School Year: **2019-2020**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer High School	57727100000000	March 28, 2019	June 27, 2019

Purpose and Description

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

Schoolwide Program

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

The School Wide Plan meets the ESSA requirements through:
A comprehensive needs assessment of the entire schools that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards:
The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:
strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum
programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
a school and family engagement policy
a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The schools' Site Council meets once a month and reviews all of the school's data, the progress made on goals within the Site Plan (SPSA) and develops and approves the annual Site Plan. The Site Council reviewed information as follows:

- November 7

  o   Discipline

  o   D/F rates

  o   AP Data (Advanced Placement)

- December 5

  o   SBAC (Smarter Balanced)

  o   WASC Update (Western Association of Schools and Colleges)

- January 9

  o   LCAP Review (Local Control Accountability Plan)

- February 13

  o   School Plan Action Plan Update

  o   School Plan Action Plan Evaluation

At PHS (Pioneer High School), the plan is also reviewed and approved by PTA (Parent Teacher Association), ELAC (English Learner Advisory Committee), and Department Chairs.The needs assessment commences at the beginning of October each year, and is completed by all stakeholders by winter Break in preparation for the annual WASC update and SPSA (School Plan for Student Achievement) review.

The needs assessment involves the review of data including a-g rates, D/F rates, Dashboard data, College readiness, discipline/suspension data, Total Fidelity scores, AP pass rates, and the California Healthy Kids Survey. In addition, PHS conducted its own student survey of more than 700 students to garner information around school connectedness.

Data was shared with stakeholders including:

- Staff - Data was shared with staff at staff meetings are held on Wednesdays and within PLC groupings over the course of the year. During the first two months of the school year, faculty met in Departments to analyze data in the WASC report and broke it down into study

categories around our mission.vision, curriculum and instruction, assessment and school culture.
- ELAC - The information shared with the Site Council was translated and shared in October, and the Site Plan goals and review were shared at the end of January. The Site Plan Action Plan was reviewed with ELAC on April 29.
- The principal shared data with the PTA during the November PTA meeting and an overview of the Site Plan was shared at the April meeting.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.3%	0.39%	6	4	6
African American	1.3%	1.3%	1.36%	19	21	21
Asian	7.0%	7.4%	7.66%	106	116	118
Filipino	0.8%	1.0%	0.97%	12	16	15
Hispanic/Latino	63.8%	64.2%	65.39%	973	1,010	1007
Pacific Islander	0.3%	0.4%	0.45%	4	6	7
White	24.8%	23.3%	21.69%	378	366	334
Multiple/No Response	1.4%	0.7%	0.78%	21	11	12
			Total Enrollment	1,525	1,574	1540

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9	410	431	385
Grade 10	407	406	416
Grade 11	391	379	386
Grade 12	317	358	353
Total Enrollment	1,525	1,574	1,540

Conclusions based on this data:

1. Looking at cohort data, we continue to lose students between grade 10 and 11 to alternative education. This indicates a need for intervention throughout the 9th grade year to identify and provide interventions for students who fall behind in credits.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	200	199	157	13.1%	12.6%	10.2%
Fluent English Proficient (FEP)	598	635	689	39.2%	40.3%	44.7%
Reclassified Fluent English Proficient (RFEP)	21	23	39	10.2%	11.5%	19.6%

Conclusions based on this data:

1. As a percentage, our number of EL (English Learner) students has declined slightly over the last few years.

2. Our Reclassified Fluent English Proficient (RFEP) population has nearly doubled indicating success in moving students to the point where they can be reclassified. Still, other data suggests this population is struggling academically, so we need to continue work to address the needs of this population.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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

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.	2602.	2618.	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 increased. While the number who exceeded standard has remained static, we saw a significant increase in the last year for those that moved from below standard to at or above standard.

2. Our biggest gain was in reading scores indicating that Close Reading efforts are paying off.

3. Listening skills show stagnation indicating attention in this area would be warranted.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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

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	2586.	2552.	2569.	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 score increased overall with the largest gains made in problem-solving and Modeling. The largest increases involved those who moved to "standard nearly met" and we would like to set targets around moving students from that level to "standard met."

