School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer High School	57727100000000	April 12, 2021	May 27, 2021

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 (Every Student Succeeds Act) requirements through:
A comprehensive needs assessment of the entire school 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 to:
- 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 PHS School Site Council meets at least 5 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participates in the needs assessment process, and develops and approves the annual School Plan. Formal needs assessments were conducted with multiple stakeholder groups at Pioneer High School including ELAC (English Learner Advisory Committee), School Site Council, staff, and with students. Each meeting included an in-depth review of the most recent data for PHS school students' academic performance, attendance, reclassification rate, and our comprehensive student survey. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

STUDENT INPUT
Student input was gathered through a survey focused on Student Engagement. The survey garnered 705 results and were pulled together into a comprehensive report which was then shared with Site Council, Department Chairs, staff, ELAC, 3 student focus groups and our newly formed Student Advisory Council. Student focus groups were created, with a balanced representation of student groups. 15 students participated in the focus group process. Student focus groups completed a needs assessment by reviewing survey, academic, and local data. In addition, the school formed a Student Advisory which includes 16 students of various grade, gender, ethnic and achievement backgrounds. In meeting with these student groups, students identified the following as areas of concern:
- Social/Emotional health of students following the toll brought on by the pandemic
- Credit Deficiency – particularly of the classes of 2022 and 2023
- Workload – the survey indicates there is a disconnect between the load of work students perceive as excessive and that which teachers perceive as excessive.
- School connection

Students then provided an analysis of causes, and collaborated to provide recommendations to improve outcomes for students. As a follow up, student focus groups met again in late March where they reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation.
Additional needs assessments were conducted as follows:
- Department Chairs – Feb 1, March 1
- ELAC – March 1
- Site Council – Jan 24, Feb 22, Mar 8

STAFF
On Feb 1 and again on March 1, a team of PHS staff conducted an in-depth review of PHS students' performance data, attendance data, and the student survey, and identified student achievement, credit recovery and social/emotional health of students as an area of need, and proposed actions and strategies to support these needs. Areas of concern included:
- High D/F rates as compared with data prior to Distance Learning

- Semester failure rates by course and department indicating a need for credit recovery programs
- High levels of stress and anxiety as reported by students in the student survey
- Student/teacher perceptions around workload/homework

ENGLISH LEARNER ADVISORY COMMITTEE
ELAC conducted its Needs Assessment on March 1, focusing on the both the Student Survey and the D/F rates over two years. The ELAC saw the high D/F rates and the incidences of student-related stress (as evidenced by the student survey) as connected, and felt that the focus of the Site Plan should address two areas:
- Social/Emotional Health of students – ELAC believed that therapy should be readily available to students
- Out-of-class supports for students

The following were consulted regarding school needs and gave input to the Site Plan. The site plan was then reviewed by the following:
- ELAC - March 1
- Department Chairs - March 1
- School Site Council - Final review on April 12, 2021
- School Staff - March 17
- Student Advisory Council - March 3, 2021

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 Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.39%	0.32%	0.39%	6	5	6
African American	1.36%	1.17%	1.23%	21	18	19
Asian	7.66%	7.19%	7.46%	118	111	115
Filipino	0.97%	1.42%	1.62%	15	22	25
Hispanic/Latino	65.39%	67.55%	66.77%	1007	1,043	1,029
Pacific Islander	0.45%	0.58%	0.39%	7	9	6
White	21.69%	18.78%	18.62%	334	290	287
Multiple/No Response	0.78%	0.58%	2.99%	12	9	8
Total Enrollment				1540	1,544	1,541

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	385	428	409
Grade 10	416	386	416
Grade 11	386	380	368
Grade 12	353	350	348
Total Enrollment	1,540	1,544	1,541

Conclusions based on this data:

1. Looking at cohort data, we continue to lose students between grades 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.

2. The school population has remained stable over several years, however we are expecting a freshman class in 2021-2022 of approximately 70 students more than the class before them or the class after them. This may impact how we schedule classes in order to avoid stress on our Physical Education facilities.

3. The freshman cohort of 20-21 will become sophomores in 21-22, so there will be staffing implications in certain departments as sophomore classes swell.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	157	155	160	10.2%	10.0%	10.4%
Fluent English Proficient (FEP)	689	704	674	44.7%	45.6%	43.7%
Reclassified Fluent English Proficient (RFEP)	39	18	14	19.6%	11.5%	9.0%

Conclusions based on this data:

1. Re-classification rates dropped during the 18-19 school year - likely due to the implementation of the new ELPAC exam and changes in the qualification process.

   Rates dropped again for the 19-20 school year, likely a result of the effects on testing resultant from the pandemic and Distance Learning.

