2018-19 School Plan for Student Achievement

School: Pioneer High School

CDS Code: 57727100000000

District: Woodland Joint Unified School District

Principal: Sandra Reese

Revision Date: November 8, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Pioneer High School's Vision and Mission Statements
Our Mission:

We ensure that all students develop and demonstrate the skills necessary for success during and beyond high school.

Our Vision was re-vamped by stakeholders during Fall of 2016:

The collective staff of Pioneer High School is committed to creating and maintaining a collaborative culture that encourages and supports the academic, social and emotional growth of ALL students.

Our Student Learning Outcomes include creating students who are:
• Creators and Innovators
• Critical Thinkers and Problem Solvers
• Collaborators and Communicators

Community and School Profile

Pioneer High School (PHS) was established in 2003 as the second comprehensive high school in the Woodland Joint Unified School District. Pioneer is located on the southeast side of the city of Woodland, in Yolo County. Pioneer opened its doors in 2003-2004 with sophomores and freshmen, in 2004-2005 a new freshmen class was added, and in the 2005-2006 school year PHS had a full complement of four classes. The school celebrated its first commencement exercises in June of 2006.
For the 2018-2019 school year, Pioneer High School has a projected enrollment of 1604 students, with the Student Body demographics as follows:

Hispanic: 64.2%
White: 23.3%
Asian: 7.4%
Black or African American: 1.3%
American Indian: 0.3%
Pacific Islander: 0.4%
Two or More Races 1.5%

Socioeconomically Disadvantaged 58%
English Learners 12.6%
Students with Disability 8.1%

Teacher common planning time has focused on ensuring that all departments and courses are offering a Guaranteed, Viable Curriculum - in short, aligning curriculum and policies. Pioneer has a very successful Learning Center where students can get tutoring for nearly every subject. The Counseling Center offers a wide array of parent information nights to assist in the navigation of college admissions and Financial Aid.

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).

As part of our annual WASC accreditation process, parents, students, and staff were surveyed and interviewed and the accreditation committee determined that Pioneer High School needs to (over the next six years) work on (1) improving internal and external communication, (2) improving the use of data to drive decision making, (3) improving consistency in implementation of established school-wide norms, (4) developing a comprehensive staff development plan focused on rigor of curriculum and instruction, (5) improving staff cohesion and professionalism, (6) Providing guidance to students around a 5-year plan, and (7) Implementing a plan to continue WASC work.

In addition, Pioneer High School conducts a yearly safety survey to help us determine safety needs on campus. relevant data associated with this data is reflected in Goal Area 3.

During the Spring of 2018, the administration will conduct surveys of students, parents and staff as part of the preparation done for the WASC self-study process which begins during the Spring of 2018

Pioneer High School participated in the Healthy Kids Survey during the 17-18 school year. Those results will be reviewed by staff, and WASC Focus groups for any next steps elucidated as a result of the review process.

Classroom Observations

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

Teachers participated in peer observations during the 2017/18 school year around Close Reading with the goal of increasing student achievement in analytical reading.

Administration conducts formal and informal observations throughout the year. During the 2017-18 year, administrators began a comprehensive data collection system on walk-throughs using a Google Form completed after each observation. More than 200 observations were completed and results tabulated as to percentage of teacher talk vs. student talk; time on objectives aligned with standards and levels of student engagement.

In addition to short informal observational visits, administrative staff completed formal evaluations on more than half of the staff.

The results of such observations indicate that teachers need continued support and professional development around student engagement, Teacher inquiry cycles which use data to inform instruction, curriculum alignment and data analysis.

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

Pioneer High School introduced the California Dashboard to staff during the Fall of 2017 and reviewed data from which it is derived.

Pioneer High School is continuing to make growth in closing the achievement gap. Advanced Placement enrollment increased significantly during the 16/17 school year resultant from changes made which eliminated the application process. During 2017-18, we saw enrollment again at record high levels and class demographics indicate that we are closing the achievement gap in terms of AP entry. AP scores continue to be inconsistent indicating renewed effort to align AP curriculum with that recommended by the College Board.

During the Spring of 2017, we tried a new organization of SBAC testing which we found was not as conducive to student achievement as it had been the previous year. We believe this factored in to the drop we saw in SBAC (and, as a result EAP) results.

Specifically, last year's SBAC scores show a 10% point drop in the overall number of students who met or exceeded the standards in ELA and Mathematics. Despite the drop in overall scores, the achievement gap between white (not Hispanic) and Hispanic students has closed in both English and math by 3%.

SBAC results for mathematics indicate a continue need to focus on using strategies to solve real world math problems, and ELA results show a need to focus on writing skills.

Standards, Assessment, and Accountability

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

    Teachers have access to information and data from the English Language Proficiency Assessments for California (ELPAC), NWEA (math/English), AP scores, D/F rates by course, department and teacher, aligned benchmark assessments.Based on this and other local data (student attendance, behavior) teachers and counselors make recommendations for appropriate interventions and placement. Time is given for such collaboration during department meetings, staff meetings, and student action committee meetings.

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

    English and math teachers implemented the Northwest Evaluation Association (NWEA) exam during 2016/17 and have continued its use in 2017/18 -- which gives teachers normed achievement results with specific areas needed for students to move forward. Additionally, common formative and summative assessments, aligned with state standards are in use in all core subject areas. Time has been allocated for teachers to meet after each assessment is administered to analyze the results and make decisions about interventions and future instruction. During 2017/18, teachers developed, taught and reviewed Close Reading assignments designed to address deficiencies in students' ability to answer higher level thinking questions.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

    The Pioneer administration works closely with the District Human Resources department to ensure that teachers hired have the appropriate credentials to certify them as highly qualified.

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

    Math teachers adopted and implemented a new curriculum ("Big Ideas") for the 16/17 school year. Time was provided for teachers to learn all aspects of the new curriculum, and continue into the 17-18 school year.

    Twelve staff members attended the Professional Learning Communities (PLC) Conference in July of 2017 in order to continue the training of teachers in the PLC model with an eye toward more effectively implementing the cycle of inquiry.

    All Year 1 and Year 2 teachers participate in the Beginning Teacher Support and Assessment (BTSA) program. During the 17-18 school year, Pioneer plans to implement a more formalized teacher Buddy system to introduce new staff to the school culture as well as assist in providing new teachers with information regarding school routines and protocols.

    During the 2017-18 school year, due to the availability of Educator Effectiveness Block Grant monies, teachers were able to participate in innumerable professional development opportunities including the Seattle Solution Trees professional development for math, The ELA conference at Asilomar, and subject-based conferences for non-core classes.

    New teachers received individualized training through the new "buddy" program.

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

- One and a half hours of time is provided weekly (on Wednesdays) for Pioneer staff to collaborate and/or receive professional development. These days are planned at the start of the year, and include Staff Meeting/Professional Development days, department time, and collaborative group time.
- During the 2018-19 school year, collaboration time will be utilized for department collaboration focused on the continued development of job-alike collaborative groups charged with the task of refining alignment of curriculum, assessments and policies. Collaborative groups and the School's Leadership Team will be working on a plan to continue work on cycles of inquiry around Close Reading.
- Instructional walkthroughs (both administrative and teacher) will continue in the 18-19 school year. These walkthroughs are designed so that teachers and administrators at Pioneer can observe classroom instruction, identify strengths and weaknesses, and brainstorm/research strategies that, if implemented with fidelity by all, will improve instruction and student learning. During the 2017-18 school year, administrators began a process of data analysis around these observations and plan to continue this practice in order to see effects of implementation of engagement strategies.
- The District dedicates monies and time to support our core academic departments in creating, implementing, and evaluating common pacing guides and formative assessments.
- Teachers have worked to implement Professional Learning Communities and added data inquiry review in the last year. Time and resources are allocated to provide teachers with continued Professional Development in guaranteed, viable curriculum and data analysis.
- Implementation of the NWEA test allows teachers to review data in order to identify weak area and holes in basic knowledge in order to address those in instructions. Special Education teachers are using the NWEA results to develop student-specific remediation plans using Odysseyware as a delivery system.
- Teachers worked in collaborative groups and put together course alike binders with all relevant documents to a guaranteed, viable curriculum
- Teachers worked together as a staff to bring Close Reading goals to the forefront and conducted peer observations around this goal.