2. Student scores in math reasoning show a small increase however, an overall weakness in this area and indicates a need for continued instruction using real-world problems.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1488.6	1496.4	1480.3	27
Grade 10	1522.8	1527.2	1517.9	44
Grade 11	1517.4	1520.7	1513.7	35
Grade 12	1481.6	1466.6	1496.3	20
All Grades				126

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

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	27
Grade 10	*	*	19	43.18	13	29.55	*	*	44
Grade 11	11	31.43	*	*	*	*	*	*	35
Grade 12	*	*	*	*	*	*	*	*	20
All Grades	22	17.46	45	35.71	27	21.43	32	25.40	126

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

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	12	44.44	*	*	*	*	*	*	27
Grade 10	17	38.64	19	43.18	*	*	*	*	44
Grade 11	19	54.29	*	*	*	*	*	*	35
Grade 12	*	*	*	*	*	*	*	*	20
All Grades	55	43.65	33	26.19	14	11.11	24	19.05	126

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

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*			12	44.44	14	51.85	27
Grade 10			*	*	15	34.09	21	47.73	44
Grade 11	*	*	*	*	13	37.14	13	37.14	35
Grade 12			*	*	*	*	*	*	20
All Grades	*	*	18	14.29	47	37.30	58	46.03	126

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	27
Grade 10	13	29.55	22	50.00	*	*	44
Grade 11	12	34.29	13	37.14	*	*	35
Grade 12	*	*	*	*	*	*	20
All Grades	38	30.16	50	39.68	38	30.16	126

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	15	55.56	*	*	*	*	27
Grade 10	31	70.45	*	*	*	*	44
Grade 11	22	62.86	*	*	*	*	35
Grade 12	*	*	*	*	*	*	20
All Grades	77	61.11	26	20.63	23	18.25	126

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	20	74.07	27
Grade 10	*	*	12	27.27	30	68.18	44
Grade 11	*	*	16	45.71	18	51.43	35
Grade 12			*	*	14	70.00	20
All Grades	*	*	40	31.75	82	65.08	126

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	13	48.15	*	*	27
Grade 10	*	*	32	72.73	*	*	44
Grade 11	*	*	25	71.43	*	*	35
Grade 12	*	*	*	*	*	*	20
All Grades	17	13.49	80	63.49	29	23.02	126

Conclusions based on this data:

1. As we are in the initial stages of the implementation of the new ELPAC testing system, this data will serve as a baseline for us.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,540	**59.7%**	**10.2%**	**0.3%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	157	10.2%
Foster Youth	5	0.3%
Homeless	13	0.8%
Socioeconomically Disadvantaged	920	59.7%
Students with Disabilities	132	8.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	1.4%
American Indian	6	0.4%
Asian	118	7.7%
Filipino	15	1.0%
Hispanic	1,007	65.4%
Two or More Races	20	1.3%
Pacific Islander	7	0.5%
White	334	21.7%

Conclusions based on this data:

1. Our population has remained stable over the last few years, with a slight uptick in the number of Hispanic students. This likely means a slight uptick in the number of EL and LTEL (Long Term English Learners) students and preliminary numbers for 19-20 seems to support this. As a result, we can assume that our strategies and tasks under Goal 4 will need to robustly support this population.

2. Our overall numbers also remain stable indicating that our school facilities will be adequate. Additionally, we expect our allocations to routine "overhead" will remain static.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Yellow	**Suspension Rate** Yellow
Mathematics Green		
English Learner Progress No Performance Color		
College/Career Orange		

Conclusions based on this data:

1. Our College and Career Indicator indicates specific attention to increasing our CCI (College and career indicator) readiness is in order.

2. Our Suspension rate, while it did decrease, is still in the yellow range, indicating a need for renewed efforts around MTSS (multi-tiered system of support) efforts.

3. In achievement areas, we still show an achievement gap, though it has lessened in comparison to previous years. See specific Dashboard sub-areas for analysis with regard to the achievement gap.
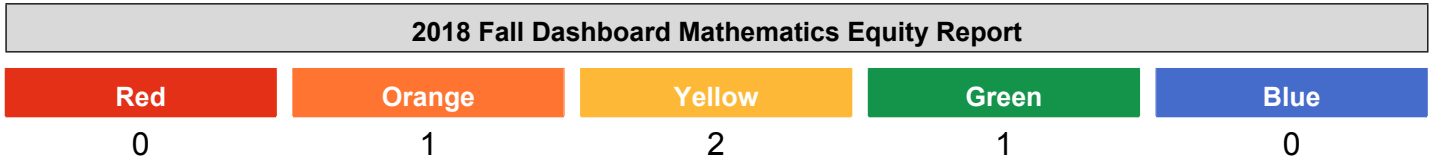
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	0	2	1