2. English Learners, as a percentage of our student body remains stable, but a decrease in the number of student reclassified indicate a continued need for focus on and support for 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	350	355	353	337	335	340	337	334	340	96.3	94.4	96.3
All	350	355	353	337	335	340	337	334	340	96.3	94.4	96.3

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2602.	2618.	2611.	24.04	25.15	25.29	35.01	42.22	40.00	26.71	21.26	22.35	14.24	11.38	12.35
All Grades	N/A	N/A	N/A	24.04	25.15	25.29	35.01	42.22	40.00	26.71	21.26	22.35	14.24	11.38	12.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	31.16	32.04	29.41	49.26	55.09	54.71	19.58	12.87	15.88
All Grades	31.16	32.04	29.41	49.26	55.09	54.71	19.58	12.87	15.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	35.31	38.67	36.47	46.59	47.43	50.29	18.10	13.90	13.24
All Grades	35.31	38.67	36.47	46.59	47.43	50.29	18.10	13.90	13.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.99	21.56	20.00	68.84	66.77	69.71	12.17	11.68	10.29
All Grades	18.99	21.56	20.00	68.84	66.77	69.71	12.17	11.68	10.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.80	41.14	30.29	46.88	47.15	57.94	16.32	11.71	11.76
All Grades	36.80	41.14	30.29	46.88	47.15	57.94	16.32	11.71	11.76

Conclusions based on this data:

1. While we are not able to see recent scores, a look at these older scores continues to provide insight into student achievement around English - which had stabilized.

2. Reading and writing achievement indicates our school wide emphasis on Close Reading is providing students with needed skills for comprehension at high levels. While we are not able to clearly measure the results using SBAC, we believe the skill set students have learned in this area has assisted them during Distance Learning, and we have continued to incorporate close reading strategies in lesson planning.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	350	355	353	335	333	343	335	333	343	95.7	93.8	97.2
All	350	355	353	335	333	343	335	333	343	95.7	93.8	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2552.	2569.	2551.	5.97	8.71	6.41	19.40	18.02	16.62	26.27	33.63	29.74	48.36	39.64	47.23
All Grades	N/A	N/A	N/A	5.97	8.71	6.41	19.40	18.02	16.62	26.27	33.63	29.74	48.36	39.64	47.23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	11.64	13.51	8.75	33.13	34.53	31.78	55.22	51.95	59.48
All Grades	11.64	13.51	8.75	33.13	34.53	31.78	55.22	51.95	59.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	11.34	12.61	10.50	43.88	51.95	52.48	44.78	35.44	37.03
All Grades	11.34	12.61	10.50	43.88	51.95	52.48	44.78	35.44	37.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	12.24	13.21	10.79	58.81	63.36	54.52	28.96	23.42	34.69
All Grades	12.24	13.21	10.79	58.81	63.36	54.52	28.96	23.42	34.69

Conclusions based on this data:

1. Conclusions drawn in 19-20, based on 18-19 data, indicate students are struggling with math achievement particularly in "Concepts and Procedures."

2. Conclusions drawn in 19-20, based on 18-19 data, indicate a need for continued instruction using real-world problems. Teachers need to increase access to performance-based problems.

School and Student Performance Data

ELPAC Results

	Overall		Oral Language		Written Language		Number of Students Tested	
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**								
Grade Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1488.6	1510.5	1496.4	1514.9	1480.3	1505.6	27	36
Grade 10	1522.8	1510.5	1527.2	1500.5	1517.9	1520.0	44	26
Grade 11	1517.4	1507.1	1520.7	1499.0	1513.7	1514.6	35	38
Grade 12	1481.6	1527.3	1466.6	1529.1	1496.3	1525.0	20	25
All Grades							126	125

	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
Overall Language **Percentage of Students at Each Performance Level for All Students**										
Grade Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	11.11	*	22.22	*	36.11	*	30.56	27	36
10	*	11.54	43.18	38.46	29.55	19.23	*	30.77	44	26
11	31.43	2.63	*	26.32	*	39.47	*	31.58	35	38
12	*	16.00	*	20.00	*	44.00	*	20.00	20	25
All Grades	17.46	9.60	35.71	26.40	21.43	35.20	25.40	28.80	126	125

	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
Oral Language **Percentage of Students at Each Performance Level for All Students**										
Grade Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	44.44	22.22	*	33.33	*	19.44	*	25.00	27	36
10	38.64	30.77	43.18	34.62	*	3.85	*	30.77	44	26
11	54.29	13.16	*	36.84	*	23.68	*	26.32	35	38
12	*	24.00	*	36.00	*	24.00	*	16.00	20	25
All Grades	43.65	21.60	26.19	35.20	11.11	18.40	19.05	24.80	126	125

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	8.33	*	52.78	*	38.89	27	36
10	29.55	3.85	50.00	65.38	*	30.77	44	26
11	34.29	0.00	37.14	47.37	*	52.63	35	38
12	*	0.00	*	52.00	*	48.00	20	25
All Grades	30.16	3.20	39.68	53.60	30.16	43.20	126	125

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	55.56	58.33	*	22.22	*	19.44	27	36
10	70.45	61.54	*	3.85	*	34.62	44	26
11	62.86	55.26	*	15.79	*	28.95	35	38
12	*	68.00	*	16.00	*	16.00	20	25
All Grades	61.11	60.00	20.63	15.20	18.25	24.80	126	125

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	2.78	*	38.89	74.07	58.33	27	36
10	*	0.00	27.27	61.54	68.18	38.46	44	26
11	*	2.63	45.71	26.32	51.43	71.05	35	38
12		4.00	*	40.00	70.00	56.00	20	25
All Grades	*	2.40	31.75	40.00	65.08	57.60	126	125

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	5.56	48.15	63.89	*	30.56	27	36
10	*	7.69	72.73	57.69	*	34.62	44	26
11	*	0.00	71.43	76.32	*	23.68	35	38
12	*	4.00	*	76.00	*	20.00	20	25
All Grades	13.49	4.00	63.49	68.80	23.02	27.20	126	125

Conclusions based on this data:

1. ELPAC data, combined with our recent D/F data indicate a continued need for students in the area of "student talk."

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1544	**59.0**	**10.0**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	155	10.0
Foster Youth	6	0.4
Homeless	4	0.3
Socioeconomically Disadvantaged	911	59.0
Students with Disabilities	145	9.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	1.2
American Indian	5	0.3
Asian	111	7.2
Filipino	22	1.4
Hispanic	1043	67.6
Two or More Races	37	2.4
Pacific Islander	9	0.6
White	290	18.8

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 and a small decrease in the number of English Learner (EL) students.

