School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer Junior High School	36-75069-6037253	5/02/2023	June 20, 2023

Purpose and Description

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

Schoolwide Program
The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall address how funds provided to the school will be used to improve the academic performance of all pupils.

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

The Every Student Succeeds Act (ESSA) is the nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. ESSA aims to provide an equal opportunity for disadvantaged students including those who get special education services. Pioneer Junior High School has aligned our school-wide goals with the Upland Unified School District's LCAP goals. We have implemented an MTSS (Multi-Tiered System of Supports) that aligns programs and services to meet the academic, social-emotional, and physical needs of all of our students. We ensure that all students have equitable access and use of innovative technology and increase consistency of equity in teaching and rigorous learning experiences. We have designed a system for meaningful family engagement that promotes parental involvement, education nights, committees, workshops, attendance of school events, and volunteering at our school. During

educational nights, parents are informed about school strengths, weaknesses, and implementation of areas of growth.

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) 22/23 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 75% in October to 71% in February 2022-23. The following is a summary of the findings:

School Climate: 71% of the responses were considered favorable with 62% of our students participated.
Below is a breakdown of results by category for the latest survey given to students (7th & 8th Grade) in February 2023.

STUDENT SURVEYS-
Goal #1
Engaged:
68% of responses indicate students feel engaged.
77% of students participate in class discussions and activities with their teachers and other students.
59% of students feel there are a lot of opportunities to participate in activities outside of the school day.

Safety:
63% of responses indicate students feel safe. (District-69%)
62% of adults at my school treat students respectfully.
74% of students who feel unsafe, know who to talk to at school.
54% of students have experienced or know someone at school who has experienced bullying or cyberbullying.

Conclusions: During the pandemic, activities outside of the school day became a challenge and have not fully returned. It is important to create opportunities or activities for students to participate in outside of the school day in the future. 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. It should be noted that there was a significant increase in our most recent TFI score due to the improved implementation of Tier II strategies. Goal 1 for 2023-24 reflects an increased need for PBIS implementation and increased support for Tier II interventions and counseling services. To further promote student and family engagement, PJH will provide materials and other resources for after school clubs, VAPA opportunities, and training for student connectedness as peer mediators or WEB leaders (peer-to-peer support).

Goal #2
Academically Empowered:
78% of responses indicate that students feel academically empowered. (District-83%)
82% of students feel their teachers want them to do their best all the time.
74% of students think they are capable of learning anything even in subject areas where they struggle.

Connected:
79% of responses indicate that students feel connected. (District-83%)
83% listen carefully to other people's feelings or beliefs.
72% of students think their teachers are available when they need to talk to them.
81% of students feel like they aware of other people's feelings.

Conclusions: It is important to continue to build opportunities that promote students' sense of belonging to the school and increase opportunities for them to engage academically. To accomplish this, Goal 2 will support additional supplemental books (electronic and traditional) and online subscriptions for supplemental access to core content. There exists a need to provide greater support to our English Learners, and as a result we will provide training, resources, and materials for interventions. We will also provide support to allow teachers to collaborate both during and outside the school day as necessary.

Goal #3
College & Career Equipped:
68% of responses indicate that students feel college and career-equipped. (District-73%)
76% of students know how they can improve their academic scores.
82% of students know if they are at, above, or below grade level in academics.
52% of adults ask students questions about what they want to do when they grow up.
62% 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 students' about their long-term goals. To this end, Goal 3 strategies will address the need to provide additional support to strengthen our CTE courses and increase alignment of courses to Upland High School pathways, field trips and events for students to promote college and career readiness and awareness.

TEACHER SURVEY- During Distance Learning December 2021
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. 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 2022-2023 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. 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 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 Wednesday 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 using WICOR strategies in their classrooms.

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 and the utilization of Illustrative Mathematics. 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 also been set aside for interdepartmental collaborative conversations.

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 the use of Illustrative Mathematics 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. 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 Illustrative Mathematics 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 comprehension in ELA. English 3D was adopted for the EL classes. All seventh grade ELA classes have access to the Academic Vocabulary Toolkit to meet the speaking and listening standards. Additional intervention programs, such as ST Math, No Red Ink, and IXL, have been adopted to support academic achievement.

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 utilizing iReady as the primary curriculum. Students struggling in a particular subject receive frontloading, reteaching, or extra assistance 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, accepting late work, clubs such as builders club or debate club, 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, showcase, and career day.

Funding

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

Two intervention programs are purchased out of categorical funds 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 educational partners are voted on and are 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 before implementing 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. The meeting dates for SSC were 1/31/2023, 2/17/2023, 03/07/2023, 04/04/2023, 05/02/2023.

Resource Inequities

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

This section does not apply since Pioneer is not a CSI-identified school.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1		0
African American	4.1%	4.23%	5.31%	30	30	38
Asian	6.7%	8.32%	6.84%	49	59	49
Filipino	2.1%	2.26%	1.54%	15	16	11
Hispanic/Latino	49.2%	48.80%	48.88%	360	346	350
Pacific Islander	0.6%	0.56%	0.14%	4	4	1
White	34.2%	32.72%	33.24%	250	232	238
Multiple/No Response	2.7%	2.68%	2.65%	20	19	19
			Total Enrollment	732	709	716

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	368	342	367
Grade 8	364	367	349
Total Enrollment	732	709	716

Conclusions based on this data:

1. Pioneer's Latino/Hispanic population has increased slightly by 0.08% from the school years 2021.

2. Pioneer's African American population has increased by 1.08% from the 2021-2022 school years.

3. Pioneer's enrollment increased by 7 students since 2021-2022.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	15	18	15	2.00%	2.5%	2.1%
Fluent English Proficient (FEP)	93	82	80	12.70%	11.6%	11.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The number of EL students has decreased from 2.5% of the school population to 2.1%.

2. Our Fluent English Proficient (FEP) has decreased from 11.6% of the school population to 11.2%.

3. There was no net change in our EL population from 2020-21 to 2022-23.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	358	337		0	331		0	331		0.0	98.2	
Grade 8	354	355		0	334		0	334		0.0	94.1	
All Grades	712	692		0	665		0	665		0.0	96.1	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2579.			22.05			42.30			21.45			14.20	
Grade 8		2593.			24.25			34.73			26.95			14.07	
All Grades	N/A	N/A	N/A		23.16			38.50			24.21			14.14	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		25.98			63.14			10.88	
Grade 8		29.04			57.49			13.47	
All Grades		27.52			60.30			12.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		30.82			56.19			12.99	
Grade 8		22.16			58.38			19.46	
All Grades		26.47			57.29			16.24	

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.20			76.44			9.37	
Grade 8		23.05			67.96			8.98	
All Grades		18.65			72.18			9.17	

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		22.05			65.26			12.69	
Grade 8		27.84			63.77			8.38	
All Grades		24.96			64.51			10.53	

Conclusions based on this data:

1. Overall, 61.66% of students are meeting or exceeding standards in ELA

2. The area with the most need for improvement is Writing, with 83.76% of students meeting or exceeding standards.

3. 7th Grade had approximately 5% more students meeting or exceeding standards overall.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	358	337		0	329		0	329		0.0	97.6	
Grade 8	354	355		0	331		0	331		0.0	93.2	
All Grades	712	692		0	660		0	660		0.0	95.4	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2553.			24.32			22.80			30.40			22.49	
Grade 8		2576.			24.17			22.05			24.47			29.31	
All Grades	N/A	N/A	N/A		24.24			22.42			27.42			25.91	

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		26.14			49.54			24.32	
Grade 8		31.72			49.55			18.73	
All Grades		28.94			49.55			21.52	

Grade Level	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		18.24			58.36			23.40	
Grade 8		16.92			51.96			31.12	
All Grades		17.58			55.15			27.27	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7		17.93			69.30			12.77	
Grade 8		22.05			60.42			17.52	
All Grades		20.00			64.85			15.15	

Conclusions based on this data:

1. Overall, 46.66% of students met or exceeded standards in Math.

2. The highest area of need is Problem Solving & Modeling/Data Analysis with 72.73% of students meeting or exceeding standards.

3. 7th grade students slightly outperformed 8th grade students with 0.9% more students meeting or exceeding standards overall.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*		*	*		*	*		9	5	
8	*	*		*	*		*	*		*	7	
All Grades										11	12	

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	36.36	33.33		27.27	33.33		9.09	8.33		27.27	25.00		11	12	

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	36.36	50.00		27.27	16.67		9.09	8.33		27.27	25.00		11	12	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	9.09	16.67		45.45	16.67		9.09	33.33		36.36	33.33		11	12	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	27.27	16.67		45.45	58.33		27.27	25.00		11	12	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	72.73	58.33		0.00	16.67		27.27	25.00		11	12	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	9.09	16.67		45.45	41.67		45.45	41.67		11	12	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	9.09	0.00		63.64	91.67		27.27	8.33		11	12	

Conclusions based on this data:

1. The number of students performing at a level 4 decreased by 3.03% overall

2. Students in levels 3 and 4 account for 66.66% of the English Learner population.

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
709	**46.0**	**2.5**	**0.4**
Total Number of Students enrolled in Pioneer Junior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	18	2.5
Foster Youth	3	0.4
Homeless	23	3.2
Socioeconomically Disadvantaged	326	46.0
Students with Disabilities	87	12.3

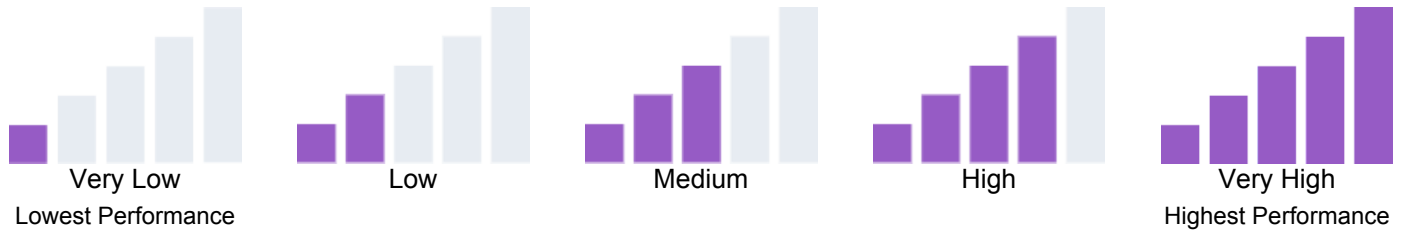| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	30	4.2
American Indian		
Asian	59	8.3
Filipino	16	2.3
Hispanic	346	48.8
Two or More Races	19	2.7
Pacific Islander	4	0.6
White	232	32.7

Conclusions based on this data:

1. The Socioeconomically Disadvantaged student group accounts for 46% of the overall school population.

2. The English Learners student group accounts for 2.5% of the overall school population.

3. The foster youth student group accounts for 0.4% of the overall school population.

School and Student Performance Data

Overall Performance

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

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

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Chronic Absenteeism** High	**Suspension Rate** Medium
Mathematics Medium		
English Learner Progress No Performance Level		

Conclusions based on this data:

1. The suspension rate is medium which indicates work in restorative practice is showing positive results but work still remains to be done in this area.

2. Chronic absenteeism is high which indicates a need for intense interventions.
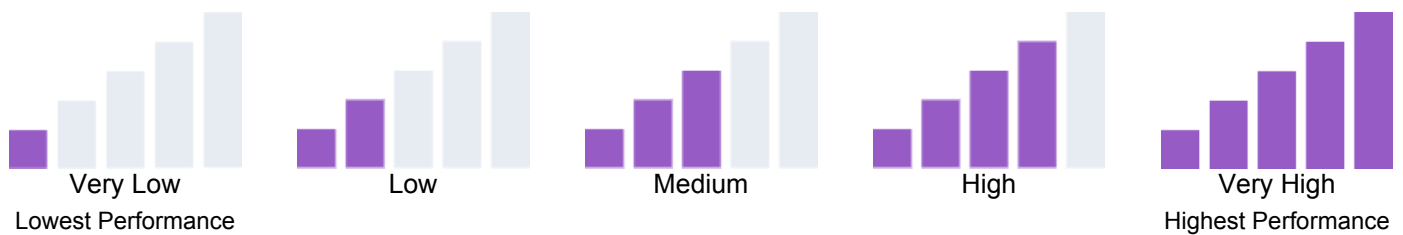
3. ELA scores indicate a majority of students are at or above grade level but that a focus on Mathematics is needed for the upcoming school year..
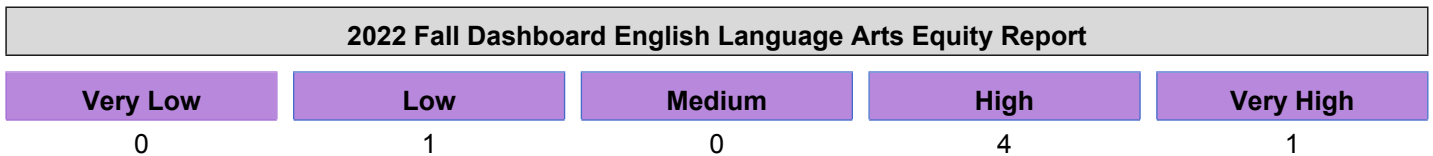
School and Student Performance Data