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Red	No Performance Color
34.5 points above standard	64.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 13.5 points	Maintained -0.7 points	1 students
328 students	55 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
0 Students	22.1 points above standard	48 points below standard
	Increased 13.8 points	Increased 38.6 points
	204 students	17 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	22.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3 students		Declined -15.5 points	4 students
		27 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
25.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	72 points above standard
Increased 17.5 points	1 students	3 students	Increased 30.2 points
225 students			63 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
100.4 points below standard	30.5 points below standard	56.9 points above standard
Increased 7.5 points	Maintained -2.4 points	Increased 17.1 points
27 students	28 students	130 students

Conclusions based on this data:

1. We showed a significant increase in ELA (English language arts) scores overall and with Hispanic and White grouping in particular. We suspect efforts around Close Reading and data review have been

2. EL student performance remains consistently behind that of their non-EL counterparts. This reinforces plans we are making to address teacher confidence around English Learner instruction. Additionally, our scores indicate a need to address spcific areas of deficiency through data analysis and teacher inquiry cycles.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
56.8 points below standard	134.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased	Increased 10.9 points	
16.8 points		1 students
324 students	53 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	69.4 points below standard	158.1 points below standard
	Increased	Increased
	19.7 points	16.1 points
	200 students	15 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	48.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
3 students		Increased 4.4 points	4 students
		26 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
66.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	27.4 points below standard
Increased	1 students	3 students	Increased
24 points			21.7 points
221 students			64 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
160.4 points below standard	109.9 points below standard	45.5 points below standard
Increased 9.6 points	Increased	Increased 14.1 points
	15.3 points	
26 students	27 students	129 students

Conclusions based on this data:

1. While our scores have improved, English Learners scores continue to show room for improvement as they have fallen even further behind than their non-EL counterparts. This data illuminates a need for targeted support with EL needs in view.

2. In all groups, overall performance by all groups is below standard. This is indicative of a need to address the feedback cycle for students, and an accompanying need for math supports and interventions.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
126	17.5%	35.7%	21.4%	25.4%

Conclusions based on this data:

1. 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 addressing the achievement gap as it has closed some, but there continues to be room for improvement.

2. These scores also illuminate the "stuck at 3" syndrome many schools are seeing in their LTEL students. Through targeted intervention in math, school wide focus on Close Reading and PLC (professional learning communities)-level attention to the analysis of data, we hope to move kids from level 3 to level 4.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0
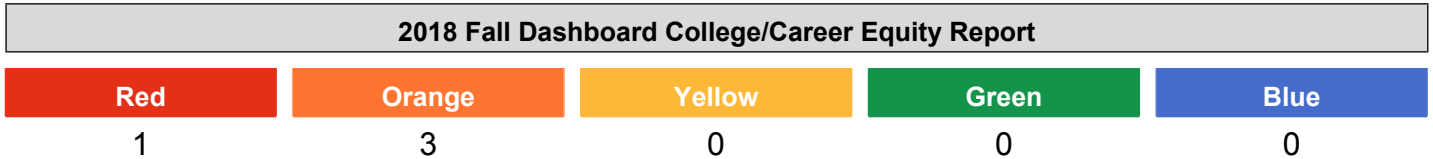
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
45.9% prepared	16.4% prepared	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.3%	Declined -11.1%	
		3 students
355 students	55 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
29.2% prepared	42.4% prepared	6.9% prepared
Declined -29.9%	Declined -9%	Declined -12.3%
24 students	245 students	29 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	54.1% prepared	Less than 11 Students - Data Not Displayed for Privacy
2 students	1 students	Maintained -1.1%	3 students
		37 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
41.7% prepared	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	51.1% prepared
Declined -11.4%	8 students	2 students	Declined -11%
211 students			90 students

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
40.9% **Prepared**	56.2 **Prepared**	45.9 **Prepared**
30.7% **Approaching Prepared**	16.8 **Approaching Prepared**	17.2 **Approaching Prepared**
28.4% **Not Prepared**	27 **Not Prepared**	36.9 **Not Prepared**

Conclusions based on this data:

1. The college and career indicators show a need for students to improve in all areas including a-g completion, CTE (career technical education) completion and AP (advanced placement) pass rates.