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Green	**Suspension Rate** Yellow
Mathematics Orange		
College/Career Green		

Conclusions based on this data:

1. Our College and Career Indicator indicates attention we have paid to "cleaning up" our Career Technical Education (CTE) pathways is showing promise.

2. While our Suspension rate did decrease, the data shows areas where renewed emphasis on Multi-tiered Systems of Support (MTSS) is warranted. Our Tier 2 has added more layers to it including close monitoring, which we anticipate will also affect these rates once we return from Distance Learning.

3. In achievement areas, we show steady achievement in English but continued struggles for students in mathematics indicating that our emphasis on instructional strategies practiced through the Universal Design for Understanding (UDL) is warranted.
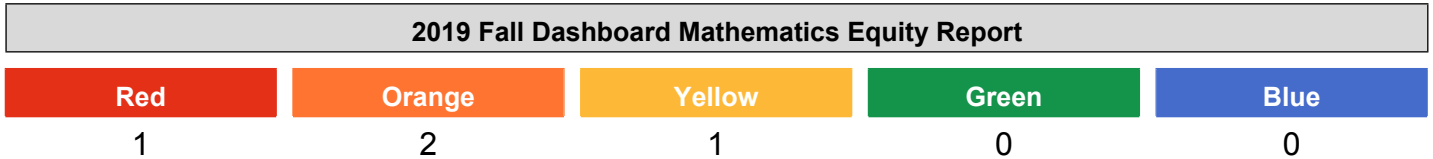
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	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 English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Red	No Performance Color
31.4 points above standard	79.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.5 points	Declined Significantly -16 points	
		3
329	43	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	9.3 points above standard	71.1 points below standard
	Declined -12.7 points	Declined Significantly -25.5 points
	183	28

2019 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	36 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4		Increased ++13.3 points	5
		23	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
17 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	66.6 points above standard
Declined -7.7 points	6	2	Declined -5.4 points
218			67

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
111 points below standard	26.4 points below standard	49.8 points above standard
Declined Significantly -17.5 points	Increased ++5.2 points	Declined -6 points
27	16	156

Conclusions based on this data:

1. While overall English Language Arts (ELA) achievement is good, there is still an achievement gap between all students and Hispanic students indicating that efforts around Goal 3 are crucial.

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 specific 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					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	0	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
73.2 points below standard	170.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -16.7 points	Declined Significantly -41.5 points	
327	44	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	90.6 points below standard	166.1 points below standard
	Declined Significantly -21.6 points	Declined Significantly -28.9 points
	182	28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		88.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
4		Declined Significantly -40.1 points	5
		23	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
83.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	42.2 points below standard
Declined Significantly -17.9 points	6	2	Declined -14.8 points
218			65

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
186.8 points below standard	146.2 points below standard	56.4 points below standard
Declined Significantly -37.7 points	Declined Significantly -38.1 points	Declined -10.5 points
27	17	153

Conclusions based on this data:

1. Overall, achievement in mathematics remains our most acute challenge. A plan for teacher data inquiry cycles combined with innovative teaching strategies is required.

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 percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
35.6 making progress towards English language proficiency
Number of EL Students: 104
Performance Level: Low
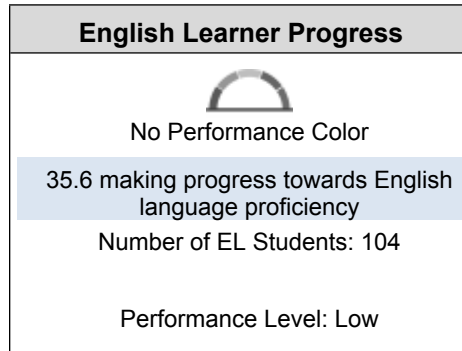
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	39.4	3.8	31.7

Conclusions based on this data:

1. The number of students making progress is greater than those who are decreasing, but the number decreasing is still significant indicating a need around "student talk" in the classrooms.