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

- At this time, new teachers are supported through the District's Beginning Teacher Support and Assessment (BTSA) program.
- During the 2017-18 school year, our informal "buddy" system was formalized and reviewed monthly at Department Chair meetings. Teachers offered site support for new teachers to the school.
- Struggling veteran teachers requesting support may receive that support through the District's PAR program. Both programs provide teachers with instructional coaching and classroom management support.
- The District also has Teachers on Special Assignment (TOSA's) to support teachers in both curricular and technological areas . Professional Development during AY 2018/19 will be designed to support teachers in implementing best instructional practices in the classroom and in effectively collaborating with and coaching teachers to improve such practices.
- The District supports a full time EL Specialist who can offer support for our teaches.
- The District funds a full time RTI Specialist who works with teachers on Tier 1 and Tier 2 interventions to support students.
- The District funds a part time Positive Behavior Intervention and Support (PBIS) coach to assist with Tier 1 and Tier 2 interventions to support students.

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

One to one and a half hours of time is provided weekly (on Wednesdays) for Pioneer staff to collaborate in their departments and as a staff. During the 2018-19 school year, the time for department collaboration will be focused on the implementation of guaranteed, viable curriculum, data analysis and use of teacher inquiry cycles as well as the usual review of WASC and data goals. Both English and Math will continue to use the NWEA as a data point with which to plan curriculum. Math will continue implementation of its adopted curriculum, and English will participate in a curriculum pilot. Additionally, departments will participate in Professional Development geared to support district goals in Literacy and Numeracy and first, best instruction. The collaboration days schedule include days devoted to personal discretions, department meetings, collaborative group meetings, WASC meeting, general staff and Professional Development meetings.

Department chairs will work to continue to improve internal communication and ensure that the goals of the Site Plan and WASC are being implemented with fidelity.

Teaching and Learning

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

Teachers are using core, State and/or district-adopted curriculum. Both English and Math have unpacked the California State Standards and are using the NWEA results as a reference point. Social Science team members have been trained in the new Social Science standards, and Science members are training in the implementation of the Next Generation Science Standards. District pacing guides have been and will continue to be created and updated for the core academic courses. Additionally, teachers are working with District staff to implement and analyze common formative assessments and implement Teacher Inquiry Cycles.

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

Pioneer High School is currently operating under a 7-period schedule. Under this schedule students failing to meet proficiency in English and/or math are offered support classes, and are given even more instructional time in English and/or math as recommended by the State.

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

Students failing to meet proficiency in English and/or math are offered placement in support classes as determined by their performance on district benchmarks, department assessments and overall achievement as indicated by grades.

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

All textbook adoptions are aligned with the Common Core and/or California Content Standards. Pioneer receives a per pupil allotment of Instructional Materials Fund (IMF) for the purchases of textbooks. Students have standards based materials in all core areas; students have classroom sets and a home text. Supplemental materials are purchased with general site allocations.

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

All students at PHS have access to SBE-adopted materials, including intervention materials.

Opportunity and Equal Educational Access

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

    *English Language Development (ELD) courses
    *Strategic intervention courses
    *Pioneer Learning Center (PLC)
    *Pioneer Opportunity Program (POP)
    *Tier 2 Intervention meetings weekly to review student cases that may require more intensive interventions.
    *Student Study Team meetings
    *504 and IEP accommodation process
    *Special Education push-in support
    *Essential Assignments interventions after school in math, English, science and social science
    *Math re-test center
    *After-school remediation in History, English, math and Biology
    *PBIS (Positive Behavior Intervention Program)/MTSS
    *Cyber High School
    *Peer Tutoring
    *AVID (Advancement Via Individual Determination)
    *EAOP (Early Academic Outreach Program)
    *RTI (Response to Intervention)
    *CTE (Career/Technical Education)
    *Student Support Center
    *Implementation of effective collaborative group structures
    *removal of all application processes that may have inhibited student participation in the AP program

14. Research-based educational practices to raise student achievement

- At the school level all counselors, and ten (10) teachers speak Spanish including two of four site administrators.
- There is an EL Specialist, 2 parent liaison (one dedicated to attendance) and an Assistant Principal who work closely with Spanish speaking parents and are active on the ELAC.
- The school continues to develop partnerships with the local affiliates in order to link school services with services these entities can provide.
- Current programs that support under performing students and address issues of disproportionality include, but are not limited to EAOP, CTE, AVID, Academic Leadership Academy, Teacher Mentoring, Cyber High, Strategic Intervention Support classes in both math and English, a full time RTI and PBIS Specialist, and the Pioneer Learning Center.
- A Student Support Center incorporating restorative practices to keep students in school is hosted throughout the day.
- Current courses exist and new courses have been developed to meet the needs of not only the struggling students and low performing students, but all students. Monies have been provided to support the Pioneer Learning Center, Cyber High, and after school interventions.
- The school will continue to support the new Mathematics Re-test Center where students would remediate skills (as evidenced by poor performance on a test) with the goal of re-taking a test to replace a poor grade.
- The school piloted several after-school recovery programs for struggling students and will expand these programs next year. Some of the after school programs included a Math Re-take Center, a 10th Grade English and World History Homework program, and an after-school Cyber High class. These interventions are being evaluated using D/F data at our Intervention Reporting periods.
- The school has implemented a rigorous Tier 2 structure to "catch" struggling students and get them support before credits are irremediably behind
- The Pioneer PTA is active in supporting teachers working to secure grants that will support student achievement.

<u>Parental Involvement</u>

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

Administration at Pioneer is active in recruiting school, district, and community resources to support under-achieving students. The Pioneer Learning Center, Counseling Services Center, EAOP, ASSETs, Migrant Education, and Administration are coordinating report card chats, transcript chats, mentoring programs, and a variety of other supports for students failing to meet academic standards. The last two years, the school has supported a full time Social/emotional counselor and a high-functioning Tier 2 referral process using community-based partners as appropriate.

We host several evening functions to assist parents in navigating the college application process as well as Financial Aid processes and general high school adjustment through parent information nights like the 8th Grade Parent's Night. Parent University, hosted by EAOP also assists parents, though a Saturday series, in navigating the college/A-G systems.

16. 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)

Through School Site Council, parents, teachers, staff, and students partcipate in planning, implementing, and evaluating school programs.