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.
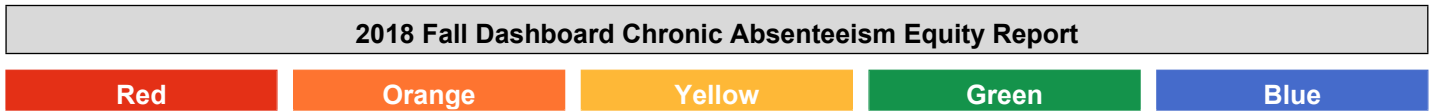
School and Student Performance Data

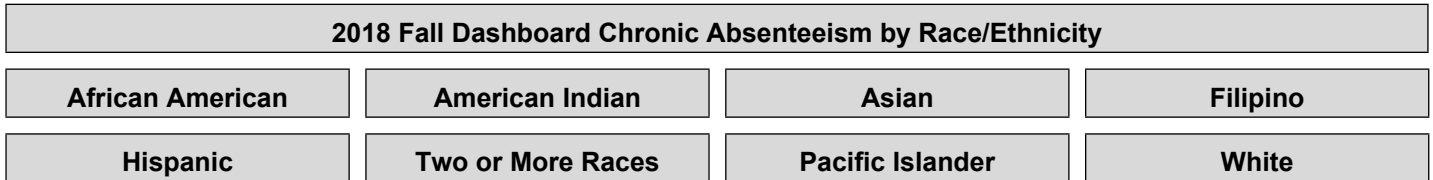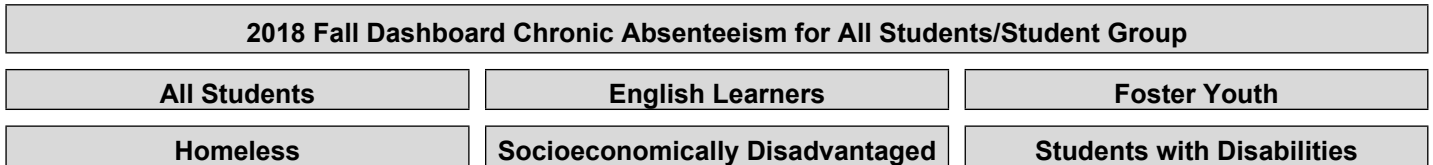## Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. While absentee rates are not yet part of our dashboard, PHS continues to expend resources in the area of chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	1	0
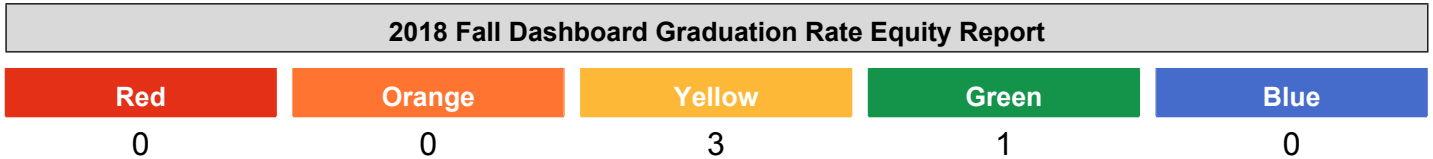
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
92.4% graduated	81.8% graduated	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.5%	Maintained -0.5%	3 students
355 students	55 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
91.7% graduated	92.2% graduated	79.3% graduated
Increased +5.3%	Declined -1.1%	Increased +10.1%
24 students	245 students	29 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	94.6% graduated	Less than 11 Students - Data Not Displayed for Privacy
2 students	1 students	Increased +4.9%	3 students
		37 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
91.9% graduated	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	92.2% graduated
Declined -3.3%	8 students	2 students	Increased +1%
211 students			90 students

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

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
93.9% graduated	92.4% graduated

Conclusions based on this data:

1. 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.