Academic Performance
English Language Arts

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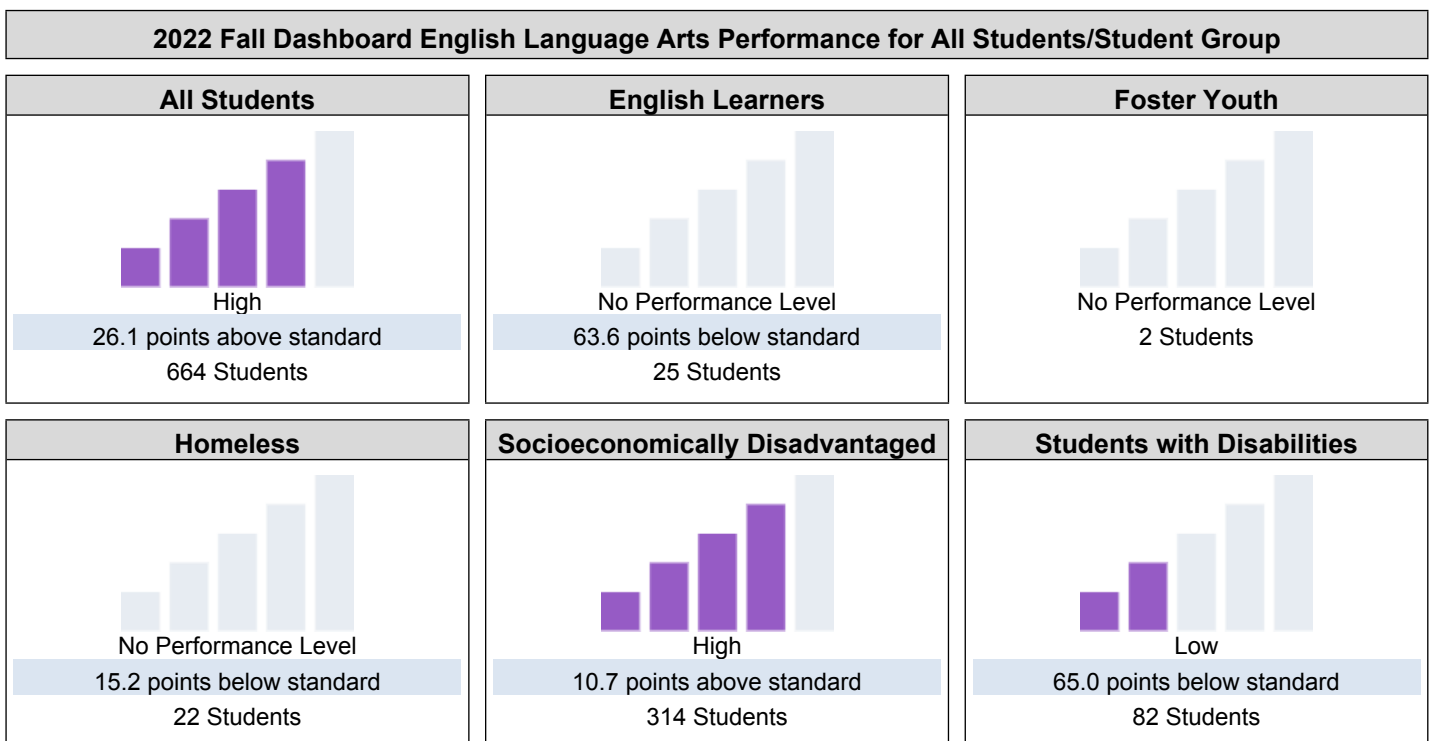
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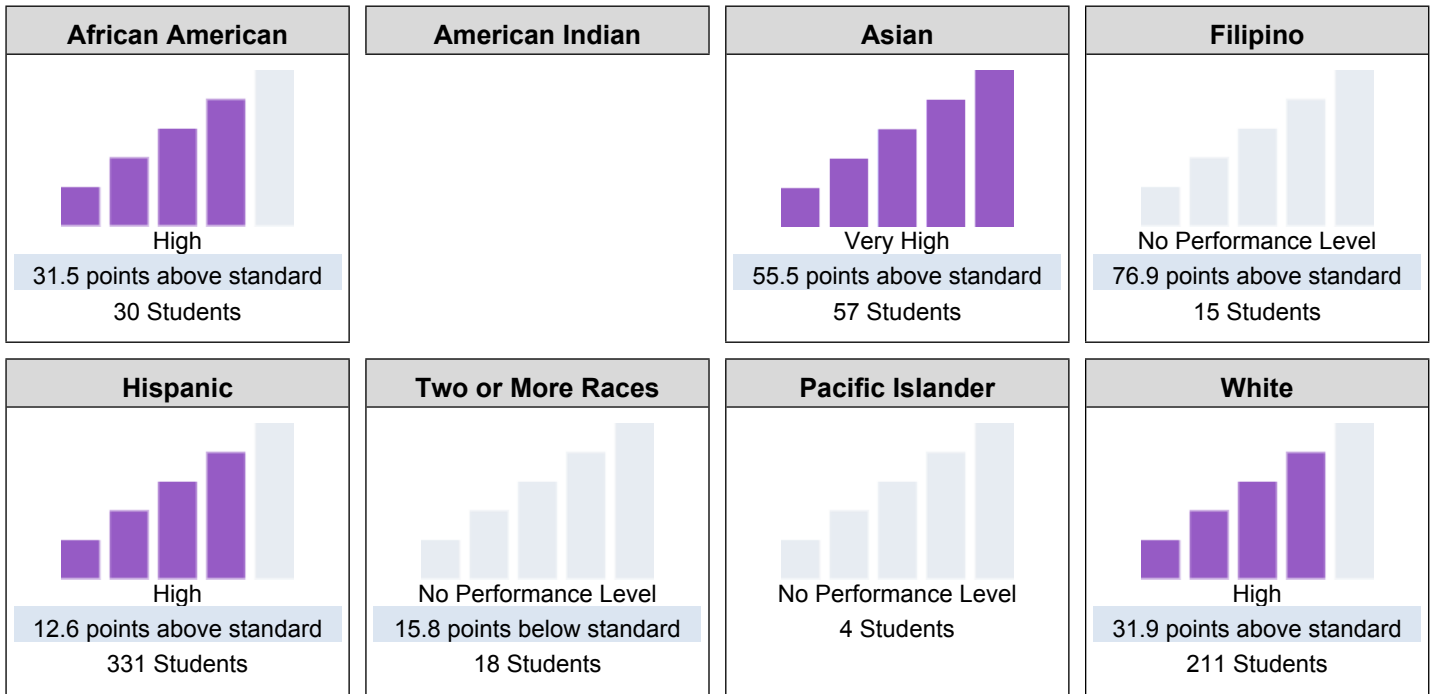
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
0	1	0	4	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
26.1 points above standard	63.6 points below standard	2 Students
664 Students	25 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Low
15.2 points below standard	10.7 points above standard	65.0 points below standard
22 Students	314 Students	82 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