<u>Funding</u>

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

- The Pioneer Learning Center (PLC) has trained tutors from UC Davis and other neighboring colleges and universities who assist students during school, at lunch, and after school.
- Pioneer High School's EL Specialist completes annual ELPAC testing of all English Learners, works closely with counseling staff to place English Learners in appropriate classes, monitors the academic performance of English Learners, evaluates the readiness of English Learners for re-classification, and works closely with staff to provide academic supports to English Learners in content area courses.
- The EL Specialist is supported by two Parent Liaisons who work closely with the families of English Learners as well as the general student population – one who is dedicated to addressing attendance needs.
- The AVID program provides support to at-risk students, ensuring they are successful in completing course work that will make them eligible for acceptance into a 4-year university. Students receive academic support in core content areas.
- There is an active ELAC Committee that meets monthly, where information is shared with parents about the regular and support programs, and interventions. The School Site Council supports the purchases of supplemental materials through the use of categorical funds. Additionally, this body provided essential input to the stakeholders on campus including administration, teachers, and Site Council.
- The Response to Intervention Coordinator works closely with site administration, counseling, and team leaders to ensure student behavior does not hinder their ability to perform at high levels.
- The Math Re-test Center allows underperforming students an opportunity to remediate math deficiencies and improve grades. The Social Science, English, science and Tech 9 department offer afterschool assistance to provide remediation of semester grades.
- A full time social-emotional counselor assists students with issues preventing them from finding success on campus.
- The school hosted a summer "bootcamp" for at-risk students which assisted students in transition to high school.
- Teachers serve in leadership roles to support the successful implementation of district and site initiatives aligned with the LEA and WASC plans. The addition of an intervention specialist (RTI) to help identify, monitor and support struggling students by working directly with them in the classroom providing teacher support will also help underachieving and struggling students meet the standards and work towards academic progress and success. The school's Student Support Center also helps with student behavioral issues that get in the way of academic progress by providing tutoring and mentoring support with an eye toward the use of restorative practices.
- Core Departments offered after-school intervention classes for struggling students.

18. Fiscal support (EPC)

Monies are aligned with the goals outlined in the Single School Plan for Student Achievement. These monies are monitored by the School Site Council and ELAC Committee.

IV. Description of Barriers and Related School Goals

One challenge for meeting our goals is ensuring that our students and our teachers are in class together for 180 school days. During the past two school years, we made a concerted effort to provide bell-to-bell instruction, which means minimizing interruptions during the period. Our plan is to continue this "Point of Emphasis" for the 18/19 school year. With the support of the district, we will continue to minimize the number of days teachers are pulled off-campus for school-related trainings and professional development.

Another barrier to student success is poor attendance. To help battle attendance-related issues, PHS employed a full time parent liaison during the 2017-18 school year who assisted in matters of attendance. As a result, the number of truancy conferences we held tripled and the number of students who are referred to truancy mediation has been reduced. Our overall student attendance increased by .5%. We plan to continue with this expenditure for the 18-19 school year in order to track student attendance and more quickly attend to students who represent at-risk attendance behaviors by scheduling Truancy Conferences with administrators, meeting with families to assess needs and coordinating services to assist students in getting and staying at school. Some student intervention programs will also be geared for keeping students in school every day.

Other academic interventions will be focused on students who are here, but are having difficulty learning and/or mastering concepts. Toward this end, the Pioneer Learning Center and "POP" (Pioneer Opportunity Program) room will remain open during the day. Our RTI and EL specialists will continue to implement interventions designed to assist students with academic need. We will offer academic recovery opportunities in English, science, Tech 9 and math.

Another challenge we face is ensuring all students in need receive adequate (individualized) supports by trained, effective staff who believe that all students can achieve at high levels. Pioneer is continuing to refine school policies and procedures that support a positive school culture in which all students are challenged and supported. Many teachers have already received Restorative Justice Training and we have trained more during the 17-18 school year. Teachers participated in Professional Learning Communities training to form collaborative groups and more will be trained in the 18/19 school year. Professional Development will be focused on analysis of data, implementation of accommodations, consistent parent communication and cycles of inquiry.

We have also implemented a Tier 2 Team that meets weekly to review cases referred to us by teachers using a new form allowing them to do so. All counselors, administrators, the school psychologist, EL/RTI and PBIS Specialists meet and review students to possible Tier 2 interventions with regular progress monitoring along the way. We are collecting data during the 17/18 school year as to measurable efficacy, but anecdotal evidence is that this new system shows great promise.

Increasingly, we are finding our students need more social/emotional assistance than we are capable of managing. In the 16/17 school year, with the support of the district, PHS hosted a full time Communicare Counselor devoted to assisting students in crisis or need. We will continue this needed service during the 18/19 school year.

We find that the current grading structures do not allow us to quickly and systematically find students who are struggling, and waiting until the 7th or 8th week of school will, at times, put students too far behind to rectify. To ameliorate this, we will continue additional grading report periods at the 3 week mark and 15 week mark. We will record specific data regarding students who are struggling and intervene with attendance, behavior, study habits, or academic deficiencies.
We are also finding that D/F rates are closely connected with work production and homework completion. To help us understand the dynamics of this variable, we plan to host a "Homework Awareness Week" (during Spring of 2018 or Fall of 2018) designed to illuminate for both teachers and students the various pressures which may be interfering with student homework completion.

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade **11**	365	350	355	354	337	335	352	337	334	97	96.3	94.4
All Grades	365	350	355	354	337	335	352	337	334	97	96.3	94.4

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade **11**	2623.6	2602.6	2618.2	27	24.04	25.15	43	35.01	42.22	19	26.71	21.26	11	14.24	11.38
All Grades	N/A	N/A	N/A	27	24.04	25.15	43	35.01	42.22	19	26.71	21.26	11	14.24	11.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade **11**	33	31.16	32.04	55	49.26	55.09	12	19.58	12.87
All Grades	33	31.16	32.04	55	49.26	55.09	12	19.58	12.87

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade **11**	44	35.31	38.67	43	46.59	47.43	13	18.10	13.90
All Grades	44	35.31	38.67	43	46.59	47.43	13	18.10	13.90

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade **11**	21	18.99	21.56	65	68.84	66.77	13	12.17	11.68
All Grades	21	18.99	21.56	65	68.84	66.77	13	12.17	11.68

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade **11**	47	36.80	41.14	43	46.88	47.15	9	16.32	11.71
All Grades	47	36.80	41.14	43	46.88	47.15	9	16.32	11.71

Conclusions based on this data:

1. Overall achievement in English dipped by about 10 points.

2. English scores indicate Close Reading efforts need to be redoubled with an emphasis on encouraging questioning at higher levels of Depth of Knowledge (DOK.)

3. A return to some of the testing formats used the year before last is in order. Data indicates the grouping we used for testing was counterproductive to successful testing conditions.

V. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade **11**	365	350	355	351	335	333	349	335	333	96.2	95.7	93.8
All Grades	365	350	355	351	335	333	349	335	333	96.2	95.7	93.8

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**		**% Standard Not Met**	
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade **11**	2586.2	2552.7	2569.9	11	5.97	8.71	24	19.40	18.02	30	26.27	33.63	34	48.36	39.64
All Grades	N/A	N/A	N/A	11	5.97	8.71	24	19.40	18.02	30	26.27	33.63	34	48.36	39.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade **11**	24	11.64	13.51	34	33.13	34.53	42	55.22	51.95
All Grades	24	11.64	13.51	34	33.13	34.53	42	55.22	51.95

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade **11**	16	11.34	12.61	55	43.88	51.95	28	44.78	35.44
All Grades	16	11.34	12.61	55	43.88	51.95	28	44.78	35.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade **11**	15	12.24	13.21	64	58.81	63.36	21	28.96	23.42
All Grades	15	12.24	13.21	64	58.81	63.36	21	28.96	23.42

Conclusions based on this data:

1. Math scores dipped about 10 points.

2. Student scores in math reasoning show a weakness in this area and indicate a need for renewed instruction using real-world problems.

3. A return to some of the testing formats used the year before last is in order. Data indicates the grouping we used for testing were counterproductive to successful testing conditions.