2. Overall EL performance is "low" also supporting the notion that schoolwide efforts in EL strategies is warranted.

3. In addition to dashboard data, current student survey data indicates that English Learner support, both academically, and with respect to mental health, is warranted.
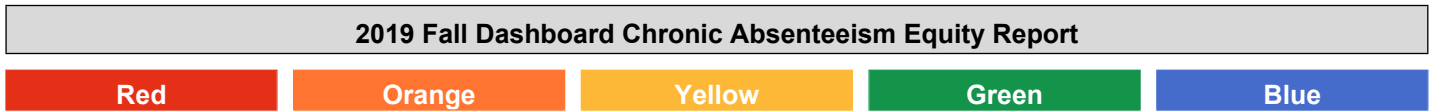
School and Student Performance Data

Academic Performance
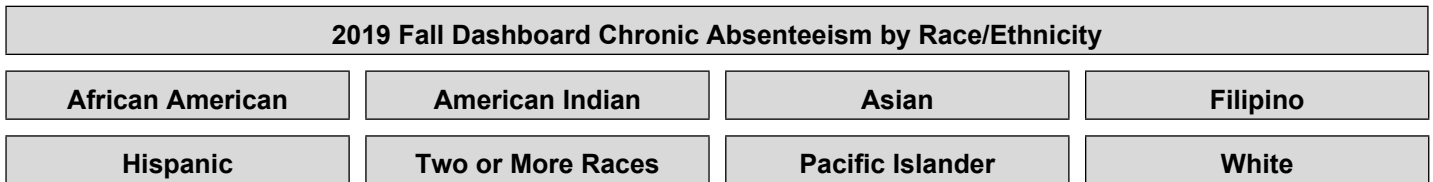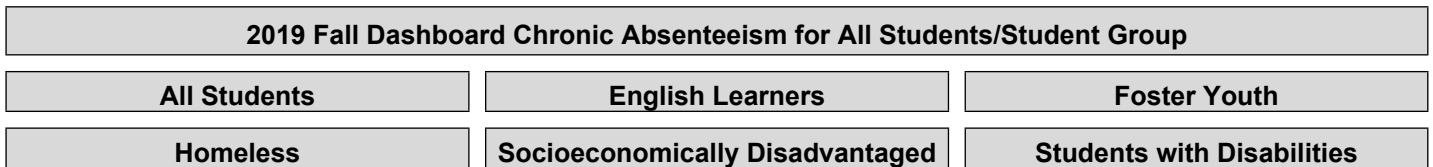## College/Career

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.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0
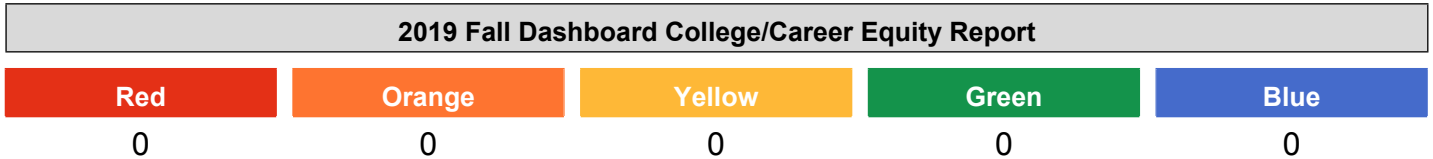
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
54.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +8.8	0 Students	0 Students
349		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
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	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 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	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
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	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
45.9 **Prepared**	45.9 **Prepared**	54.7 **Prepared**
17.2 **Approaching Prepared**	17.2 **Approaching Prepared**	16.3 **Approaching Prepared**
36.9 **Not Prepared**	36.9 **Not Prepared**	28.9 **Not Prepared**

Conclusions based on this data:

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

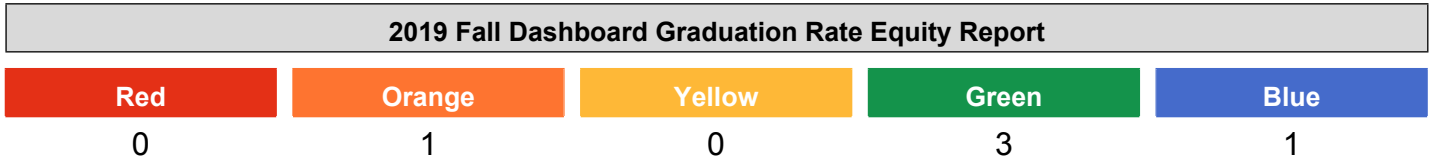**2.** The number of students who are classified as "ready" increased significantly.

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.

2019 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2019 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 including specific data analysis at key points during the year.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	3	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
93.7	85.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.3	Increased +3.1	2
351	54	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
94.1	93.2	79.2
Increased +2.1	Increased +1	Maintained -0.1
17	251	24

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	93.8	Less than 11 Students - Data Not Displayed for Privacy
3		Maintained -0.8	4
		32	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Orange
95	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	90.2
Increased +3	7	3	Declined -2.1
238			61

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
92.4	93.7

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.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	2	1	0
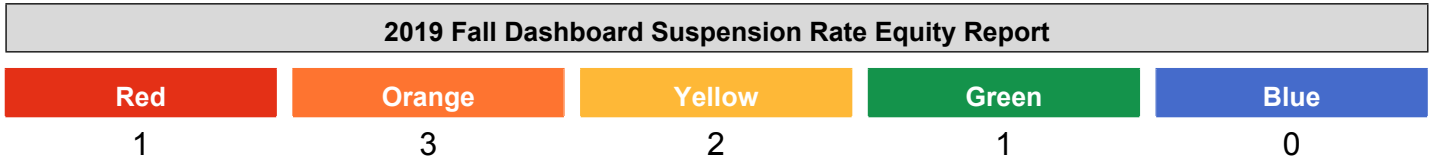
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
8.6	13.6	18.2
Declined -0.7	Declined Significantly -6.9	Increased +9.1
1600	169	11
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data not displayed due to student privacy	10.3	14.6
	Declined -0.9	Increased +2.7
	960	157