High

31.5 points above standard

30 Students

American Indian

Asian

Very High

55.5 points above standard

57 Students

Filipino

No Performance Level

76.9 points above standard

15 Students

Hispanic

High

12.6 points above standard

331 Students

Two or More Races

No Performance Level

15.8 points below standard

18 Students

Pacific Islander

No Performance Level

4 Students

White

High

31.9 points above standard

211 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

8 Students

Reclassified English Learners

31.5 points below standard

17 Students

English Only

25.9 points above standard

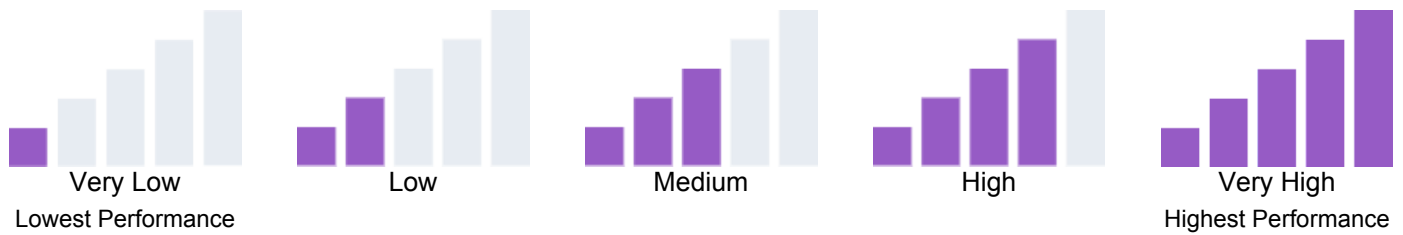571 Students

Conclusions based on this data:

1. The ELA scores all students is 26.1 points above standard.

2. ELA scores for Socioeconomically Disadvantaged indicate that they are performing 10.7 points above standard.

3. ELA scores for students with disabilities are performing at a lower rate than all students.
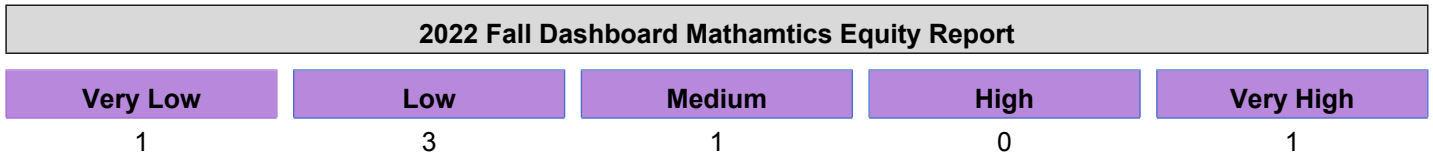
School and Student Performance Data

Academic Performance
Mathematics

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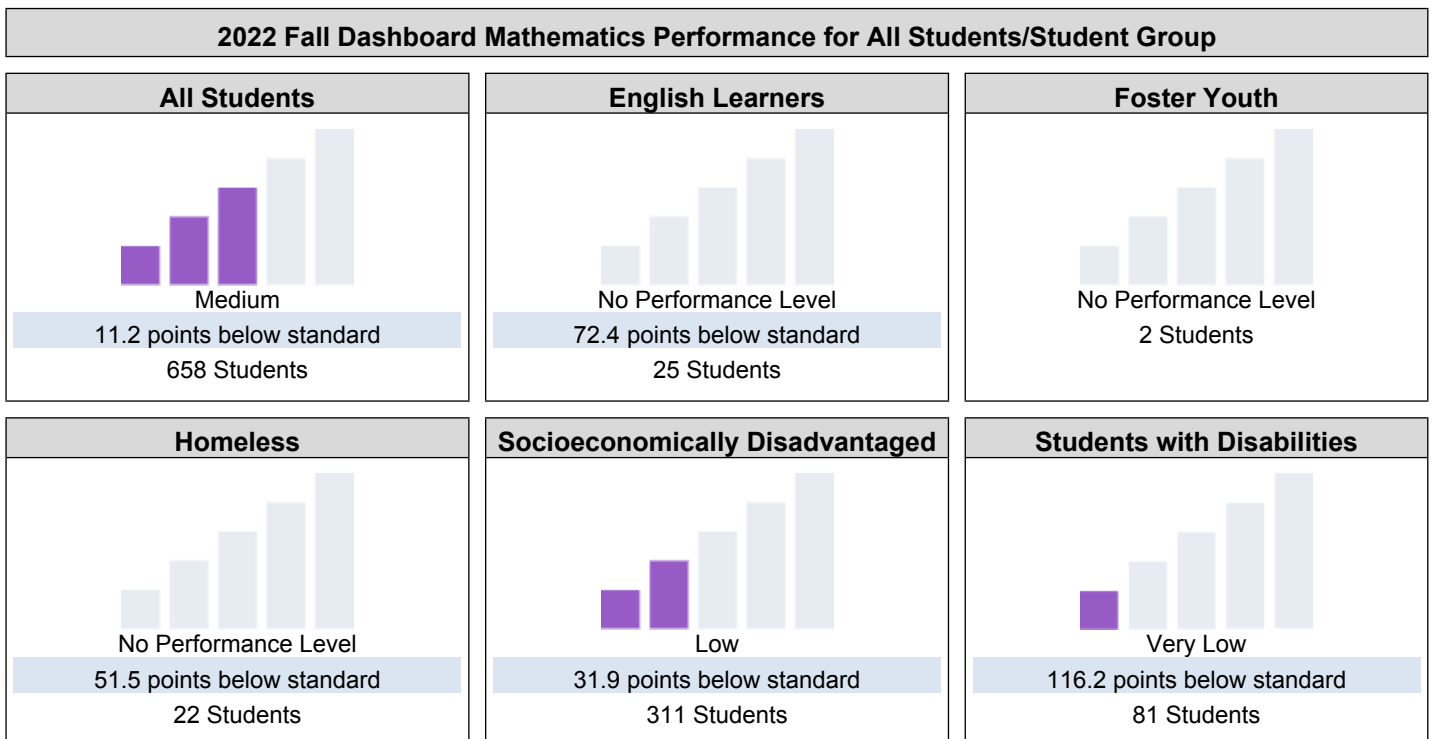
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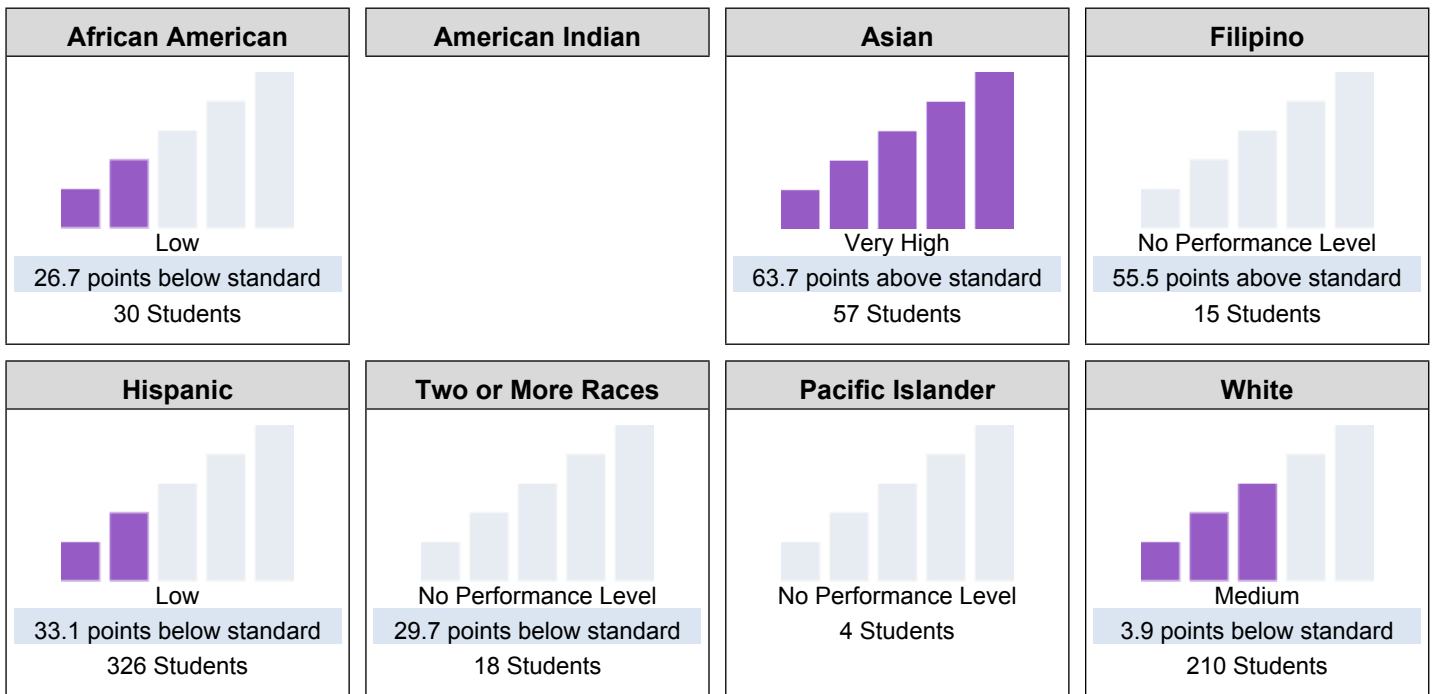