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9	2	2		42	29		42	45		7	17		7	7	
10	3	2		35	38		40	42		12	4		10	13	
11	16	11		47	32		16	26		9	11		12	21	
12	11	20		61	32		17	28		6	4		6	16	
Total	7	7		43	33		32	37		9	10		9	14	

Conclusions based on this data by levels:

1. Highest percentage of EL students tested at the Early Advanced stage.

2. Percentage of students testing at all levels remains static as compared with 2015

V. School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9	2	3		41	29		39	44		7	16		12	8	
10	6	5		31	33		34	33		10	5		19	23	
11	16	12		40	31		18	24		10	10		16	22	
12	14	19		57	26		14	32		5	3		10	19	
Total	8	8		39	30		30	34		9	9		15	18	

Conclusions based on this data <u>by levels</u>:

1. EL Students represent 11% of the overall student population.

2. Students during the 2017/18 school year transtioned to the new ELPAC test administered in the Spring of 2018.

3. 9th grade CELDT data reflects a trend we saw across the board for the 16/17 freshman class of high rates of D's and F's, higher credit deficiency rates and lower levels of achievement. Due to these data inputs, PHS implemented a highly structured Tier 2 system.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	5
English Learner Progress (1-12)		1	1
Graduation Rate (9-12)		4	1
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Suspension Rate		1,641	Very High 11.9%	Increased Significantly +4%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		1,641	Very High 11.9%	Increased Significantly +4%
English Learners		217	Very High 15.7%	Increased +1.3%
Foster Youth		11	Very High 45.5%	
Homeless		30	High 10%	Declined Significantly -2.5%
Socioeconomically Disadvantaged		997	Very High 13.9%	Increased Significantly +4.3%
Students with Disabilities		132	Very High 18.2%	Declined Significantly -2.6%
African American		23	Very High 30.4%	Increased Significantly +6.6%
American Indian		4	*	*
Asian		122	Medium 4.9%	Increased Significantly +3.1%
Filipino		17	Very Low 0%	Maintained 0%
Hispanic		1,056	Very High 13.7%	Increased Significantly +4.5%
Pacific Islander		6	*	*
Two or More Races		24	Very High 16.7%	Increased Significantly +16.7%
White		378	High 8.2%	Increased +2.2%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

2. Data suggested the need to implement a tiered system of support, particularly at the Tier 2 level, which PHS has implemented in the last year. The results of those efforts is promising, and suspensions for the fall of 2017 are down about 50% over the fall of 2016.

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		200	Medium 72.5%	Declined Significantly -11.0%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 15.7%	Increased +1.3%
English Learner Progress (1-12)		Medium 72.5%	Declined Significantly -11.0%
Graduation Rate (9-12)		High 94.6%%	Increased Significantly +8.2%
College/Career (9-12)	N/A	Low 19.4%	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. ** Note: All data is based on the 2015/16 School Year

2. data from this school year indicates a need, in accordance with other academic data for the school, to address the achievement gap. Data accumulated since 2016 indicates that we are finding success in those efforts.

School and Student Performance Data

<u>Status and Change Report</u>

Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Graduation Rate (9-12)	🟢	315	High 94.3%%	Maintained +0.9%

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students	🟢	315	High 94.3%%	Maintained +0.9%
English Learners	🔵	93	High 94.6%%	Increased Significantly +8.2%
Foster Youth		2	*	*
Homeless		17	Low 76.5%%	Declined Significantly -15.2%
Socioeconomically Disadvantaged	🟢	234	High 93.6%%	Increased +2.1%
Students with Disabilities		17	Low 76.5%%	Increased Significantly +7.5%
African American		1	*	*
American Indian		3	*	*
Asian		18	Very High 100%%	Increased Significantly +8.9%
Filipino		3	*	*
Hispanic	🟢	197	High 94.9%%	Increased +2.5%
Pacific Islander		0	*	*
Two or More Races		3	*	*
White	🟠	87	High 90.8%%	Declined Significantly -5.8%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

<u>Performance Levels</u>: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. ** Note: All data is based on the 2015/16 School Year

2. While our graduation rate is high, we are still working to DECREASE the rate at which students transfer to Cache Creek High School due to credit deficiency.

School and Student Performance Data

Status and Change Report

College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A	313	Medium 40.9%	N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	313	Medium 40.9%	N/A
English Learners	N/A	93	Low 19.4%	N/A
Foster Youth	N/A	1	*	N/A
Homeless	N/A	16	Low 31.3%	N/A
Socioeconomically Disadvantaged	N/A	232	Medium 36.2%	N/A
Students with Disabilities	N/A	15	Very Low 0%	N/A
African American	N/A	1	*	N/A
American Indian	N/A	3	*	N/A
Asian	N/A	18	High 66.7%	N/A
Filipino	N/A	3	*	N/A
Hispanic	N/A	197	Low 34.5%	N/A
Two or More Races	N/A	3	*	N/A
White	N/A	85	Medium 49.4%	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	332	20.9 points above level 3	-21.2 points
Mathematics (Grade 11)	330	73.6 points below level 3	-35.2 points

Performance Levels: ⬤ Red (Lowest Performance) ⬤ Orange ⬤ Yellow ⬤ Green ⬤ Blue (Highest Performance)

Conclusions based on this data:

1. ** Note: All data is based on the 2015/16 School Year

2. These numbers indicate that, while our A-G rate is close to the state average, the achievement gap is still evident. This rate has continued to increase over the last two years, but the achievement gap has largely remained unaffected.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**
English Learners	83.5%	72.5%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**
Class of 2016	40.9%	30.7%	28.4%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**
English Language Arts		
Mathematics		

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**
English Language Arts	42.1 points above level 3	20.9 points above level 3
Mathematics	38.4 points below level 3	73.6 points below level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: ⬤ Red (Lowest Performance) ⬤ Orange ⬤ Yellow ⬤ Green ⬤ Blue (Highest Performance)

Conclusions based on this data:

1. ** Note: All data is based on the 2015/16 School Year

2. This indicator refers to the number of students who are ready for college in English and Math based on embedded questions within the Smarter Balanced Assessment (SBAC.) These scores reflect the expected outcome that our score in general show - a generalized decrease I performance. These data points illustrate our need to increase Close Reading protocols in English (and across al subjects) while focusing on real world applications of math practices.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
Student Group Performance for State Indicator							
All Students		Red	Orange	Green			
English Learners		Red		Blue			
Foster Youth							
Homeless		Yellow					
Socioeconomically Disadvantaged		Red		Green			
Students with Disabilities		Yellow					
African American							
American Indian							
Asian		Orange					
Filipino							
Hispanic		Red		Green			
Pacific Islander							
Two or More Races							
White		Orange		Orange			

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. ** Note: All data is based on the 2015/16 School Year

2. See goal areas for specific data regarding state indicators

VI. Planned Improvements in Student Performance

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1D, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
All Students will be Grade Level Proficient in Literacy, Numeracy and 21st Century Skills.

Data Used to Form this Goal:
English, Math, Business, Social Science and Agriculture all had D/F rates of more than 20% for Fall of 2018. In each department, despite the number above 20%, percentages have actually decreased over last year. Hispanic students (65% of the school's population) received 74% of all D/F grades given by teachers. Boys received 62% of all D/F grades given in Fall of 2018 and 22% of all grades received by boys were with a D or an F. 13% of all grades received by girls were with a D or an F. 23% of all grades received by sophomores was a D or an F. ELA SBAC scores showed a decrease in achievement during 2017 of about 10%. 60% of students met or exceeded the standard (as compared with 70% the year before) and 53% (compared with 63% the year before) of Hispanic students did the same - showing an overall decrease in the disparity between Hispanic student and their non-Hispanic counterparts by 3%. The A-G completion rate for the class of 2017 increased to 43% from 41% last year and 38% the year before. The state average is 45%. Of those who were not A-G eligible, the most common cause was failure to maintain a C or better in required courses combined with failure to successfully complete an Algebra 2/Math III course. Math SBAC scores also dropped by about 10 points over last year, with Hispanic students closing the achievement gap by about 3%. We believe changes in how the test was administered may have factored into the drop in scores, and indicates a need to revamp testing protocols which we are doing for the 2018 testing. The school conducts a comprehensive update to all data in order to keep up on WASC requirement and in order to complete our annual WASC update. WASC Findings require that we address rigor of curricula through alignment of standards, and focus attention on data analysis in a systematic way. Data around D/F rates, AP pass rates and SBAC scores indicate a focus on the teacher inquiry cycle is warranted. NWEA testing implementation was inconsistent during 2016-17. During the 2017-18 school year, both math and English will administer the test with fidelity will be analyzed in the fall of 2018 and will also be used to guide remediation for our Special Education population.