2. During 2018, we lost several seniors in the last few months of school, indicating that we need to offer more vigorous support so as not to lose seniors as they approach the end of the senior year.
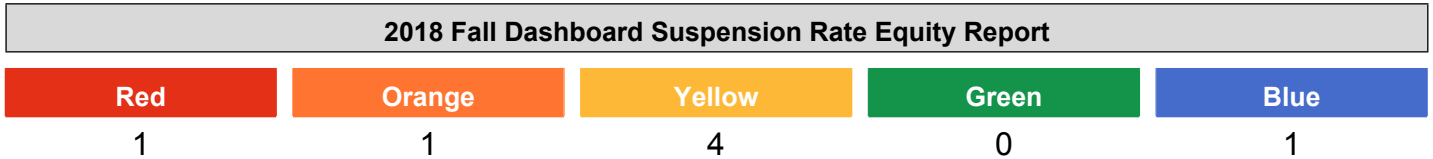
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	4	0	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Red	No Performance Color
9.3% suspended at least once	20.5% suspended at least once	9.1% suspended at least once
Declined -2.6%	Increased 4.8%	Declined -36.4%
1608 students	171 students	11 students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
6.3% suspended at least once	11.2% suspended at least once	11.9% suspended at least once
Declined -3.8%	Declined -2.8%	Declined -6.3%
16 students	993 students	151 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
19% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 6 students	5.6% suspended at least once	0% suspended at least once
Declined -11.4%		Increased 0.7%	Maintained 0%
21 students		125 students	15 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Yellow
10.8% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 7 students	7.4% suspended at least once
Declined -3%	Declined -14.3%		Declined -0.8%
1051 students	33 students		350 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
8% suspended at least once	11.9% suspended at least once	9.3% suspended at least once

Conclusions based on this data:

1. 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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

Address low achievement in mathematics as evidenced by task analysis on CAASP testing.

Address low achievement by our EL students (See goal 4)

Identify and address ELA task goal areas reported as "below standard" on the CAASSP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth on the English Language Arts and Math Academic Indicator.	2018 California Dashboard (green in both ELA and math)	Maintain present levels while improving on overall scores and "task analysis" report for mathematics
Percentage of students who reach growth targets on iReady (elementary schools) and NWEA (secondary schools) in Reading and Math.	A baseline will be established this year	Overall growth in students scores over the course of a year
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	A baseline will be established this year	regular use by PLCs at least 3 times over the course of a year
Decrease D/F rate	D/F 3-year rate chart (see WASC Data Report)	Decrease D/F rate, by core department, by 5%in each department

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

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

All Students

Strategy/Activity

Strategy: Teacher Professional Development to improve instructional strategies, PLC efficacy, and effective Data Inquiry Cycles.

Activities:
- PLC time dedicated to data analysis
- Training/conferences
- Peer Coaching

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

Amount(s)	Source(s)
32,377	Title I Part A: Basic Grants Low-Income and Neglected

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

All Students

Strategy/Activity

Strategy: Academic supports for students struggling in math and English

Activities:
- Math re-take center
- After school intervention (Odysseyware lab)
- In-schedule support and credit recovery

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

Amount(s)	Source(s)
25,301	Supplemental/Concentration

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

All students

Strategy/Activity

Strategy: Department Chairs and Administrators will continue to work together to provide itemized department supply, school technology and support budgets to better support classroom instruction.

Activities:
- Department Budgets
- Sports Budgets
- School Management
- Technology resources
- PBIS Positive behavior intervention and support) Incentives

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

Amount(s)	Source(s)
123,382	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Address needs of English Learners (See Goal 4)

Address weak aspects of the readiness components for the College and Career Readiness Indicator

Analyze and address barriers to student success achieving a-g eligibility.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students completing UC/CSU a-g course requirements (high school only)	Current a-g rate is 43%. Need to examine current juniors for a-g eligibility	increase a-g for class of 2020 to 46%
Number of pathways that result in certification in high demand, local industry sectors (high school only)	A baseline will be established this year	develop baseline and goals for coming years
Increase the number of students who are "Prepared" on the College/Career Indicator (high school only)	Orange or red on all indicators for 2018 Dashboard	move all tested groups to yellow by increasing CCI by 10%
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts	A baseline will be established this year as well as the defining how increased opportunities will be implemented	
Increase AP pass rates in all subject disciplines	51.5% of students had a score of 3 or better on all AP exams taken	improve AP pass rate to above 60%
Decrease D/F Rates	3 year D/F rate charts by department (see WASC Data report)	decrease core D/F rates by 5%
Increase in # of students taking completer courses in CTE pathways	A baseline will be established this year	

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

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

EL students and students identified as low achieving

Strategy/Activity

Strategy: Provide teacher professional development to address the achievement gap and EL students through effective instruction