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color Less than 11 Students - Data not displayed due to student privacy	Green	No Performance Color
26.1		1.7	0
Increased +7		Declined -3.9	Maintained 0
23		118	22

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Orange	No Performance Color Less than 11 Students - Data not displayed due to student privacy	Orange
9.7	6.1		7.7
Declined -1.1	Increased +6.1		Increased +0.3
1072	49		299

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.3	8.6

Conclusions based on this data:

1. Our suspension rates have decreased in nearly all areas, with a slight increase for Special Education students, though the overall rate is within statistical norms. Our efforts in providing Positive Behavioral supports is having a positive effect on school climate.

2. Due to the pandemic, our suspension rate has, naturally, fallen to nearly 0. This will mean we will need to create a new baseline during the 21-22 school year.

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

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

Low achievement in mathematics as evidenced by D/F rate in math, task analysis on CAASPP testing as well as indicated by Procedural competency data

Students falling behind in credits due to struggles associated with distance learning

Graduate Profile Competencies not aligned to mission, vision and school-wide learning objectives.

Low academic progress for English Language Learners

Teacher training around effective instructional strategies

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes(high school only).	54.7% Prepared	60% (if Dashboard update occurs)
Percentage of students completing UC/CSU a-g course requirements (high school only).	46%	Increase of 3% annually
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	55 students completed CTE Pathways in 2019-2020 School Year	Maintain current level of completers and increase those participating in CTE introductory pathway courses
Number of students who participate in Visual and Performing Arts.	Year # of students in 1 or more VAPA Classes Total # of VAPA Seats 2019-2020 686 813 2018-2019 716 860	Maintain current levels of participation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2017-2018 680 795	
Number of State Seals of Biliteracy awarded to students (high school only).	83 awarded in 2018-19 (baseline/Pre-pandemic)	Increase by 3% from 2018 - 2019 for 2021-22
D/F Rates	PHS keeps a running analysis of grade data. The most recent data includes: TOTAL D/F RATES 1st Q 2019 1st Q 2020 D 509 441 F 735 2124 1st Sem 19/20 1st Sem 20/21 D 720 669 F 621 1967 # OF CLASSES STUDENTS HAVE WITH A D OR AN F # classes with grade of D/F Q1 - 2019 Q1 - 2020 1 244 200 2 114 119 3 77 87 4 43 76 5 23 83 6 26 92 7 14 85 Sem 1 2019/20 Sem 1 2020/21 1 216 150 2 122 83 3 89 69 4 44 57 5 39 88 6 23 112 7 15 105	Decrease in all measured areas: Fs per student, Fs per course/Department, Fs by male students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	D/F RATES BY GRADE	

D/F RATES BY GRADE

	Semester 1 19/20		Semester 1 20/21	
	D	F	D	F
9	202	280	222	737
10	207	212	1168	739
11	143	95	161	431
12	168	34	125	71

D/F RATES BY GENDER

	Semester 1 19/20		Semester 1 20/21	
	D	F	D	F
M	457	409	380	1234
F	263	212	296	744

D/F RATES BY DEPARTMENT (1st Semester/2019 v 1st Semester/2020)

S1 - 2019		S1 - 2020/21	
Dept	#D/F	Dept	#D/F
Mathematics	367	English	548
English	292	Mathematics	438
Science	151	Science	298
Soc Science	149	World Lang	268
Agriculture	89	Phys Ed	239
World Lang	81	Soc Science	231
Business	55	VAPA	202
Phys Ed	55	Home Ec/Health	141
VAPA	43	Agriculture	140
Home Ec/Health	32	Business	97
SpEd	19	SpEd	28
Non-Departmental	16	Non-Departmental	

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 implementation of Universal Design for Learning (UDL) to improve instructional strategies, PLC (professional learning community) efficacy, and effective Data Inquiry Cycles in order to address the achievement gap and EL (English Learner) instruction. UDL training for 20-21 was placed on hold due to the pandemic, however the Site Council believes that designing lessons for all students is essential to student success, and should be continued.

Activities:
- PLC time and release time dedicated to data analysis and peer coaching to address all student needs
- Training/conferences
- Student materials, copies, and extra duty needed to start the school year and maintain the supports throughout the year.

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)

| 20,621.85 | Supplemental/Concentration |
| 18,211 | 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 robust Credit Recovery opportunities for students. The Site Council believes the pandemic has affected student abilities to acquire credits at a normal pace.

Activities:
- Increase credit recovery Opportunities – both in-schedule and after school
- Provide in-schedule opportunities for students to re-take courses

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

Amount(s)	Source(s)
14,000	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 programs and supports to address achievement deficiencies, advance A-G eligibility, and increase status "prepared" on the California Dashboard and address student achievement deficiencies in mathematics

Activities:
- Math re-take center
- Provide in-schedule support class for matriculating 9th-grade students identified as needing support. (No additional cost)
- After school intervention
- Learning Center
- Robust AVID (Advancement Via Individual Determination) support + AVID coordinator

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)
83,313.15	Supplemental/Concentration
13,500	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Data indicates a need around improving instruction in order to meet student needs as evidence by the D/F rates. Plan directly addresses this in increased attention to engagement strategies through Universal Design for Learning (UDL) and through increased credit recovery efforts which we believe will improve student achievement on A-G courses.