Findings from the Analysis of this Data:

Pioneer High School needs to continue to align its curriculum with the Common Core State Standards and update/revise unit study guides, pacing guides, benchmark assessments, and common assessments to help monitor steady progress in both ELA & Math. Staff made great strides in aligning curriculum and policies during the 15/16 school year and continued with data analysis protocols in 17/18. During 18/19, teachers will be working on refining teacher inquiry cycles geared to find and address instructional needs.

AP teachers need to examine pacing and curriculum against AP College Board standards in order to bring rigor of classes into alignment with the AP test.

English Learners (EL) have made continuous gains in achievement, however are still falling short of their non-EL peers. Pioneer will continue to work on decreasing their overall D/F rate, and increasing graduation rate while decreasing drop out rates.

Pioneer High School needs to provide timely and comprehensive intervention for students struggling in English and mathematics.

D/F rates in core subject in English , math, science and business need to be addressed through increased engagement strategies, peer coaching, parent notification and teacher inquiry.

Full implementation of NWEA analysis in mathematics.

How the School will Evaluate the Progress of this Goal:

Classroom walkthroughs, Student Achievement data, teacher surveys, student grades, successful demonstration of expected student outcomes driven by common core.
The EL Specialist, RTI Specialist and other appropriate staff members will conduct data chats throughout the year with individual EL students to monitor their academic progress and identify appropriate interventions.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.1 Instructional Leadership & Staff Development/Collaboration • Staff will be provided opportunities to participate in professional development and collaboration geared toward increasing PLC efficacy, data analysis and teacher inquiry. • Teachers will work in Professional Learning Communities/Collaborative Groups in order to address deficiencies in student achievement. • Administrators will provide teachers with peer coaching as needed.	2018-19	Principal	Site-based PD Peer Coaching for student engagement Peer Coaching for student engagement	Title I Part A: Basic Grants Low-Income and Neglected Site Discretionary	1010 2102
1.2 Use of Formative Assessments/Data Analysis (WASC Goal #2) Increase the frequency of assessments (mini assessments), better monitor our subgroup achievement, and plan for structured data analysis in order to monitor student progress regularly and adjust pacing whenever necessary. Teachers will work in collaborative groups in order to engage in the Cycle of Inquiry.	2018-19	Teachers Administrators	Site-based PD		
1.3 English Achievement • Continue Close Reading teacher inquiry cycles in order to address student	2018-19	Teachers Administrators	Copies/Supplies/subs for support classes Asilomar EL Training Conference	Title I Part A: Basic Grants Low-Income and Neglected Supplemental/Concentration	9,052 6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
deficiencies around higher-order thinking processes. • Increase department aligned writing efforts using PLC teams to review results. • Provide English Support class for incoming freshmen. • Investigate ELA Adoption by coordianting with District office staff - including ELD materials.					
1.4 Math Achievement • Funds will continue to be allocated for tutoring in the school Learning Center to support both the Learning Center Coordinator as well as the college tutors needed to run a successful program. • Math Re-take Center- School will implement Mathematics re-test program to allow struggling students to remediate missing skills and re-test in areas of low achievement. • Provide AVID tutors to support core instruction • Provide push-in math support for students on IEP's • Provide Math Support class for incoming freshmen enrolled in Integrated Math I.	2018-19	Admin Tutoring Center Coordinator AVID Coordinator	Tutoring Center Tutors AVID Tutors Math Re-take Center Copies/Supplies/subs Asilomar - Math "Strategies for At-risk" Trainings	 Supplemental/Concentration Title I Part A: Basic Grants Low-Income and Neglected Supplemental/Concentration	 16,000 4,000 4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
• Teachers in math will fully implement use of the NWEA assessments with time allotted for data analysis designed to inform instruction and assist with targeted intervention. Math PLC teams will analyze NWEA data in order to target instruction foci.					
1.5 Response to Intervention (RTI) Specialist (Also see 2.4) District will provide RTI Specialist for Pioneer High School whose goal will be to implement an RTI structure designed to quickly find and assist struggling students, and get them needed instruction and/or remediation.	2018-19	Admin Ed Services	RTI Specialist (District Funded)		
1.6 Instructional Strategies Administration will work with teachers to offer Professional Development designed to increase student engagement, and directly address second language needs in the classroom (Kagan Training, e.g.) Increase the number of AVID trained teachers.	2018-19	Principal Department Chairs	Training/Conferences	Title I Part A: Basic Grants Low-Income and Neglected	15,000
1.7 Instructional Leadership Administrators will receive training in areas designed to increase leadership effectiveness: • Evaluation Calibration –	2018-19	Administrators	Evaluation Training (Site-based) Conferences (supported by district)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
• Administrators will continue collaboration efforts around effective evaluation techniques in order to better support good instruction. • Administrators will attend relevant conferences in order to receive professional development in Instructional Leadership, EL management, Restorative Justice, PLC Leadership, and Organizational Management.					
1.8 Department/Supply Budgets (WASC Goal #1) Department Chairs and Administrators will continue work together to provide itemized department supply, school technology and support budgets to better support classroom instruction. Support Student Services through budget allocations for ASB fees and services, sports scheduling software, ID processing, etc.	2018-19	Administrators Departments	Department Budgets/Supplies	Site Discretionary	122,380
			ASB Fees and Services (ASB Works/Card Reader, etc.)	Site Discretionary	1,700
			Copies/Supplies for EL/Strategic/Intervention classes	Supplemental/Concentration	9,931

VI. Planned Improvements in Student Performance

All students will graduate high school and be competitively college and career ready through personalized learning.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1D, 1E, 2A-2G, 3, 4 & 5A-5B
All students will graduate high school and be competitively college and career ready through personalized learning

Data Used to Form this Goal:

LCAP Goal 2:

Credit Deficiency:
- At mid-year/2018, 8% of the student body is credit deficient, down from nearly 12% at this time last year.

College and Career Ready:
- 43% of students in 2017 were A-G eligible, an increase of 2 percent over 2016.`
- The A-G completion rate for the class of 2017 was 43%. Of those who were not A-G eligible, the most common cause was failure to maintain a C or better in required courses combined with failure to successfully complete an Algebra 2/Math III course.
- All CTE pathways have completed a comprehensive analysis of their program in comparison to the 11 standards of highly effective pathways. The results of this survey indicate a need to coordinate our CTE programs with industry certifications.
- According to the Early Assessment Program (EAP),the number of Conditionally Ready or Ready students in both math and English dropped - in proportion to the drop in overall SBAC scores.

Advanced Placement:
- The percentage of students who took the AP exam remained high during the 17/18 school year, but the number of students scheduled to test Spring/2018 dropped to 51% as a percentage of the total possible tests, down from 65% in 2017.
- The number of students enrolled in AP classes during the 16/17 school year doubled from 250 to 513 and remains stable during 2017/18 at just under 500.
- The pass rate for courses in AP continues to vary widely by subject with an overall drop in the pass rate of nearly 20 points. In an informal survey in Spring of 2018, students report two main causes for not signing up to take an AP class: Cost and feelings associated with being unprepared for testing.

