Pioneer High School	**School Plan for Student Achievement (SPSA)**	Brad Craycroft
School Year: 2024-25		

San José Unified School District

Pioneer High School

School Year: 2024-25

Title 1 Status	Not a Title I School
State Dashboard Status	No Status

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified's Strategic Plan and Local Control and Accountability Plan (LCAP).

The Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and modify the plan that reflects changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students.

Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

About this School:

Grades Served:		9th-12th	
Total Students:		1,441	
Ethnic Breakdown:	White	42%	
	Hispanic	37%	
	Black	3%	
	Other	18%	
Free lunch		21%	305
Reduced lunch		6%	88
Total FRPL		27%	393
EL		8%	109
EO		65%	936
Foster Youth		0%	2
Special Education			

Contact:	Brad Craycroft
Position:	Principal
CDS Code	43-69666-4335949
Telephone:	408-535-6310
Email:	bcraycroft@sjusd.org
Address:	1290 Blossom Hill Rd., San Jose, CA 95118

Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.

The engagement process is an ongoing, annual process. The data is reviewed during staff and School Site Council (SSC) meetings. After reviewing the data and discussing the strengths of the educational program, parents and staff provide input on goals and actions to address opportunities for improvement. The data, goals, and actions are shared in other parent meetings, such as PTA or Principal Coffees. The SPSA is reviewed at each SSC meeting during the year to discuss interim data, progress toward goals, and the effectiveness of the actions in the plan. The principal also shares a reflection on the use of resources in the previous year and how they may have impacted student data.

School Plan: Description of 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 SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to provide a rigorous curriculum, an innovative workforce, and a unified community. Enhanced resources and efficient systems support these objectives. Staff utilizes a curriculum aligned with state standards and receives professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention as needed to better align with student needs.

School Goals
LANGUAGE ARTS:
This year's overall ELA SBAC scores for students in grade 11 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
MATHEMATICS:
This year's overall Mathematics SBAC scores for students in grade 11 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
ENGLISH LANGUAGE LEARNERS:
50% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
SCHOOL CLIMATE:
This year's suspension rate will decrease by 1 percentage point compared to the previous school year.
GRADUATION:
The overall graduation rate and the graduation for SWD, EL, Homeless students will increase by 5%. The A-G graduation rate will increase by 5%.

Pioneer High School	**School Plan for Student Achievement (SPSA)**	Brad Craycroft
School Year: 2024-25		

Site Based Resource Inequities
San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing FTE) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab. Our school uses Supplemental FTE to support identified students as described below.
In addition to implementing Constructing Meaning strategies in instruction across all content areas, supplemental FTE will be used to lower class sizes to support EL, Low-SES and Foster Youth students.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.
Data indicates that the strategies, activities, and expenditures should be focused on supporting EL, Low SES and Foster Youth students, as well as improving attendance for all students.

Prop 28 School Site Plan	
On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts education programs in schools beginning in 2023–24. **"Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.** **LEAs with more than 500 pupils must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs.** **Summarize your school's plan for the Proposition 28 funds in the below box. Include use of certificated staff (FTE) and funds.**	
Funds	Funds will be allocated to provide instructional materials for VPA courses.
FTE	Pioneer is offering a section of choir in the 24-25 school year to supplement the course VPA course offerings for students.

Systems of Support

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes.

Schools that are not eligible for CSI and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI using two years of Dashboard results.

ATSI or CSI Plan
If this school has been identified as an ATSI or CSI school, the subgroup or area identified is listed below.
Not applicable for this school.
Describe the consultation with educational partners and the impact the feedback had on the plan.
Not applicable for this school.
Identify the specific actions on the strategies page that will be utilized to improve outcomes for the subgroups or areas listed above.
Not applicable for this school.

Pioneer High School	**School Plan for Student Achievement (SPSA)**	Brad Craycroft
School Year: 2024-25		

Directions

Goal: The goal should be based on verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Goal Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the **previous school year.** Briefly describe any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet last year's 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.