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

N/A Goals/budget are in alignment with implementation efforts.

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

The 21-22 Plan increases budgetary allotment to credit recovery efforts (Strategy 2 activities) as well as student supports (Strategy 3 activities) designed to keep students on track while enrolled in courses.

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

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

Socio-emotional support continues to be a need for students at PHS.

Achievement in math and D/F rates show a continued need around intervention.

Discipline data indicates a continued need around robust Positive Behavioral Support systems.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance levels on ELA (English Language Arts) and Math Academic Indicator.	73.2 points below standard/ 24% at or above standard (Math), Orange 31.4 points above standard / 65% at or above standard (ELA) Green ENGLISH Stu Grp---Color---Status Level ---Change Level -All Green High Increased -EL Red Very Low Maintained -Foster None - SED* Green Medium Increased -SWD* None Very Low Increased Significantly -African American None -Asian None Medium Declined Significantly -Filipino None -Hispanic Green Medium Increased Significantly -Native Hawaiian or Pacific Islander None -White Blue High Increased Significantly -Two or More Races None MATHEMATICS Stu Grp---Color---Status Level ---Change Level -All Green Medium Increased Significantly -EL Orange Very Low Increased -Foster None -SED* Yellow Low Increased Significantly -SWD* None Very Low Increased Significantly -African American None -Asian None Medium Increased -Filipino None -Hispanic Yellow Low Increased Significantly -Native Hawaiian or Pacific Islander None -White Green Medium Increased Significantly -Two or More Races None	Improve Math SBAC overall scores by 6%, Yellow on Dashboard Improve ELA SBAC overall scores by 3% Maintain Green on Dashboard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Learner Progress Indicator	35.6% of students are making progress, which is in the Low band	At next metric checkpoint, increase students making progress towards proficiency by 3% Close gap on next measurable indicators between English Learners and All students in all performance areas by at least one band
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	ENGLISH SCORES (18/19) Met/Exceed (2018) Met/Exceed (2019) % Changed 67.37% 65.29% -2.08%	ENGLISH: Increase next measurable SBAC score by +5%
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	MATH SCORES (18/19) MATH SCORES (18/19) Met/Exceed (2018) Met/Exceed (2019) % Changed 26.73% 23.03% -3.7%	MATH: Increase next measurable SBAC score by +7%
Number of students who are chronically absent	Chronically absent (2018/2019) - Total population of 1451 Stu Group % #Stu All 12.3 179 504 28 30 Asian 5.9 8 Black 18.2 4 Foster 11.1 1 Hispanic 12.5 121 Homeless 25 1 Socio-Ec Disadv 12.3 36 LEP 16.9 21 RFEP 8.9 57 SpEd 22.1 27 White 14.6 40	Reduce overall Chronically absent to below 10% (<150 students) Reduce subgroups above 12.3% by 5% each as follows:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	Based on 18/19 School Year 9.3% suspended at least once (decline of 3% over previous year) Student Group Suspension Rate on Dashboard All Students Yellow English Learners Red Foster Youth None Homeless None Socioeconomically Disadvantaged Yellow Students with Disabilities Yellow African American None American Indian or Alaska Native None Asian Orange Filipino None Hispanic Yellow Native Hawaiian or Pacific Islander None White Yellow Two or More Races Blue	Bring overall rate down 5% from last measurable year (18/19) Bring rate for English Learns out of red zone
Student sense of safety and school connectedness as measured by School Survey and California Healthy Kids Survey	1/3 of students do not feel connected to school (See CHKS results and Student Survey Results)	Using both CHKS and PHS Student Culture Survey, show increase of student school connectedness by 8 %

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Parent/family satisfaction on Healthy Kids Survey, on key indicators	Data based on 18/19 CHKS Parent Survey
	
	PARENT INVOLVEMENT
	
	Performance Indicator % Agree/Strongly Agree
	-School allows input and welcomes parents' contributions. 89%
	-School encourages me to be an active partner 85%
	-School actively seeks the input of parents
	   before making important decisions. 55%
	-Parents feel welcome to participate at this school 78%
	-School staff treat parents with respect. 84%
	-School staff take parent concerns seriously. 78%
	-School staff are helpful to parents. 80%
	-Attended a School or class event 80%
	-Attended a General School Meeting 87%
	-Served on a school committee 13%
	-Met with a guidance counselor in person 49%
	
	SCHOOL KEEPS ME WELL-INFORMED
	-School keeps me well-informed about school activities 89%
	-Teachers communicate with parents about
	  what students are expected to learn in class 76%
	-School promptly responds to my phone
	  calls, messages, or e-mails 76%
	-Providing information about how
	  to help your child with homework 65%
	-Providing information on how to help your
	  child plan for college or vocational school 75%
	
	ACADEMIC SUCCESS
	-School Promotes Academic Success for All Students 85%
	-School Provides High Quality Instruction 79%
	-School Encourages Students of All Races
	  to Enroll in Challenging Courses 69%
	-School Has Teachers That Go Out of
	  Their Way to Help Students 77%
	-School Provides Quality Counseling and
	  Supports for Students with Social or Emotional Needs 56%
	