Career Technical Education:
- In 2017/18, there were 1029 students enrolled in one or more CTE courses and taking seats in more than 1500 seats in CTE courses.
- In 2017/18, 168 students were enrolled in level 3 "completer" course, up from 155 students in 2017/18.

Discipline/Suspension
- Suspension rates for fall of 2018 have decreased by more than 50% over the same period in fall of 2017.

Findings from the Analysis of this Data:
Pioneer High School needs to:

1) increase the number of subgroup participation in AP/Honors courses
2) Increase the number of students who sign up to take the AP exam
3) Increase AP rigor such that pass rates equal that of the national average and students feel prepared to take the exam.
4) Continue to increase the A-G graduation rate for all students especially subgroups by 3%
5) Continue to provide systematic credit recovery and intervention services
6) Reduce the number of suspensions to keep student in school and on track for graduation.
7) Reduce the D/F rate through first, best instruction and improved instructional strategies so that the credit deficiency rates continue to drop

How the School will Evaluate the Progress of this Goal:

The school will review weekly discipline reports.
The school will audit demographics of students enrolled in AP courses.
The school will identify the total number of students from varied subgroups enrolled in AP courses.
The school will track the number of students who sign up to AP tests as well as the AP pass rates.
The school will review disaggregated grade/credit data by subgroup.
The school will track D/F rates with intervention codes used by teachers for data analysis purposes.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2.1 Increase AP/Honors Participation/Pass rates Administration, faculty and counseling will encourage and recommend subgroup students to AP/Honors courses with higher frequency in order to increase subgroup participation Train teachers for AP instruction in preparation for increased AP enrollment and closer alignment with AP standards. Use College Readiness funds to subsidize AP test costs for students. ($40,000)	2018-19	Admin Team	AP Summer Institute (District Funded)		
2.2 Pioneer Learning Center The Pioneer Learning Center will support core academic instruction for students by providing trained tutors/teacher mentors (from UC Davis, Sac State, Pioneer High School, and AmeriCorp) for the following: 1. English and math push-in support 2. ELA Essential Assignments intervention 3. General core academic walk-in tutorial support 4. Teacher/tutor academic mentoring 5. Peer tutoring training and support. Pioneer High School will provide the funding for materials, supplies, reproduction costs, and fingerprinting to support the success	2018-19	Admin, Teachers	Learning Center Coordinator Salary, Tutors, Materials & Supplies	Supplemental/Concentration	64,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
of the Pioneer Learning Center in providing intervention supports to students struggling to succeed in core academics.					
2.3 Address Credit Deficiency Rates Administration will ensure that all students receive the academic guidance and support they need to stay on track for graduation. All students will have an Individualized 5-year Learning Plan that leads them to high school graduation (WASC Goal #6.) Parent Meetings at all grades to explain and inform about the school's academic program, credit acquisition and graduation requirements. Implement a comprehensive freshman orientation and integration program using robust LINK program (See 3.8)	2018-19	Admin/Teachers/ Counselors	Evening Meetings for Parents		
2.4 RTI/PBIS Specialists District will continue to provide RTI Specialist for Pioneer High School whose goal will be to implement an RTI structure designed to quickly find and assist struggling students, and get them needed instruction and/or remediation with a goal to keeping them on a valid graduation path. PBIS Specialist will continue to provide behavioral interventions for students in order to decrease time	2018-19	Admin Ed Services	RTI Specialist (funded by district) PBIS Specialist (funded by district)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
spent out of class.					
2.5 Increase Academic Rigor (WASC Goal #4) and curricular alignment • Provide teachers with collaborative opportunities in Professional Collaborative Groups to align essential assignments, assessments and policies and analyze data to improve instruction. Give professional development to teachers to address needs of low-income, EL, Sped and underserved populations.	2018-19	Administration Teachers	Teacher Professional Development to address achievement gap	Supplemental/Concentration	18,000
2.6 Academic Counseling Services Counselors will work with students to develop college and/or career-ready plans for high school and beyond. Students will work with at-risk population to assist with financial aid resources within the five year plan. Counselors will implement use of California Colleges as students enter at grade 9 using California Colleges curriculum to assist students with career interest surveys and planning.	2018-19	Counselors	Five Year Plans work (District Funded) California Colleges (District funded)		
2.7 AVID Pioneer high school will robustly fund the AVID program: • Pioneer High School will identify incoming 9th grade students eligible	2018-19	Principal AVID Team	AVID program costs-Supplement materials, supplies, transportation, travel, conferences, subs, extra duties AVID Field Trips	Supplemental/Concentration Title I Part A: Basic Grants Low-Income and Neglected	3,621 10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
for AVID and encourage them to apply to participate in the AVID Program. • AVID students (grades 9-12) will be provided the AVID curriculum and supported by a trained AVID teacher. The AVID Coordinator will work closely with counselors and the Learning Community Director assigned to AVID to oversee the program. • Pioneer High School will provide teachers and staff funding for staff development, conferences, and substitute teachers to support the implementation of the AVID program. • AVID will promote and prepare students from identified subgroups for college and career readiness. • Pioneer High School will increase the number of teachers trained in AVID techniques and strategies. • Pioneer High School will support student field trips to expose students to a college-going mentality. • Pioneer High School will			AVID Training for Teachers	Supplemental/Concentration	5,000
			AVID Program Coordinator Project Management	Supplemental/Concentration	3,000
			AVID student travel costs	Title I Part A: Basic Grants Low-Income and Neglected	8,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
fund tutors for all AVID classes					
2.8 Implement robust school intervention and credit recovery programs in order to keep students on college track: • Fully implement 10th grade World History and writing after-school intervention programs. • Fully implement after school math re-take center (see goal 1.4) • Students identified (using district guidelines) as under-performing in math and/or ELA will be placed in strategic courses designed to accelerate their learning. • Pioneer High School will utilize funds to add additional sections to the master schedule so that class sizes in Strategic classes can be smaller than the contractual average of 1 teacher to 35 students. • Students at risk of not graduating will be provided opportunities for credit recovery through Cyber High School in an effort to ensure they graduate from high school. • Special education will set up remediation programs using the interface of	2018-19	Principal RTI Specialist Tier 2 Team Teachers	Support classes (Gen allocation) After School Interventions for Credit Recovery and homework/achievement assistance Supplies/Copies for intervention programs	Title I Part A: Basic Grants Low-Income and Neglected Title I Part A: Basic Grants Low-Income and Neglected	15,542 2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
NWEA scores and Odysseyware to develop individualized remediation programs					
2.9 Technology In order to acquire 21st Century skills, and to ensure that all of our students graduate college and career ready it is essential for them to have the appropriate tools to develop said skills. Funds will be set aside to bring technology into the class in the form of laptop labs, interactive whiteboards, and computer software to programs that specifically address the needs of struggling students in order to keep them on track toward graduation. Special Education Teachers will have Google carts placed in the LRC rooms to enhance their ability to assist our Special Education population.	2018-19	Principal	21st Century Technology - Upkeep/replacement	Supplemental/Concentration	10,000
2.10 Support transition to high school through continuation of the summer STARR Academy. Funded with personnel and School discretion for supplies.	Summer 2018	Administration District Office	Starr Academy Supplies		
2.11 Support services for CTE,Ag and AVID programs including scheduling, field trips, parent outreach,	2018 - 2019	Principal	Support Provider	Supplemental/Concentration	31,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
parent/teacher confrence scheduling, grant management, data analysis, intervention scheduling and monitoring and lesson support.					