Activities:
- Training in effective EL teaching strategies
- Training in effective teaching strategies for students with disabilities
- Technology supports for class instruction
- Provide opportunities for students to connect more personally through increased Ethnic Studies offerings

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

Amount(s)	Source(s)
10,000	Title I Part A: Basic Grants Low-Income and Neglected

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

All students

Strategy/Activity

Strategy: Provide programs to support students in achieving A-G eligibility

Activities:
- Learning Center
- After School Interventions by teachers (paid)
- Support classes in core classes
- Credit recovery opportunities
- Robust AVID program (Advancing Via Individual Determination)
- Puente
- Provide AP (Advanced placement) assistance through targeted after-school labs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
104,000	Supplemental/Concentration

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

All students

Strategy/Activity

Strategy: Provide opportunities for students to be "prepared" as measured by the CA Dashboard

Activities:
- Increased partnership and dual enrollment opportunities for students through WCC (Woodland Community College)
- Begin planning phase toward implementation of the PTECH Grant (Pathways in Technology)
- Begin the process of moving AP classes to Dual Enrollment WCC classes
- Explore giving academic weighting for college classes

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

Amount(s)	Source(s)
5,000	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will be successful through the development of targeted and coherent systems of support.

Goal 3

All students will be successful through the development of targeted and coherent systems of support.

Identified Need

We need to lower the suspension rate and increase student connection to school.

We need to continue to provide social/emotional support for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	establish 2 year absenteeism chart along with truancy conferences held for the year	
Increase student sense of safety and school connectedness.	For 2017-18, based on student surveys of 700 students: • 73% of the students feel safe on campus. Just under 11% of students felt unsafe on campus. 15% of students had no opinion at the time of the survey. • 72% of students believe that students are adequately monitored and supervised on campus. 14.3% of students disagree/strongly disagree. 14% had no opinion at the time of the survey • 63% of the students believe that there is at least one adult on campus that they can	increase safety and school connectedness percentages by 8 %

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome
	go to if they have a problem or a concern. 26% of the students were not sure at the time of the survey.		
Ensure access to extended learning opportunities.	establish a baseline this year.		
Continued maintenance in Tiered Fidelity Indicator (TFI) score	Current score is over 90%		increase percentage of teachers participating in PBIS efforts to 100%
Decreased suspension rate	Suspensions # of Students 2017-2018 92 2016-2017 108 2015-2016 76 2014-2015 69	# of Incidents 139 173 135 104	decrease suspension through use of effective PBIS efforts by 10%

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

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

All students

Strategy/Activity

Strategy: Provide robust MTSS services

Activities:
- 3-week Intervention grades Fall and Spring
- RTI (Response to Intervention) Specialist
- Therapeutic Counselor
- Restorative Practices
- Behavior Intervention Coordinator
- School wide education programs around drugs and alcohol
- Provide parent education around school issues such as teen safety, school protocols and the district's Graduate Profile

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
36,000	Supplemental/Concentration
1,000	Title I Part A: Parent Involvement

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

All students

Strategy/Activity

Strategy: Provide Programs to improve and encourage school connectedness

Activities:
- Link crew
- PBIS incentives and activities
- Field Trips
- Externships/internships through CTE pathways
- Robust support for after school clubs, sports and programs

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

Amount(s)	Source(s)
36,000	Title I Part A: Basic Grants Low-Income and Neglected
19,000	Site Discretionary
	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

English Learner performance in all areas of student achievement.

Improve school connectedness for EL students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the Reclassification rate for English Learners.	Year Total EL Eligible Reclassified 2017-2018 157 23 (14%) 2016-2017 197 39 (19.7%) 2015-2016 180 23 (12.7%)	Increase reclassification rate by 3%
Show growth on the English Learner Progress Indicator (CA School Dashboard).	This data will be reported when available	
Decrease the number of Long Term English Learners (middle and high school only).	EL (0-3 years) 30 At-risk (4-5 years) 6 LTEL (6+ years) 98 EL 4+ years (but not at-risk or LTEL) 23 TOTAL 157	reduce number of LTEL students by 10% through a targeted Tier 2 system

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	RFEP 626

Total (ever-EL)   783 | |
Increase the number of State Seals of Biliteracy awarded to students (high school only).	70 students received State Seal of Biliteracy (19%)	Increase percentage of students receiving the seal of biliteracy to 21%
D/F Rates	Establish 3 year D/F chart disaggregated by ethnicity and EL status	Decrease D/F rate for EL students by 7% in core areas
Tier 2 Interventions	Establish a baseline for EL Tier 2 interventions	

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

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

English Learners

Strategy/Activity

Strategy: Provide Appropriate ELD (English language development) support through structured academic support in English Language Arts and in-class language support.