A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS

LANGUAGE ARTS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall ELA SBAC scores for students in grade 11 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. *Based on interim assessments and updated in the fall when the state dashboard is released. (WPA, Grades, etc.)*

The 2023 dashboard declined by 21.7 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.

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.

1. Administration and counselors will meet with students to discuss the implications of SBAC results on post-secondary options (college acceptances, placement in courses) 2. Work with the ELA department to align instruction to SBAC assessment and analyze assessment data in course-alike meetings.

	Action Steps for the Current School Year	Owner	Timeline
#1	Administration and counselors will meet with students to discuss the implication of SBAC results on post secondary options		
#2	Work with the ELA department to align instruction to SBAC assessment and analyze assessment data in course-alike meetings.		

MATHEMATICS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall Mathematics SBAC scores for students in grade 11 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

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

The 2023 dashboard declined by 34.8 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.

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.

1. Administration and counselors will meet with students to discuss the implications of SBAC results on post-secondary options (college acceptances, placement in courses) 2. Work with math department to align instruction to SBAC assessment and analyze data in course-alike meetings.

	Action Steps for the Current School Year	Owner	Timeline
#1	Administration and counselors will meet with students to discuss the implications of SBAC results on post-secondary options (college acceptances, placement in courses)		
#2	Work with math department to align instruction to SBAC assessment and analyze data in course-alike meetings.		

ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals

SMART Goal	50% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

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

The 2023 dashboard increased by 8.5% from the 2022 dashboard, with 40.4% making progress. Currently on track to implement 2023-24 SPSA as intended.

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.

Staff will continue to implement Constructing Meaning strategies in daily instruction with course-alike teams planning common lessons and assessments.

	Action Steps for the Current School Year	Owner	Timeline
#1	Offer release days and provide timelines for course-alike teams to plan and implement 2 common lessons and assessments each semester with EL students as the lens.		
#2	Enrolll EL students in after school tutoring.		

A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL	
CLIMATE: Strategic Plan Alignment & Content Goals	
SMART Goal	This year's suspension rate will decrease by 1 percentage point compared to the previous school year.
	Did not meet previous year's goal
Goal Analysis Previous Year SPSA **An analysis of how this goal was carried out in the previous school year.**	
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.	
The 2023 dashboard suspension rate declined by .7% as compared to the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.	
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.	
Focus on positive behavior expectations through expanding Mustang Way instruction and rewards system and increase communication to students and parents about expectations and consequences.	

	Action Steps for the Current School Year	Owner	Timeline
#1	Evaluate and integrate SEL curriculum outcomes with Mustang Way expectations in classrooms and school communication		
#2	Expand Mustang Way rewards systems		

GRADUATION: Strategic Plan Alignment & Content Goals	
SMART Goal	The overall graduation rate and the graduation for SWD, EL, Homeless students will increase by 5%. The A-G graduation rate will increase by 5%.
	Did not meet previous year's goal
Goal Analysis Previous Year SPSA **An analysis of how this goal was carried out in the previous school year.**	
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.	
The 2023 dashboard declined by 3.7% from the 2022 dashboard, with 95.5% graduated. Currently on track to implement 2023-24 SPSA as intended.	
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.	
Continue to increase frequency and refine practices between the academic counselors and admin to review student progress towards graduation	

	Action Steps for the Current School Year	Owner	Timeline
#1	Schedule meeting every grading period to review students who need placement into 1-8 courses, Edgenuity, or alternative placment		
#2			

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LANGUAGE ARTS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Language Arts: SBAC

Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Grade 11							52%	64%
Hispanic							35%	46%
English Learners							0%	10%
Special Education							9%	25%
Socio economically Disadvantaged							25%	42%
Foster							0%	N/A
Homeless							0%	50%

MATHEMATICS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Mathematics: SBAC

Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Grade 11							35%	44%
Hispanic							19%	20%
English Learners							6%	0%
Special Education							13%	14%
Socioeconomically Disadvantaged							15%	19%
Foster							0%	N/A
Homeless							0%	100%

Winter 2023-24 Math Performance-NWEA

Math Course	9	10	11	12
2023-24 % Students Predicted to Score 3 or 4 on SBAC				

ENGLISH LEARNER DATA

This data provides the most recent information about this school's student performance. The state of California began using ELPAC in place of CELDT July 2018