VI. Planned Improvements in Student Performance

<ins>All students will be successful through the development of targeted and coherent systems of support.</ins>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
All students will be successful through the development of targeted and coherent systems of support. • Students will experience a safe and caring environment • We will work to eliminate Disproportionality • We will positively and actively work to communicate with parent/guardians • We will offer social and emotional support for students suffering from trauma • We will provide academic support for struggling students
Data Used to Form this Goal:
Goal 3: DISPROPORTIONALITY SBAC results indicate that, while there was a 3% improvement as evidence in 2107, there is still a gap between the achievement of all students and Hispanic students on state testing (SBAC.) 17% of all grades handed out during the first semester of the 16/17 school year were a D or an F. That percentage remained the same for the fall term of 17/18. 25% of all math grades during the first semester of 17/18 semester school year were a D or an F. 21% of all ELA grades during the first semester of 16/17 semester school year were a D or an F. This represents an increase of 3% over the same period during 16/17. 50% of the freshman class received at least one D or F during the first semester of the 16/17 school year. That number was reduced to 15% for the 17/18 school year, however cohort studies indicate the current sophomore class still has the highest number of D/F's as a percentage of the total grades given at that grade level. ATTENDANCE The attendance rate for Pioneer was 96.3% for AY 16-17 which represents a 2.3 percent growth over the previous year. Chronic absenteeism dropped from 13.2% in 15/16 to 8.2% as of March/2017 and has continued to drop during AY 17/18.

Special Education student chronic absenteeism dropped from 33% to 19.6% over the same period.

SCHOOL CLIMATE/SAFETY (15/16)

77% of freshmen and 79% of all juniors participated in the California Healthy Kids Survey in Spring of 2017. Highlights include:
- 13% - 15% report that the reason they miss school is not because of illness but rather because they "felt very sad, hopeless, anxious, stressed, or angry."
- On questions involving whether there are "caring adults" at the school, about half of the respondent felt that there was evidence of adults on campus who would notice if they were gone, cared about them and listened to them.
- On questions involving teacher expectations, about 60% of respondents felt there were adults on campus who believed they could be successful.
- Most respondents did not feel they "made a difference on campus."
- Approximately 60% of students felt safe at school. 30% felt neither safe nor unsafe.
- 80% of respondents felt they tried their best in school.
- 85% of students felt they had NOT been harassed for any reason during the previous year.
- Drugs and alcohol are a part of the life of about 10% of the freshmen and 24% of the juniors.

A staff survey in the spring of 16/17 indicated that the administration needed to continue work in consistently enforcing student consequences, and staff further indicted a willingness to engage in restorative consequences. That resulted in the formation of a discipline committee to review discipline policies and procedures.

PARENT PARTICIPATION/COMMUNICATION

54% of students and 64% of parents surveyed believe that teachers regularly update grades for online viewing.

The School Principal sent "Sunday Bulletin" all school weeks.

Findings from the Analysis of this Data:

There is a substantial number of students who feel there are not adults who care about them on campus despite the fact that they feel they are doing their best.

Pioneer HS Faculty & Staff have made progress towards creating a safe environment for all students by building positive relationships with students and colleagues, but there is room to grow. The school's new parent liaison for attendance helped increase our number of truancy and attendance conferences, however PHS needs to continue to implement fundamentals of PBIS and systematically employ Multi-tiered Systems of Support (MTSS.)

During AY 2016-17 and during 17/18 administration exercised restorative practices as an alternative means to disciplinary action (suspension, referral for expulsion), however training needs to continue in this area, and teachers need to be brought into the restorative loop.

During 17/18, PHS implemented a robust Tier 2 referral system and suspension and referral data indicates there is a positive impact on school discipline. This indicates that continued efforts in this area are warranted.

Use of LINK leaders to lead STARR Patriot implementation occurred during AY 17/18. PHS needs to accrue data on efficacy during Spring and Fall of 2018.

The school's Discipline Committee needs to continue to tackle issues of consistency both in the classroom and at the administrative level; update and streamline the school's student handbook; and communicate between all stakeholders about school climate issues.

How the School will Evaluate the Progress of this Goal:
California Healthy Kids Survey Staff surveys, activities, and reflections. Suspension rates. Attendance/Tardy rates. Percentage of parents with School Loop log-ons D/F rates
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3.1 Social/Emotional Counseling In order to address the many social/emotional needs of our school, a full time therapeutic counselor will continue to operate on campus through contracted services with CommuniCare. The counselor will work with students dealing with issues including, but not limited to, substance abuse, anger management, bullying, mediation	2018-19	Administrators Counselor	Social/Emotional Counselor (District Funded)		
3.2 School Climate/All school RTI/PBIS The school will employ a full time Behavior Intervention Coordinator who will work closely with administration, counseling, the learning center to monitor student behavior and assign appropriate interventions using restorative justice techniques. Administration will personally visit all students in English classes to deliver unified message regarding school wide expectations. School will expand its positive reinforcement plan using daily gift cards and other incentives to reward STARR Patriot behavior as well as attendance goals. Pioneer High School will continue to	2018-19	Admin	Behavior Intervention Coordinator (BIC)	Supplemental/Concentration	35,450
			Student Planners	Site Discretionary	6,000
			STARR/PBIS	Site Discretionary	15,000
			LINK program costs (supplies, personnel costs)	Supplemental/Concentration	4,000
			LINK - schoolwide incentives for students	Site Discretionary	1,010
			LINK Preparation Period	Supplemental/Concentration	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
implement LINK class to work closely with ASB/Leadership to bring STARR Patriot lessons and assemblies to the school.					
3.3 Reduce Suspensions The school will continue to implement rigorous Tier 2 processes. PHS will continue to review disciplinary processes using its Discipline Committee.	2018-19	Administrators Counselors PBIS Coach RTI Specialist EL Specialist School Psychologist	RTI Specialist (District Funded) PBIS Coach (District Funded)		
3.4 Student Support for School Activities Site will actively budget for and support student activities to facilitate student connection to school through sports, clubs, field trips and school functions. Funds will be set aside to expose first time college students, economically disadvantaged students and at-risk students to experience off-campus experiences which enhance their understanding of college life and various career opportunities. Opportunities may include speakers, field trips, class projects, etc.	2018-19	Administration Teachers	Field Trip Funding underprivileged Funding for college/career exposure/Field Trips (Non-AVID/Ag)	Title I Part A: Basic Grants Low-Income and Neglected Title I Part A: Basic Grants Low-Income and Neglected	18,206 8,000

VI. Planned Improvements in Student Performance

Improve the English proficiency and academic achievement of English Learners.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1C, 1D, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
Improve the English proficiency and academic achievement of English learners.
Data Used to Form this Goal:
ELA SBAC test scores for English Learner dropped 10 points during AY 16/17
There were no EL students who met or exceeded the standards in mathematics on the SBAC test in the 14/15 school year, and 4 % met or exceeded in 16/17
13% of EL students were reclassified during 16/17, short of the district's goal of 18%.
EL students continue to earn D/F marks in English and Math at greater rates than their English Only counterparts, though the gap closed during the 17/18 school year (first semester)
Chronic absence rates for English Learner students is higher than the school's average.
Findings from the Analysis of this Data:
English Learners continue to struggle in benchmark English and mathematics classes indicating a need for continued support in both areas.
Parents of English Learners need education regarding the importance of credit acquisition at the high school level, and other fundamentals of high school culture.
Teachers need specific strategies to assist them in effectively teaching their EL students, particularly in mathematics.
Parents need school-based support for academic and attendance-related issues.
How the School will Evaluate the Progress of this Goal:
The EL Specialist, RTI Specialist and other appropriate staff members will conduct data chats throughout the year with individual EL students to monitor their academic progress and identify appropriate interventions. Administration and support staff will review student attendance, behavior, and academic performance data weekly. Additionally, the leadership team will meet regularly to evaluate and refine systems to support instruction, interventions, and staff development. Lastly, the adminstration will conduct weekly walkthroughs to monitor the