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	1	0	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	No Performance Level	No Performance Level
11.2 points below standard	72.4 points below standard	2 Students
658 Students	25 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
51.5 points below standard	31.9 points below standard	116.2 points below standard
22 Students	311 Students	81 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
Low

26.7 points below standard

30 Students

American Indian

Asian
Very High

63.7 points above standard

57 Students

Filipino
No Performance Level

55.5 points above standard

15 Students

Hispanic
Low

33.1 points below standard

326 Students

Two or More Races
No Performance Level

29.7 points below standard

18 Students

Pacific Islander
No Performance Level

4 Students

White
Medium

3.9 points below standard

210 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner
8 Students

Reclassified English Learners
64.8 points below standard

17 Students

English Only
12.5 points below standard

566 Students

Conclusions based on this data:

1. Mathematics indicate that all students are performing 11.6 points below standard.

2. Mathematics scores for Socioeconomically Disadvantaged are performing at 31.9 points below standard..

3. Mathematics scores for Students with Disabilities are performing at 116.2 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

making progress towards English language proficiency

Number of EL Students: 10 Students

Performance Level: No Performance Level
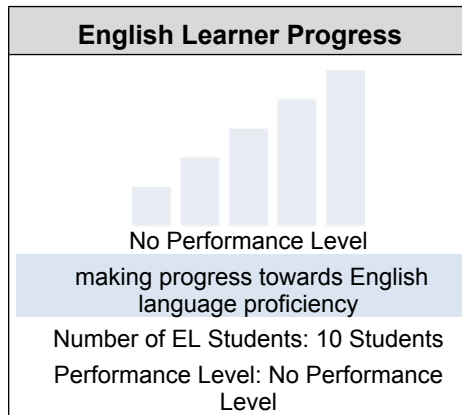
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. No performance level data was available.

School and Student Performance Data

Academic Performance
College/Career Report

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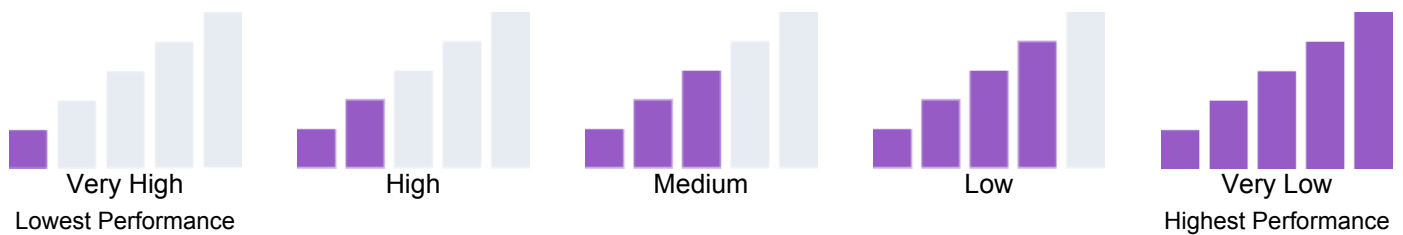
Conclusions based on this data:

1.

