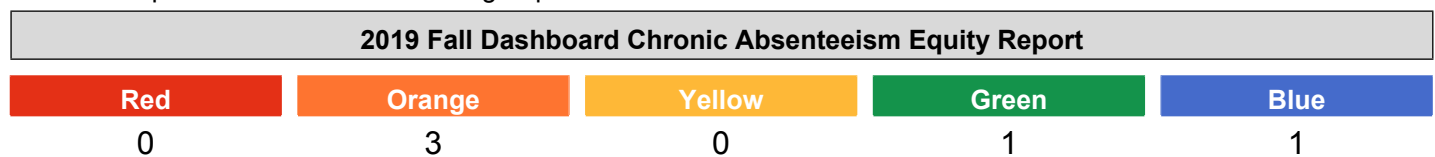# School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	1	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
5.2	5.9	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	Declined -0.6	4
812	17	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
16	8.4	12.1
Increased +0.6	Increased +0.8	Increased +1.7
25	297	99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
5.4	Less than 11 Students - Data Not Displayed for Privacy	2.2	0
Declined -1.5	3	Declined -2.2	Declined -5
37		46	26

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
7.7	0	Less than 11 Students - Data Not Displayed for Privacy	3.1
Increased +2.6	Maintained 0	0	Declined -1.5
389	19		292

Conclusions based on this data:

1. The homeless student group has the highest rate of chronically absent at 15.4% and declined by 0.6%.

2. The Hispanic student group had the highest increase in chronic absenteeism of 2.6%.

3. Students with disabilities had the second largest increase in chronic absenteeism of 1.7%

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 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 or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1. Not applicable
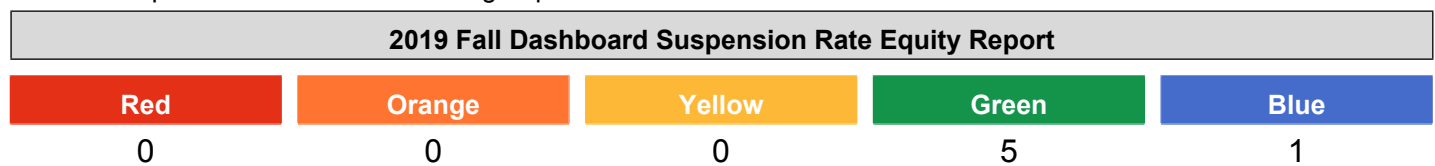
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	5	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
2.9	0	Less than 11 Students - Data Not Displayed for Privacy
		5
Declined -2.7	Declined -12.5	
818	17	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
0	3	4
Declined -7.1	Declined Significantly -4.5	Declined -5.4
25	302	100

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	Green	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy 3	2.2	0
Declined -13.3		Declined -0.7	Maintained 0
37	3	46	26

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color		Green
3.3	0		3.4
Declined -2	Maintained 0		Declined -2.9
393	19		294

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.6	2.9

Conclusions based on this data:

1. The suspension rate of the African American Student group declined by 13.3%.

2. The suspension rate of Students with Disabilities decreased by 5.4%.

3. The suspension rate of all students decreased by 2.7%.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Safe, Connected & Engaged as evidenced by decreased chronic absenteeism, decreased suspension rates participation in extracurricular activities.

Goal 1

Pioneer Junior High students will be Safe, Connected & Engaged as evidenced by a decrease in chronic absenteeism of 0.8%, a decreased in suspension rates of 0.4%, and 75% participation in school-wide sports, clubs, and ASB activities with PBIS incentives.