implementation of systems to support improvement of instruction and students' behavior and academic achievement.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4.1 English Language Development • Students identified as English Learners (• The ELD teachers will provide instruction to the students using updated EL Curriculum. • The English Learner Review Team will meet bi-monthly to support, evaluate, and improve services provided to English Learners. • School wide systems, routines, and instructional practices will be implemented in core classes to support English Learners in accessing and learning the required content. • ELD Teachers, EL Specialist, RTI Specialist, and Parent Liaison will work closely together to monitor and communicate English Learners' progress towards re-classification. • Pioneer High School will utilize funds to add additional sections to the master schedule so that class sizes in ELD can be smaller than the contractual average of 1 teacher to 35 students.	2018-19	Admin EL Specialist ELD Teachers	Additional sections (.4) supported by District in LCAP for Class Size Reduction in ELD Trainings for teachers in effective teaching strategies for EL students (Site-based) EL Specialist (supported by District)	Supplemental/Concentration	4,000
4.2 Instructional Strategies • Teachers will receive	2018-19	Principal	Teacher Training		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
specialized training and professional development to better meet the needs of EL students with a focus on differentiating instruction. • Administrators will receive training to assist teachers in analyzing data related to the achievement of EL students.		EL Specialist	Admin Training		
4.3 Programmatic EL Support PHS will support the Puente English program at the 9th and 10th grade levels. PHS will increase the Puente Counselor to 1.0 The Puente program will be specifically supported with field trip/exposure opportunities. .	2018-19	Administration Puente Counselor Puente Teacher	1.0 Puente Counselor (Funded by Puente Grant) Funding for field trips/college Trips (Funded by Puente Grant) Copies/Supplies for EL programs	Supplemental/Concentration	5,000

VI. Planned Improvements in Student Performance

Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Excellence for all students is supported through meaningful stakeholder engagement
LCAP Goal 6: Increase stakeholder engagement   • Increase participation rate of parents at School Site Council/PTA/Boosters   • Increase parental/student participation in WASC Focus Groups from all backgrounds   • Increase attendance at school events like Back to School and Spring Fling   • Increase the number of parents with Aeries account   • Increase parental/community use of school's website
Data Used to Form this Goal:
• Less than half of students' parents (44.59%) do not have an Aeries portal account   • Parent surveys indicate that they wish for more current grading and contact from their students' teachers.   • Few parents/students participated in the school's last self-study (WASC)   • The school hosts a full Site Council   • Most parents feel the school is a safe place for students
Findings from the Analysis of this Data:
Pioneer High School will make every effort to reach out to the community and to increase parent involvement/participation in school functions and events by communicating with them in their primary language.
How the School will Evaluate the Progress of this Goal:
• Pioneer High School will make every effort to reach out to the community and to increase parent involvement/participation in school functions and events by communicating with them in their primary language.   • The school's principal will continue to make weekly bulletin calls in both Spanish and English.   • The school needs to increase the number of students with Aeries log-ons.   • The school will continue to support the webmaster in his efforts to bring useful information to our parents and community.
First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5.1 Parent Communication Every effort will be made by Administration, Faculty and Staff to communicate with parents in their primary language in order to increase parent involvement in school functions, and committee meetings. Principal will continue with weekly bulletin updates. The school will maintain a vibrant website to communicate school information and events. The school will set up a computer station in the lobby and in counseling where parents can sign up for the Aeries Portal.	2018-19	Principal Faculty/Staff Webmaster	webmaster Computer Stations	Supplemental/Concentration Supplemental/Concentration	3,000 2,847
5.2 Parent Liaisons Pioneer High School will continue to invest in the two Parent Liaison positions in order to increase and improve communication with the parents of our largest student subgroup (Latino parents). The Parent Liaisons will work closely with Admin, the RTI Specialist and the EL Specialist to monitor student progress (grades, progress, challenges, support), and communicate with parents of English Learners and the general student body. Such monitoring and communication will include, but not be limited to: analyzing assessment	2018-19	Principal	Parent Liaisons	Supplemental/Concentration	32,070

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
data, contacting teachers to inquire about student progress and provide strategies for improvement, goal-setting and feedback regarding progress toward meeting such goals, and contacting parents to update them on student progress. All of this is done in an effort to improve academic performance of our under performing students, and to help parents gain knowledge about grades, graduation requirements, options after high school. Additionally, one parent liaison will monitor attendance, communicate with parents, teachers and staff regarding attendance issues for students, schedule attendance and truancy conferences for administrators, document attendance information in Aeries, prepare and update attendance reports, and refer serious attendance issues to administration.					
5.3 Staff Rapport In support of WASC goals #3 and #5: Staff will work to develop positive, professional relationships through the development of school norms, school wide areas of focus and Professional Learning Communities. (See section 1.1) Development of New Teacher integration including "Buddy" system, and robust orientation.	2018-19	Principal Department Chairs	Teacher "Buddy" program costs	Supplemental/Concentration	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Continue to develop positive and productive communication process including regular Principal "Bulletins" for staff, updates regarding LCAP, WASC and Site plan.					
5.4 CABE Conference ELAC parent representatives, Admin, teachers, and the EL Specialist will attend CABE to better understand the needs of English learners and the effective services/strategies for their success. ELAC Support for parent meetings designed to foster parent involvement for eL students.	2018-19	Principal EL Specialist	CABE Conference CABE Conference	Title I Part A: Basic Grants Low-Income and Neglected Title I Part A: Parent Involvement	9,958 2,590
5.5 Parent University All PHS parents will have an opportunity to participate in a Saturday series of classes and instruction, hosted by EAOP, on "Navigating to College"	2018-19		EAOP - Parent University	Supplemental/Concentration	5,000

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Supplemental/Concentration	281,919.00	0.00
Site Discretionary	148,192.00	0.00
Title I Part A: Basic Grants Low-Income	100,768.00	0.00
Title I Part A: Parent Involvement	2,590.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Site Discretionary	148,192.00
Supplemental/Concentration	281,919.00
Title I Part A: Basic Grants Low-Income and Neglected	100,768.00
Title I Part A: Parent Involvement	2,590.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: All students will be proficient in literacy, numeracy,	191,175.00
Goal 2: All students will graduate high school and be	170,163.00
Goal 3: All students will be successful through the	102,666.00
Goal 4: Improve the English proficiency and academic	9,000.00
Goal 5: Goal 5: Excellence for All students is supported	60,465.00

X. 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:

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jodie Usachencko		2019				X	
Eva Gallegos		2019			X		
Charles Stowell	(661) 203-7651	2018		X			
Sandra Reese	(707) 592-0263	N/A	X				
Alicia Chavez		2017					X
Nicole Sanchez	(530) 406-3338	2018					X
Kaelin Souza Perkins	(530) 400-0912	2017				X	
Kate Barichievich	(530) 406-3335	2018		X			
Lisa Gaskill	(916) 566-1660	2018		X			
Aaminah Choudhry		2018					X
Patty Perez		2018				X	
Numbers of members of each category:			**1**	**4**	**1**	**3**	**3**

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.

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

2. 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.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

        State Compensatory Education Advisory Committee

                                                            _____
                                                                  Signature

X   English Learner Advisory Committee

                                                            _____
                                                                   Signature

        Special Education Advisory Committee

Signature

        Gifted and Talented Education Program Advisory Committee

Signature

        District/School Liaison Team for schools in Program Improvement

Signature

        Compensatory Education Advisory Committee

Signature

X   Departmental Advisory Committee (secondary)

Signature

X   Other committees established by the school or district (list):
        School Discipline Committee

Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on March 28, 2016.

Attested:

Sandra Reese
    Typed Name of School Principal   Signature of School Principal   Date

Aaminah Choudhry
    Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date