2023-24 English Learner Enrollment

Grade Level	9	10	11	12
Number (#) of EL students				

2023-24 ELPAC Performance Levels by Grade

Proficiency Level	9	10	11	12
Level 1				
Level 2				
Level 3				
Level 4				

Reclassification Rates

2023-24

Grade Level	9	10	11	12
% Students				

CELDT/ELPAC: 3 Year No Performance Level Growth

Grade Level	9	10	11	12
Number of Students				
% Students				

College and Career Readiness Data
This data provides the most recent information about the school's student performance as calculated on the California School Dashboard.

College and Career Indicator Measures and Results			
CCI Levels	Percent Prepared	Percent Approaching Prepared	Percent Not Prepared
All			
Hispanic			
English Learners			
Special Education			
Socio economically Disadvantaged			
Foster			
Homeless			

	The table below displays the percent of students assigned to prepared levels for each CCI measure by student group							
	CTE Pathway Completion	SBAC Assessment	College Credit Course	Advanced Placement	International Baccalaureate	A-G Completion	State Seal of Biliteracy	Leaderhip / Militay Science
All								
Hispanic								
English Learners								
Special Education								
Socio economically Disadvantaged								
Foster								
Homeless								

AP (3 or better) / IB (HL, 4 or better) Participation and Performance					
Students	Participation Target SY 2023-24	Performance Target SY 2023-24	Participation SY 2023-24	Performance SY 2023-24	Performance SY 2023-24
All					
White					
Hispanic					
Black					

** Participation is calculated using all enrolled AP/IB students against all students enrolled schoolwide. Performance is calculated using all students with a passing result against all AP/IB enrolled students.*

2023-24 SAT Day (11th Grade)				
		EBRW 480 or above	Math 530 or above	EBRW 480 or above & Math 530 or above
Students	Participation	Performance	Performance	Performance
All				
White				
Hispanic				
Black				

4-Year Adjusted Cohort Graduation Rate								
	2023-24		2022-23		2021-22		2020-21	
	Graduation Rate	UC/CSU Grad Rate	Graduation Rate	UC/CSU Grad Rate	Graduation Rate	UC/CSU Grad Rate	Graduation Rate	UC/CSU Grad Rate
All								
Hispanic								
English Learners								
Special Education								
Socio economically Disadvantaged								
Foster								
Homeless								

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CLIMATE GOAL
This data provides the most recent information about climate, discipline, and attendance.

2023-24 CLIMATE SURVEY RESULTS: Students (Sometimes - Always)				
Climate Survey Constructs	**9**	**10**	**11**	**12**
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.			

2023-24 Parent Involvement : Agree
The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.
** Parents take this survey for the youngest SJUSD student in the family*

2023-24 SUSPENSIONS AND EXPULSIONS				
Grade Level	**9**	**10**	**11**	**12**
Suspension - Overall #				
Suspension - Hispanic Students As # Overall				
Expulsion - Overall #				
Expulsion - Hispanic Students As # Overall				

2023-24 Chronic Absenteeism				
Student Group	**9**	**10**	**11**	**12**
School Total				
Hispanic				
English Learners				
Special Education				
Socioeconmically Disadvantaged				
Foster				
Homeless				

Pioneer High School | Brad Craycroft

School Year: 2024-25

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
1	**Purchase instructional materials and supplies to support the running of the school. May include other activities and field trip expenses.**	Purchase materials to support instruction.	All		Site Flex		$ 42,578.19
2	**Professional Development**	Professional development for counselors, administrators, and teachers to support instruction and climate.	English Language De		Supplemental		$ 17,000.00
3	**Purchase books and other instructional materials**	Purchase software licenses and materials to support instruction.	English Language De		Supplemental		$ 5,000.00
4	**Provide release days or days outside of the work calendar for staff to participate in collaboration and professional learning.**	Collaborative planning with a site coach to support ELs, Low-SES, and Foster Youth using Constructing Meaning and alignment strategies	English Language De		Supplemental		$ 17,000.00
5	**Provide extended day intervention for students**	Pioneer will pay a teacher to provide tutoring support for English Language Learners after school.	English Language De		Supplemental		$ 5,000.00