Activities:
- Full time EL (English learner) Specialist
- ELD classes
- In-class interpreter/tutor support in core subjects in math, science and social science

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

Amount(s)	Source(s)
1,000	Title I Part A: Basic Grants Low-Income and Neglected

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

English Learner

Strategy/Activity

Strategy: Improve teacher confidence and competence with EL instructional strategies

Activities:
- PD (professional development)/trainings for teachers to specifically address EL instructional strategies
- Schoolwide adoption of key strategies

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

Amount(s)	Source(s)
6,000	Title I Part A: Basic Grants Low-Income and Neglected

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

English Learners

Strategy/Activity

Strategy: Provide targeted support for newcomer students to encourage and assist with school connectedness

Activities:
- Provide trauma support services
- Provide newcomers with targeted math lab to assist with math deficiencies (Odysseyware)
- Provide Task Force of LINK crew students who focus on Newcomer connectedness through social activities. (ala "buddy system")

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

Amount(s)	Source(s)
10,000	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

Parents report that they want and need more frequent feedback from teachers on student performance.

Our CTE pathways need meaningful and involved industry partners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC (School site council) /ELAC (English learner advisory committee) /PTA(Parent teacher association) /Boosters to represent diversity of student demographics.	A baseline will be established this year	A baseline will be established.
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators	A baseline will be established this year based on the California Healthy Kids Survey for Parents	A baseline will be established.
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	94% of parents have established an Aeries Portal Account	Bring incoming grade 9 parents to above 90% use. Maintain for all other grades.
Increase number of community CTE partners/partnerships	A baseline will be established this year	
Increase use of technological communication tools including Aeries, website and apps (Remind, etc.) by teaching staff and administration to increase connections to parents.	A baseline will be established this year	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy: Increase opportunities for parent and student learning through district and community partnerships.

Activities:
- "Celebration" events: awards night, FFA (Future Farmers of America) events, Spring Fling, Back to School
- Parent University
- CABE (California Association for Bilingual Educators)
- CTE Partnerships
- ASSETS (After school safety and enrichment for teens)
- Parent drives to encourage more participation
- Explore opportunities for parental participation at times convenient for working parents

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,148	Title I Part A: Basic Grants Low-Income and Neglected
5,000	Site Discretionary
1,832	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy: Provide services for parents, teachers and staff that promote engagement and communication.

Activities:
- Parent Liaison
- Computer terminals
- Principal Communication
- Buddy program

- Website Management
- PLC support
- Grad Profile

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
39,000	Supplemental/Concentration

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$101,357
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$468,040.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$98,525.00
Title I Part A: Parent Involvement	$2,832.00

Subtotal of additional federal funds included for this school: $101,357.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Site Discretionary	$147,382.00
Supplemental/Concentration	$219,301.00

Subtotal of state or local funds included for this school: $366,683.00

Total of federal, state, and/or local funds for this school: $468,040.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Alan Mitchell	Parent or Community Member
Eva Gallegos	Other School Staff
Charles Stowell	Classroom Teacher
Sandra Reese	Principal
Zainab Ghani	Secondary Student
Huilan Huang	Secondary Student
Jodie Usachenko	Parent or Community Member
Kate Barichievich	Classroom Teacher
Lisa Gaskill	Classroom Teacher
Dilprit Pooni	Secondary Student
Patty Perez	Parent or Community Member
Trisha Frayne	Parent or Community Member
Robert Rodgers	Classroom Teacher

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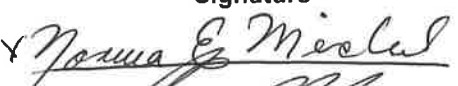
Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
X _Norma E. Merolet_	English Learner Advisory Committee
X _[signature]_	Departmental Advisory Committee

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

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

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

Attested:

X _[signature]_ — Principal, Sandra Reese on

X _[signature]_ SSC Chairperson, Alan Mitchell on