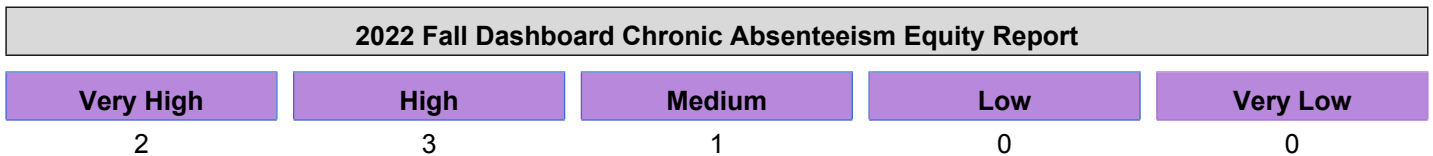# School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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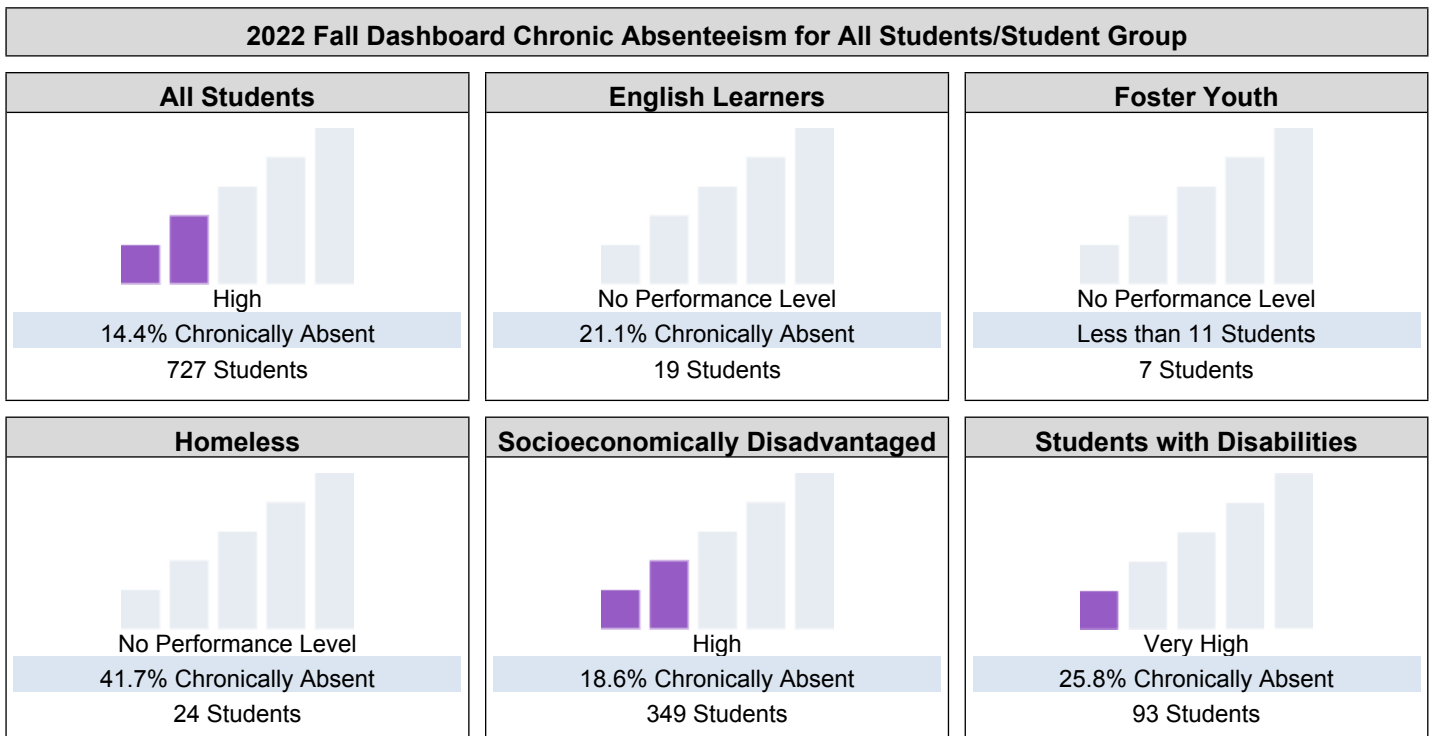
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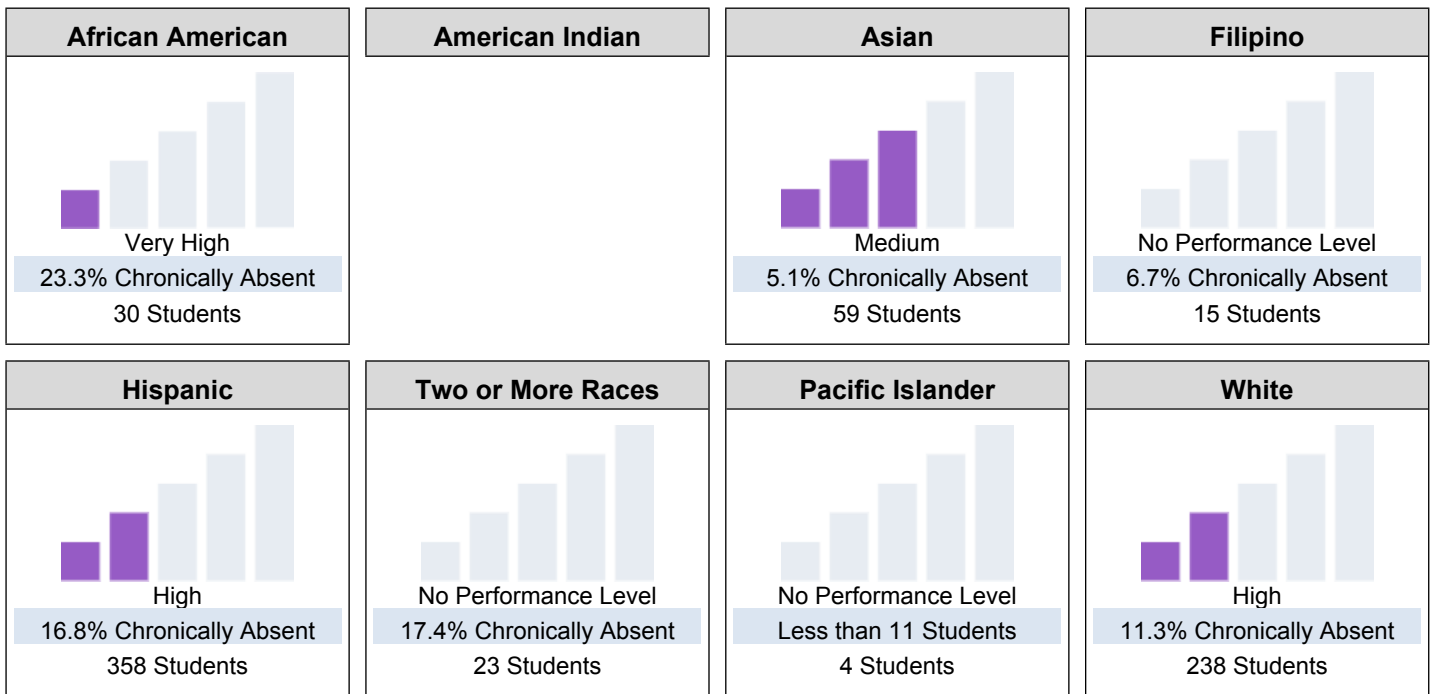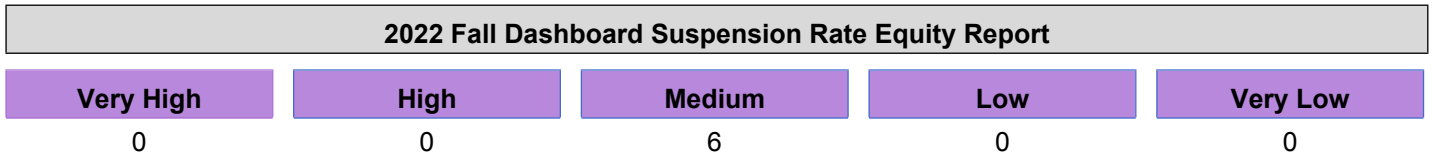
Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
2	3	1	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	No Performance Level	No Performance Level
14.4% Chronically Absent	21.1% Chronically Absent	Less than 11 Students
727 Students	19 Students	7 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Very High
41.7% Chronically Absent	18.6% Chronically Absent	25.8% Chronically Absent
24 Students	349 Students	93 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High		Medium	No Performance Level
23.3% Chronically Absent		5.1% Chronically Absent	6.7% Chronically Absent
30 Students		59 Students	15 Students

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level	No Performance Level	High
16.8% Chronically Absent	17.4% Chronically Absent	Less than 11 Students	11.3% Chronically Absent
358 Students	23 Students	4 Students	238 Students

Conclusions based on this data:

1. The students with disabilities student group has the highest rate of chronically absent at 25.8%.

2. The African American student group had the highest rate of chronic absenteeism of 23.3%.

3. The Asian student group had the lowest rate of chronic absenteeism of 5.1%

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

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

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	6	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	No Performance Level	No Performance Level
3.7% suspended at least one day	5.3% suspended at least one day	Less than 11 Students
735 Students	19 Students	7 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	Medium
8.3% suspended at least one day	4.8% suspended at least one day	4.3% suspended at least one day
24 Students	353 Students	93 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Medium		Medium	No Performance Level
3% suspended at least one day		3.4% suspended at least one day	0% suspended at least one day
33 Students		59 Students	15 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	Medium
4.7% suspended at least one day	4.3% suspended at least one day	Less than 11 Students	2.1% suspended at least one day
362 Students	23 Students	4 Students	239 Students

Conclusions based on this data:

1. The suspension rate of the African American Student group was 3%; the second lowest rate compared with the rest of the student population.