Identified Need

Increasing PBIS incentives on a weekly basis

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard- chronic absenteeism	5.3% chronic absenteeism (previous year 4.9%) State 10.1% • Subgroups with increases/decrease in chronic absenteeism. English Learners - ___% decrease ___% Socio-economically disadvantaged - ___% decrease ___% African American - ___% decrease ___% Homelessness- ___% decrease ___% • Students with Disabilities ___% declined by ___% (Most recent data-COVID #'s are skewed.)	4.5% chronic absenteeism (a decrease of 0.8%)
California Dashboard- suspension rate	2.9% suspension rate (previous year 5.6%) State 3.4% .004% Suspension rate (previous year 2019-20=	2.5% suspension rate (a decrease of 0.4%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	13.1%) State 3.4% • Subgroups with increases/decrease suspension rate. English Learners - ___% increase ___% Socio-economically disadvantaged ___% decrease ___% African American - (No Dashboard Data) Aeries-0% AA Suspensions Homelessness- ___% decrease ___% • Students with Disabilities ___% decrease___% (Most recent data-COVID #'s are skewed.) (Most recent data-COVID #'s are skewed.)	
Sports-Volleyball, Football, Track, Basketball, and Soccer	Volleyball-60 Football-80 Track-50 Basketball-50 Soccer-40 (COVID Impacted Baseline Data)	Basketball-48 students Soccer-60 students Track-No data/new team Volleyball-30 students Flag Football-30 students (Refined teams that promote excellence in sports)
Clubs-Anime, Meme, Chess, Art, Guitar, and Run	Anime-10 students Meme-15 students Chess-12 students Art-20 students Guitar-11students Run-15 students (COVID Impacted Baseline Data)	Anime-10 students Meme-15 students Chess-12 students Art-20 students Guitar-11students Run-15 students Add additional clubs based on student input/need
ASB-Monthly Activities Spirit Activities	Monthly Staff-No data/not calculated Students-No data/not calculated	Monthly Staff-27/36 (75% Participation) Students- 585780 (75% Participation)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Intramural Lunchtime Sports	No data-new initiative	1st Trimester-Flag Football/Volleyball 2nd Trimester-Soccer/Basketball 3rd Trimester-Track
Renaissance Rallies	2 a year	3 a year (trimester)
PBIS Incentives	Miner Tickets-Pride Expectations staff-13/36 (50%)-distribute on a weekly basis	Miner Tickets-Pride Expectations staff-32/36 (90%)-distribute on a weekly basis

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Instructional materials for Counseling Center to run Tier 2 interventions including small groups.

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

Amount(s)	Source(s)
2000.00	LCAP
	LCAP

Strategy/Activity 2

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

All Students

Strategy/Activity

Order items to help facilitate parent meetings and coffee with the counselors

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

Amount(s)	Source(s)
500	LCAP

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Order materials, curriculum, and other resources to support after school clubs

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

Amount(s)	Source(s)
1000	LCAP

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
	LCAP

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
	LCAP

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)
                                             LCAP

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)
                                             LCAP

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)
                                             LCAP

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Academically Prepared & Empowered as evidenced by growth and proficiency on ELA and Math local and state assessments and increased performance on the English Learner progress indicator.

Goal 2

Pioneer Junior High School students will be academically prepared & empowered as evidenced by growth of 10.6 points improvement in ELA and 10.6 point improvement in Math on local and state assessments, and an increase of 1 ELPI Level for English Learners on the ELPAC assessment.

Identified Need

Maintaining student growth in ELA & Math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard-ELA	36.8 points above standard (Previous year 48.4 points above standard) State 2.5 points below standard Equity: CAASPP DATA from 18-19 School Year Overall: __% not meeting ELA Standards Socioeconomically disadvantaged: __% not meeting ELA standards English Language Learners: __% not meeting ELA standards Students with Disabilities: __% not meeting ELA standards 19-20 School Year CAASPP canceled due to COVID-19 iReady WINTER DIAGNOSTIC RESULTS from 20-21 School Year Overall: __% not meeting ELA standards Hispanic: __% not meeting ELA standards	48.4 points above standard (a increase of 10.6 points)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged: __% not meeting ELA standards English Learners: __% not meeting ELA standards Students with Disabilities: 75% not meeting ELA standards	
California Dashboard-Math	36.8 points above standard (Previous year 47.4 points above standard) State 33.5 points below standard Equity: CAASPP DATA from 18-19 School Year Overall:__% not meeting Math Standards Socioeconomically Disadvantaged: ___% not meeting Math standards English Language Learners: ___% not meeting Math standards Students with Disabilities: ___% not meeting Math standards 19-20 School Year CAASPP canceled due to COVID-19 iREADY WINTER DIAGNOSTIC RESULTS from 20-21 School Year Overall: ___% not meeting Math standards Hispanic: __% not meeting Math standards Socioeconomically Disadvantaged: ___% not meeting Math standards English Learners: __% not meeting Math standards Students with Disabilities: __% not meeting Math standards African American: ___% not meeting Math standards	47.4 points above standard (a increase of 10.6 points above standard)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners	54.5% making progress towards English Language proficiency (6/11) State 48.3%	1 ELPI Level for English Learners on the ELPAC assessment

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase electronic Ebooks and Audio books for students to check out of the library and allow teachers assign individual students for their classes.