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The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
6	Additional learning experiences						
7	Parent and community engagement	Counselors host parent engagement and informational meetings once a semester	All		Site Flex		$ 2,000.00
8	School Climate						
		Pioneer will pay teachers to participate in monthly Climate Committee after school to implement and assess PBIS strategies.	School Climate		Supplemental		$ 5,000.00
		Purchase materials to create Mustang Bucks, snacks and apparel for students for Student Store for students to redeem for PBIS rewards.	School Climate		Supplemental		$ 17,059.60
		.	None				
9	Prop 28 Arts and Music in Schools	Certificated staffing to provide arts and music education	All		Arts and Music	Certificated Personne	$ 161,676.60
		Additional funding for supplies and equipment			Arts and Music		$ 37,782.40

Pioneer High School | **School Plan for Student Achievement (SPSA)** | Brad Craycroft

School Year: 2024-25

SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65000 *The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A high school must have at least 12 members on their SSC. Parent or guardian can not be employed at the school site.*

School Site Council (SSC) Officers	
Lisa Fong	Chair
Gary Stalions	Vice-Chair
Megan Brown	Secretary

Classroom Teachers
Gary Stalions
Miguel Iglesias-Nunez
Megan Brown
Colleen McDonough
Other School Personnel
Sara Goss (Office Manager)

Principal
Brad Craycroft
Parents/Community Members
Lisa Fong
Van Nguyen Duong
Shelley Webber
Students
Emily Feierfeil
Bella Henkels
Marissa Carvajal

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.

Classroom Teachers
TBA
Other School Personnel
Erin Cahill

Principal
Brad Craycroft
Parents/Community Members
TBA

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

School English Learner Advisory Committee (SELAC) Officers	
TBA	

The SELAC has voted to give governance to the SSC on this date:	
The name of the parent SELAC representative to the SSC is:	

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

- The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
- The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
- The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)

☑	English Learner Advisory Committee
☐	Other (list)

•. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.

• This plan 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 plan was adopted by the School Site Council at a public meeting on: 9/28/23

School Principal Name	Signature of School Principal	Date
Brad Craycroft	Brad Craycroft	9/28/2023
SSC Chairperson Name	Signature of SSC Chairperson	Date
Lisa Fong	Lisa Fong	~~9/28/2023~~ 5/23/2024
SELAC Chairperson Name	Signature of SELAC Chairperson	Date
Erin Cahill	Erin Cahill	5/20/24

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SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65000 *The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A high school must have at least 12 members on their SSC. Parent or guardian can not be employed at the school site.*

School Site Council (SSC) Officers	
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Gary Stalions	Vice-Chair
Megan Brown	Secretary

Classroom Teachers
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Megan Brown
Colleen McDonough
Other School Personnel
Sara Goss (Office Manager)

Principal
Brad Craycroft
Parents/Community Members
Lisa Fong
Van Nguyen Duong
Shelley Webber
Students
Emily Feierfeil
Bella Henkels
Marissa Carvajal

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

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Classroom Teachers
TBA
Other School Personnel
Erin Cahill

Principal
Brad Craycroft
Parents/Community Members
TBA

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

School English Learner Advisory Committee (SELAC) Officers	
TBA	

The SELAC has voted to give governance to the SSC on this date:	

The name of the parent SELAC representative to the SSC is:	

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:	
• The School Site Council is correctly constituted and was formed in accordance with board policy and state law. • The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval. • The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)	
☑	English Learner Advisory Committee
☐	Other (list)
•. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan. • This plan 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 plan was adopted by the School Site Council at a public meeting on:	9/28/23

School Principal Name	Signature of School Principal	Date
Brad Craycroft		9/28/2023

SSC Chairperson Name	Signature of SSC Chairperson	Date
Lisa Fong		9/28/2023

SELAC Chairperson Name	Signature of SELAC Chairperson	Date