	RESPECT AND CULTURAL SENSITIVITY
	-School Treats All Students with Respect 78%
	-School Promotes Respect of All Cultural
	  Beliefs and Practices 65%
	-School Provides Culturally Appropriate Materials 52%
	-School Helps Students Resolve Conflict 50%
	
	STUDENT RISK BEHAVIOR
	-40% believe bullying/harassment is a problem on campus
	-40% believe drugs/alcohol are a problem on campus
	
	DISCIPLINE
	-School Clearly Communicates Consequences
	  of Breaking Rules. 85%
	-School Enforces Rules Equally 69%
		Key areas for improvement, indicated on the Parent Survey include:
		
		• Improve parental contact with guidance contact by 5%
		• Improve response to parental outreach by 5%
		• Improve social/emotional supports and counseling by 10%
		• Increase use of culturally responsive curriculum such that response on parent survey increases by 10%
		• Improve conflict resolution efforts such that response on parent survey increases by 10%
		• Increase PBIS/MTSS efforts such that response on parent survey around rules enforcement equity improves 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 teacher professional development to address effective first instruction, support new instructors, and allow for collaboration between teachers.

Activities:
- Teacher Collaboration/PLC time
- buddy program for new teachers to partner with experienced teachers

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

Amount(s)	Source(s)
5000	Supplemental/Concentration
5000	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 robust levels of tiered support for students to address mental health, trauma support, and academic and attendance deficiencies.

Activities:

- Provide robust support for student mental health issues including anxiety, depression, and stress and time management strategies
- Provide school wide programs of Social/Emotional Curriculum
- Full time Therapeutic Counselor or similar contracted services to provide Social/Emotional support to students through targeted counseling in dealing with anxiety, depression, isolation and coping
mechanisms.
- Provide training and resources for school counselors

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

Amount(s)	Source(s)
44000	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Data supports increased social emotional supports. Both student and parent surveys indicated needs in this area. Additionally, student achievement is linked to effective first instruction and teachers' ability to respond to student needs. In order to address both areas, this Site Plan invests heavily in social/emotional supports and teacher training.

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

N/A Goals/budget are in alignment with implementation efforts.

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

PHS plans to use therapeutic counseling services as well as increase capacity of onsite counseling team and money is dedicated to both purposes in Strategy 2 activities. Teachers need continued improvement in instructional techniques and collaboration towards providing guaranteed, viable curriculum. (Strategy 1 activities)

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

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Identified Need

English Learner (EL) performance in all areas of student achievement.

Improve school connectedness for EL students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	Based on 2019-20 LEVEL EL's (FEP)Student Re-designated Pioneer 155 704 18 (11.5%) District 2,335 2,669 392 (15.9%) County 5,860 6,503 842 (13.8%) State 1,195,988 1,392,621 75,746 (13.8%)	Increase re-designation rate to mirror levels at County and state, at least 13.8%
English Learner Progress Indicator	Based on 2019-20 35.6% making progress towards English language proficiency in 18-19	At next metric checkpoint, increase students making progress towards proficiency by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of long term English Learners (middle and high school only)	2018-19 English Learners (EL) (0-3 years) 35 At-risk (4 to 5 years) 5 (LTEL) (6+ years) 115 EL 4+ Years (Not At-Risk or LTEL) 0 EL Total 155 (RFEP) 653 Total (Ever-EL) 808 LTEL rate for PHS rate is 14.2%	Decrease Long Term English Learner (LTEL) rates to 12.2%
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	Using the following rubric: 1 Minimal to No Implementation 2 Fair Implementation 3 Appropriate Implementation 4 Excellent Implementation PHS current Baseline is as follows: PHS current Baseline is as follows: 2.5 Language and Cultures are assets 2.0 No Single "EL Profile"/no one-size fits all model 2.5 School Climate is Affirming, inclusive and safe 2.0 Strong family and school partnerships 2.5 Supporting English Learners with disabilities	Decrease overall numbers of D/F grades received by EL students by 7% Improve EL Roadmap Principle 1 ratings: 2.5 Language and Cultures are assets (maintain) 2.5 No Single "EL Profile"/no one-size fits all model (show growth) 3.0 School Climate is Affirming, inclusive and safe (Show growth) 2.5 Strong family and school partnerships (Show growth) 2.5 Supporting English Learners with disabilities (Maintain)
Number of English Learner students receiving academic support through Tier 2 services	2018-19 41 received an intervention in Tier II 95 RFEP kids have been considered by the Tier II Team	Maintain current levels of intervention

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	81 RFEP students have had an intervention All EL students with at least one or more F at the Intervention Periods received Counseling and/or intervention.	

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 (District funded)
- English Language Development (ELD) classes (District funded)
- In-class tutor support in core subjects in math, science and social science through Learning Center tutors and paras

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

Amount(s)	Source(s)
6000	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 Learners

Strategy/Activity

Strategy: Implement school wide English Learner instructional strategies:

Activities:

- Provide professional development and collaboration opportunities for teachers to specifically address EL instructional practice and contextualize instruction
- Support Newcomer and English Learners entry into academic instruction by providing in-class support (3.1)
- PD/Coaching by EL Specialist to model and collaborate with staff to implement research-based instructional strategies for integrated ELD instruction in content areas, as well as provide Professional Development (PD) and feedback.
- EL Specialist to collaborate and provide PD focused on intervention and differentiation to meet student needs by proficiency level during content instruction

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)

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 EL students and parents to encourage and assist with school connectedness.