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

Amount(s)	Source(s)
2000	LCAP
	LCAP

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Renew BrainPop suscription

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

Amount(s)	Source(s)
2000	LCAP

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Renew subscription of Gimkit

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

Amount(s)	Source(s)
1,000	LCAP

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Renew subscription for Flocabulary

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

Amount(s)	Source(s)
2,000	LCAP

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide materials and supplies to EL teachers for the EL intervention courses.

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

Amount(s)	Source(s)
500	LCAP

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL student group

Strategy/Activity

Use of one paraprofessional to support teachers in working with ELD students.

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

Amount(s)	Source(s)
27,982	LCAP

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase intervention materials for students who need Tier 2 intervention

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

Amount(s)	Source(s)
2,000	LCAP

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

English Teachers will collaborate in order to calibrate on writing assignments and discuss how to address the needs of students based on results.

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

Amount(s)	Source(s)
1000	

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase IXL for ELA Math to assist in filling gaps in learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

14000

Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Math Teachers will collaborate in order to calibrate on Tasks and discuss how to address the needs of students based on results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

College & Career Equipped as evidenced by increased graduation rates, increased college and career readiness rates, and increased participation in career pathways.

Goal 3

Pioneer Junior High teachers and students will increase knowledge of career skills in core content areas, increase knowledge of career pathways, and participate in goal setting conversations that are both academic and career focused.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1:1 Chromebook ratio in core curriculum classes	Technology is available in all core classrooms	Students will use Chromebooks to reinforce their learning daily
Learning will be reinforced in Math and English classrooms through i-Ready online program	The i-Ready diagnostic administered in January	Increase of 5% in the Spring i-Ready post diagnostic
AVID (7th & 8th)		
21st Century Skills		
Goal setting conversations		

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Math Teachers will collaborate in order to calibrate on Tasks and discuss how to address the needs of students based on results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCAP

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Strengthen Career Training Programs for CTE elective

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

Amount(s)	Source(s)
2,000	LCAP

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Virtual Careers field trips

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

Amount(s)	Source(s)
2000	LCAP

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal setting instructional materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCAP

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Career Day

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

Amount(s)

500

Source(s)

LCAP

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Align electives to high school pathways

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

Amount(s)

1000

Source(s)

LCAP

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$67000.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$66,482.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 ($)
	$16,000.00
LCAP	$50,482.00

Subtotal of state or local funds included for this school: $66,482.00

Total of federal, state, and/or local funds for this school: $66,482.00

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

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Charles Neighbours	Principal
Allyson Crawley	Classroom Teacher
Kevin Cassidy	Classroom Teacher
Lisa Grijalva	Other School Staff
Jenifer Garbick	Parent or Community Member
Jessica Yenjai	Parent or Community Member
Noah Garbick	Secondary Student
Jasleen Pulido	Secondary Student

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:

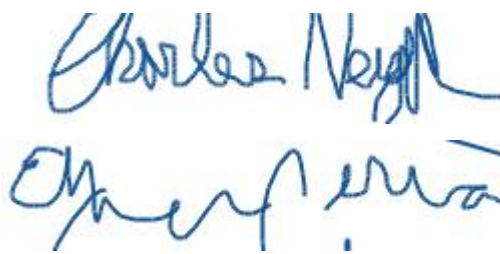| Signature	Committee or Advisory Group Name
	Other: Rene Gonzalez-Assistant Principal

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 5/26/21.

Attested:

[signature]	Principal, Charles Neighbours on 5/26/21
[signature]	SSC Chairperson, Emer Cervantes on 5/26/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

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

[This section meets the requirements for CSI.]

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

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

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

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

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

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

Analysis

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

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i.   strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i.   strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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