2. The suspension rate of Students with Disabilities was 4.3%; slightly higher than the overall suspension rate.

3. The suspension rate of all students was 3.7%.

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 and engaged as evidenced by a decrease in chronic absenteeism of 2%, and a 75% participation in school-wide sports, clubs or ASB social activities (such as school dances).

Identified Need

Increasing implementation of PBIS school wide, including use of incentives to further engage students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard- chronic absenteeism (2022 data)	All Students - 14.4% Hispanic - 16.8%, English Learners - 21.1% White - 11.3%, Socio-economically Disadvantaged - 18.6% African-American - 23.3% Homeless - 41.7% Students with Disabilities - 25.8%	All Students - 12.4% Hispanic - 14.8%, English Learners - 19.1% White - 9.3%, Socio-economically Disadvantaged - 16.6% African-American - 21.3% Homeless - 39.7% Students with Disabilities - 23.8%
California Dashboard- suspension rate (2022 data)	All Students - 3.7% Hispanic - 4.7%, English Learners - no suspensions White - 2.1%, Socio-economically Disadvantaged - 4.8% African-American - 3% Socioeconomically Disadvantaged - 4.8% Students with Disabilities - 4.3%	All Students - 3.2% Hispanic - 4.2%, English Learners - no suspensions White - 1.6%, Socio-economically Disadvantaged - 4.3% African-American - 2.5% Socioeconomically Disadvantaged - 4.3% Students with Disabilities - 3.8%
Sports-Volleyball, Football, Track, Basketball, and Soccer	Volleyball-60 Football-80 Track-50 Basketball-50	Basketball-48 students Soccer-60 students Track-No data/new team Volleyball-30 students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Soccer-40	Flag Football-30 students
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	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)
Intramural Lunchtime Sports	No data-new initiative	1st Trimester-Flag Football/Volleyball 2nd Trimester-Soccer/Basketball 3rd Trimester-Track
Renaissance Rallies	3 a year (one per trimester)	3 a year (one per 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

Provide instructional materials or other supplies/materials for counselors and Wellness Center to implement and maintain Tiered social-emotional interventions (Tier I/II/III; such as small groups, a check-in/check-out system, boys council, or girls circle)

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

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

Provide light refreshments or other supplies/materials for parent meetings or family engagement events (such as Coffee with the Counselors or 7th Grade Family Night).

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

Provide staffing, materials, curriculum and other resources or supplies to support after school activities (such as clubs or after-school sports)

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

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

Provide extra-curricular programs and experiences for all students (such as Chess Masters, hip-hop dance, art programs, robotics, or red cross training).

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)
5000.00	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

We will provide supplies and materials to increase implementation of visual and performing arts (VAPA) during or outside the school 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)	Source(s)
1000.00	LCAP

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

All Students

Strategy/Activity

Training and supplies/materials for Web Leaders Program to support school-wide engagement and improve campus culture and climate.

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 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 materials, curriculum, or other supplies to implement or maintain programs to support a positive and safe school climate (such as: Mix-it-Up day, Kindness Week, Anti-Bullying Lessons, Character development programs, Hello Week, National School Counselor Week, Lunchtime Social Groups, or Career Week)

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

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

Purchase supplies, materials, and incentives to recognize student achievement and school-wide activities (such as: Trimester Awards, Honor Roll Recipients, Positive behavior, or Assemblies).

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)
2500.00	LCAP

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide funding for activities or programs to incentivize daily attendance such as, monthly or annual attendance competitions, perfect attendance events, recognition ceremonies, or most-improved attendance awards (such as certificates, i-Pads, skateboards, bicycles, video game systems). Purchase computer programs, supplies, equipment, and materials to support improved daily attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	LCAP

Strategy/Activity 10
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide funding for curriculum, enrichment activities, and purchase supplies and/or materials to support monthly Saturday School sessions to support a reduction in chronic absenteeism and enrichment opportunities not covered by the district Saturday School Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	LCAP

Strategy/Activity 11
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide funding for staffing to support additional monthly Saturday School sessions to support a reduction in chronic absenteeism and enrichment opportunities not covered by the district Saturday School program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	LCAP

Strategy/Activity 12
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase curriculum, incentives, supplies and/or materials to support the implementation of PBIS Tier I, II, and III at all levels (such as spirit wear, school themed pencils, i-Pads, water bottle stickers, and folders)

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)
3213.00	LCAP

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide extra duty pay to staff to support the implementation of PBIS Tier I, II, and III at all levels.

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

Amount(s)	Source(s)
1000.00	LCAP

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide programs, training, assemblies and workshops for students and staff regarding Social Emotional Learning and safety related topics. Purchase outside programs, speakers, and other materials/supplies to support the assemblies.

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)
6000.00	LCAP

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase new or replacement supplies and materials to implement and support the Site Safety Plan.

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)
1000.00	LCAP

Strategy/Activity 16

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

All Students

Strategy/Activity

Purchase supplies and/or materials to enhance the school campus, creating a more engaging environment for all students (such as: additional lunch area seating, murals, signage, bulletin board 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)	Source(s)
1000.00	LCAP

Strategy/Activity 17

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

All Students

Strategy/Activity

Purchase programs, supplies/materials/equipment to support lunchtime activities (such as additional equipment for lunchtime sports)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000.00	LCAP

Strategy/Activity 18

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

All Students

Strategy/Activity

Provide professional development and conferences for Staff connected to ASB and Counseling to support engagement, academic and social-emotional 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)	Source(s)
3000.00	LCAP

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide programs, assemblies, music, supplies and/or other materials for the annual Pioneer Palooza for all students

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

Amount(s)	Source(s)
1500.00	LCAP

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplies/materials to support the Math Department with coordinating a "Math Night" to engage 7th and 8th grade students and promote Math Education.

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)
250.00	LCAP

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This year we we were able to continue hosting a variety of clubs, after-school sports activities and after school tutoring through the use of our AVID Tutor. Additionally, we continued our Miner Mart, where students were able to use their Miner tickets (PBIS acknowledgment system) every Wednesday during lunch. Based on participation, a we feel these programs were successful.

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

The intended implementation was successful as planned. We were able to implement all of the planned programs successfully allowing us to move closer to achieving the articulated goal.