Activities:
- Provide trauma and newcomer support services through mental health services (See Goal 2)
- Provide Task Force of LINK crew students who focus on Newcomer connectedness through social activities.
- California Association of Bi-lingual Educators (CABE) Conference
- Parent University

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)
8000	Supplemental/Concentration
3187	Title I Part A: Parent Involvement

Annual Review

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

ANALYSIS

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

The most recent data we have using the California Dashboard, and current D/F rates both indicate a continued need around differentiation for our English Learners and school wide instructional applications. Student focus groups confirm a specific need for newcomer students. The strategies and activities under Goal 3 are designed to intentionally develop and improve teacher competency around the instruction of English Learners.

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

N/A Goals/budget are in alignment with implementation efforts.

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

This plan more specifically and intentionally uses the EL Specialist to coach and model for teachers. (Activities for Strategy 1) Additionally, funding is provided to assist with newcomer trauma (Activities for Strategy 3) and more funding for in-class tutoring supports is provided (Activities for Strategy 1)

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

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

Student engagement
Student voice

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	Current Partnerships: PTA (Parent Teacher Association) Boosters American Legion (Boys and Girls State) School Site Council Blood Drive Woodland Schools Foundation	Maintain current partnerships Increase Career/Technical Education (CTE)-related partnerships through pathway partnerships to at least 1 partner for each CTE pathway.
Number of extracurricular programs offered	25 Clubs (2020-21 Academic Year) 2 CTSO (Career Technical Student Organizations CIF (California Interscholastic Federation) Sports Program	Maintain current levels of extracurricular activities
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	1 survey completed with 700 responses (45%) in January 2021	2 targeted student surveys completed with at least 40% participation of the student population.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	2 scheduled meetings with 3 diverse focus groups (17 students/1.1%): DEMOGRAPHICS	Increase student focus group participation to 4 times per year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	male 10 (58%) female 7 (42%) Grade 9 3 (17%) Grade 10 2 (11%) Grade 11 5 (29%) Grade 12 7 (41%) Black or African American 2 (12%) Hispanic 11 (65%) White 3 (18%) Other Asian 1 (6%)	

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 student input into the formation of the annual site and safety plans and provide a forum for students to bring forth concerns.

- Continue use of diverse Student Focus Groups to get feedback on student data in order to inform creation of the annual site and safety plans.
- Re-form Student Advisory Council for the 2021-22 school year. The Council's mission includes reviewing student policies that inform the school's Site Plan.
- Form regular forum (monthly "chat", e.g.) for administrators to meet with and listen to student concerns.
- Use Student Survey results from Spring 2021 to begin task force around Student homework and workload with an eye toward creating school wide guidelines.
- Include student participation in school committees including ELAC, Site Council, and the school Safety Team.

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)

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: Find opportunities for student/community engagement within existing structures

- Increase meaningful partnerships with community through internships associated with CTE pathways.
- Encourage current parent/school partnerships (PTA, Boosters, e.g.) to increase student involvement in organizations.
- Ensure that Master Schedule is driven by student selections

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

Amount(s)	Source(s)
2000	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)

All students

Strategy/Activity

Strategy: Provide students with programs and activities to increase school connectedness and personal voice

- Experiential Field Trips which respond to student interest
- Robust Support for School activities, after-school clubs, sports and programs in order to allow student participation and voice in school activities
- Provide venue for seniors to participate in graduation planning and implementation
- LINK Crew Mentoring and support

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)
24000	Supplemental/Concentration

21000	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

In this new goal, we are looking to incorporate student voice into our regular routines. Each of the strategies and activities is designed to set-up structures where student voice is naturally and permanently infused in how we do. Many of the strategies will not cost anything, but there are some student supports and interests which do require funding and those are noted in Strategy 3.

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

N/A Goals/budget are in alignment with implementation efforts.

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

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	$112,898
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	$267,833.00

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	$109,711.00
Title I Part A: Parent Involvement	$3,187.00

Subtotal of additional federal funds included for this school: $112,898.00

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 ($)
Supplemental/Concentration	$154,935.00

Subtotal of state or local funds included for this school: $154,935.00

Total of federal, state, and/or local funds for this school: $267,833.00

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
Sandra Reese	Principal
Eva Gallegos	Other School Staff
Kathryn Baca	Classroom Teacher
Lisa Gaskill	Classroom Teacher
Laura Nielsen	Classroom Teacher
Kate Barichievich ,	Classroom Teacher
Trisha Fayne	Parent or Community Member
Summer Pearson	Parent or Community Member
Rosalva Hernadez	Parent or Community Member
Leslie Hernandez Buatista	Secondary Student
Fernanda Tovar Lara	Secondary Student
Nolan Savala	Secondary Student

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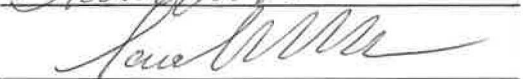
Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: Student Advisory Council

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 April 12, 2021.

Attested:

Principal, Sandra M. Reese on April 12, 2021

SSC Chairperson, Lisa Gaskill on April 12, 2021