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

This year we have had staff, students, and community members express a desire for additional opportunities for students to engage with school both during and outside of the regular school day. As part of our needs analysis we also received feedback that there is a desire to provide additional support for social-emotional learning and create a more engaging school environment. We adjusted our budget this year to add additional funds to address the feedback received in our comprehensive needs analysis.

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 and empowered as evidenced by a growth of 5% in ELA and 5% 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 (2019 data)	All Students: 36.8 points above standard, a decline of 10.6 points Hispanic: 26 points above standard, declined 10.9 points Socioeconomically disadvantaged: 14.5 points above standard, decline 8.2 points White: 41.7 points above standard, declined 10.6 points African-American: 3.8 points below standard, maintained 1.1 points English Learners: 2.2 points below standard, declined 10.6 points Students with Disabilities: 61.4 points below standard, maintained 1.2 points Homeless: 8.5 points below standard, declined 26 points	All Students: 50 points above standard, increase by 13.2 points Hispanic: 50 points above standard, increase by 13.2 points Socioeconomically disadvantaged: 25 points above standard, increase by 10.5 points White: 55 points above standard, increase by 13.3 points African-American: 10 points above standard, increase by 13.8 points English Learners: 10 points above standard, increase by 10.2 points Students with Disabilities: 30 points below standard, increase by 31.4 points Homeless: 10 points above standard, increase by 18.5 points
California Dashboard-Math (2019 data)	36.8 points above standard (Previous year 47.4 points	47.4 points above standard (a increase of 10.6 points above standard)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	above standard) State 33.5 points below standard 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	
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 supplemental electronic E-books 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)
500.00	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

Provide subscriptions to enhance student access to enriched supplemental curriculum and intervention supports (such as BrainPop, GimKit, Flocabulary, No Red Ink and other similar services)

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

Amount(s)	Source(s)
21589.50	LCAP

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

English Learners

Strategy/Activity

Provide instructional materials and supplies to teachers for academic interventions and English Language Development to support English Learners

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

All students

Strategy/Activity

Provide curriculum and other materials/supplies to implement tiered (Tier 1/2/3) academic interventions for students (such as Club 90) either during or outside the school 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)	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)

All Students

Strategy/Activity

Provide substitute coverage and other materials, supplies and professional development opportunities to allow teachers to collaborate by department on a variety of areas such as: data analysis, calibrating assignment, unit planning, common assessment design and analysis, implementing classroom interventions for at-promise students, or writing across the curriculum.

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)
5000	LCAP

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

All Students

Strategy/Activity

Purchase instructional supplies and other materials to help students meet the California Common Core Standards and support classroom instruction (such as: paper, additional office supplies, or supplemental curricular supplies)

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)
11000	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

Provide three tutors to provide daily Tier I academic support to all students for one hour after school

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

Amount(s)	Source(s)
7800	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

Provide professional development opportunities or conferences for certificated or classified staff members.

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)
4780.50	LCAP

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

All Students

Strategy/Activity

Certificated and Classified Staff will attend Aeries Conference to receive training in effective master schedule creation to provide for AVID electives, gen-ed/sped collaboration, and least restrictive environment for students with increased needs.

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)
2130.00	LCAP

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

Funds will be provided for counselors to work on adapting master schedule during the summer to support our work toward inclusion and creating equitable classes that support rigorous learning environments for all students.

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

Amount(s)	Source(s)
1500	LCAP

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will be provided with supplemental programs and experiences to support their attainment and mastery of the California State Standards

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCAP

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have focused on Tier 2 interventions, including the new Club 90 math intervention program and after school tutoring. Both of these activities will contribute to our progress toward reaching our articulated goals.

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

This year we were not able to send teachers to conferences, and collaboration on performance tasks didn't occur.

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

Based on our comprehensive needs assessment we identified the need to: increase budgets for staff to attend conferences and receive professional development, support Tier II and add Tier III academic interventions for students, provide supplementary materials for classroom teachers, increase opportunities for collaboration, and increase opportunities for after-school academic support.

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

Increasing college and career readiness

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 10% 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 Students

Strategy/Activity

Provide supplemental curriculum, materials, and other supplies to support the implementation of the AVID Program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	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

Provide instructional materials, supplies, or professional development opportunities to increase students' knowledge of career and/or college pathways and skills to support setting and attaining academic and career goals (such as: materials for counselors to implement related programs, or goal setting 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)	Source(s)
1000	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

Provide materials and supplies to support a Career and College Week (inclusive of Career Day and College Fair, or a college trip) designed to allow students to engage with potential college and career opportunities.

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

Provide professional development, instructional materials, or other supplies to support the alignment of 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

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

Purchase materials and/or supplies to create a college/career going environment on campus (such as: murals, door signs, college banners, bulletin board materials, informational texts, or access to college or career focused web-based tools).

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)

5000

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

Provide a motivational speaker/assembly to increase student interest in future college/career related goals

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)

5000

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)

All Students

Strategy/Activity

Purchase materials, supplies, and computer software or applications to facilitate increased student engagement and access to extra-curricular activities (such as 5Star).

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

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We continued with our college Wednesday's focus, and counselor lessons on A-G.

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

We budgeted for a Career Day and other career-related expenses, but due to the pandemic, those were canceled.

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

After looking at our data, we increased career education and opportunities to link our electives to the high school pathways.

Possible Future Expenditures

LCAP and Title I

Possible adjustments and funds from vacant positions will be liquidated and allocated to the actions and services below .
NOTE: Include Strategies/Activities, Object Code, and Estimated Costs
(Not to exceed 10% of the tentative allocation)

Planned Expenditure Object Code	Strategies/Activities	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP Proposed Cost	Title I Proposed Cost
5220 Inservice/Conference	Web Conference	Goal 1: Safe, Connected, and Engaged	Schoolwide	$7000	$
4310 Instructional Materials/Supplies	Lunch Time Activities	Goal 1: Safe, Connected, and Engaged	Schoolwide	$2000	$
5220 Inservice/Conference	Aeries Conference	Goal 2: Academically Prepared and Empowered	Professional Development	$$1000	$
5840 Computer Tech Fees, Software Licenses, Svcs	Purchase IXL for additional core content areas to assist in filling gaps in learning.	Goal 2: Academically Prepared and Empowered	Schoolwide	$20000	$
			Total:	$30,000	$

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	$67,000.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$124,763.00

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 ($)
LCAP	$124,763.00

Subtotal of state or local funds included for this school: $124,763.00

Total of federal, state, and/or local funds for this school: $124,763.00

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

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Chris Kotlewski	Principal
Leah Davis	Classroom Teacher
Kevin Cassidy	Classroom Teacher
Amber Arguello	Other School Staff
Susan Koch	Parent or Community Member
Deborah McCray	Parent or Community Member
Asha Sharma	Parent or Community Member
Erika Schlegal	Parent or Community Member
Unable to fill Vacancy	Secondary Student
Kaitlyn Cook	Secondary Student
Unable to fill Vacancy	Classroom Teacher
Unable to fill Vacancy	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/02/2023.

Attested:

Principal, Chris Kotlewski on 5/15/23

SSC Chairperson, Leah Davis on 5/15/23