School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer High School	57727100000000	5/1/23	5/25/23

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
Additional Targeted Support and Improvement

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 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 to:

- address Additional Targeted School Improvement (ATSI) areas: Math/English achievement for English Learners (EL) and Students with Disabilities (SWD); Graduation rates for SWD; Suspension rates for EL and SWD
- address deficiencies for all student achievement in core subjects with particular attention to English Learner needs.
- address ongoing credit deficiencies resultant from struggles students faced during distance learning.
- strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum using instructional strategies based in The Universal Design for Learning model.
- Address social-emotional needs of students.
- Incorporate the Graduate Profile in school programs.

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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) , The Student Advisory Council, School Department Chairs, 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 Workload. The survey garnered 930 results and was pulled together into a comprehensive report which was then shared with Site Council, Department Chairs, staff, ELAC, and our Student Advisory Council. The Student Advisory includes 31 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

On February 22, 2023, the Student Advisory Council reviewed key areas of the California Health Kids Survey and discussed the implications of the results. They identified the following as areas of concern - many of which matched results garnered from a review of the Student Workload Survey:

- Increased efficacy and use of the Learning Center
- Focus on fair and equitable treatment of all students
- Student attendance

Students also reviewed student data around grades, attendance and discipline. In reviewing this data, students identified the following areas of concern:

- Alignment between classes as it pertains to assessments
- Encouraging students to do their best
- Including students in a meaningful review of the school's rules

Student Suggestions incorporated into the SPSA:

- Academic Incentives when doing Praise Tickets
- More student activities at lunch, etc.
- Continued supports for clubs and sports
- Increased use of surveys to get student feedback on student activities

STAFF
In several meetings during the Fall of 2022 and Spring of 2023, PHS staff conducted an in -depth review of PHS students' performance data, student survey data, PASS Survey data, D/F achievement data 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:

- Increased negative student behaviors
- High D/F rates as compared with data prior to Distance Learning
- High absence rates - Particularly with ease of access through Canvas
- High levels of stress, loneliness and anxiety as reported by students in the PASS student survey and the California Healthy Kids Survey

Additional needs assessments were conducted as follows:

DEPARTMENT CHAIRS (March 6, 2023)
The chairs reviewed Goal 2 and recommended credit recovery; increased math PD; reviews of student discipline procedure and increased "check-in" efforts by teachers

SITE COUNCIL (February 27, 2023)
The Site Council conducted a Needs Assessment on Goal 1 and recommended better advertising program/push to get Math 1 kids to re-take center, recruitment of a Math Teacher for the AVID program, increased use of Peer Tutors, a review of the hours of the Learning Center, use of the new Freshman Seminar to assist in transition from middle school,

NOTE: The Site Council highly recommends the serious consideration of a schedule that includes a highly structured Intervention Period.

ENGLISH LEARNER ADVISORY COMMITTEE (February 27, 2023)
ELAC conducted its Needs Assessment focusing on a review of all data, and an update around Goal 3 of the Site Plan. The ELAC saw the high D/F rates and the incidences of student-related stress (as evidenced by the student PASS survey) as connected, and felt that the focus of the Site Plan should address the following areas:

- Social/Emotional Health of students – ELAC believes that therapy should be readily available to students
- Continued use/expansion of the in-class tutoring programs - particularly in the ELD classes
- Surveys of the ELD students to get feedback on what else they may need
- Incentives for students who show improvement on the ELPAC (English Learner Proficiency Assessment for California) test to counter student apathy

The site plan draft is reviewed each year by the following:

- ELAC
- Department Chairs
- School Site Council
- School Staff
- Student Advisory Council

Resource Inequities

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

Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing. School and district data was reviewed to identify resource inequities in staff assignment, budget, or class offerings. No inequities were found.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.48%	0.43%	9	8	7
African American	0.7%	1.39%	1.41%	12	23	23
Asian	7.2%	6.41%	7.28%	116	106	119
Filipino	1.9%	1.75%	1.1%	30	29	18
Hispanic/Latino	68.6%	69.33%	68.26%	1,110	1146	1116
Pacific Islander	0.4%	0.24%	0.37%	6	4	6
White	18.1%	17.48%	17.61%	292	289	288
Multiple/No Response	2.5%	2.42%	2.81%	40	40	46
			Total Enrollment	1,618	1653	1635

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	470	415	417
Grade 10	405	473	410
Grade 11	395	393	441
Grade 12	348	372	367
Total Enrollment	1,618	1,653	1,635

Conclusions based on this data:

1. Looking at cohort data, we have made improvements in student loss between grades 10 and 11 to alternative education. This indicates our concerted efforts and financial supports in credit recovery are having a positive effect.
2. The school population is now increasing and is expected to be 1740 by fall of 2023. This then requires that we look at creative ways to manage PE facilities needs as well as moving to classroom sharing for many core subjects. We will need facilities reviews in Visual Arts, office space, and food services.
3. The school will need work with the district office to review classified staffing allocations.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	182	190	171	11.20%	11.5%	10.5%
Fluent English Proficient (FEP)	689	687	663	42.60%	41.6%	40.6%
Reclassified Fluent English Proficient (RFEP)	4	7		2.2%	3.5%	

Conclusions based on this data:

1. Re-classification rates were affected in 20-21 by remote testing protocols as well as the suspension of SBAC the previous year. PHS showed a small increase in 21-22.
2. English Learners, as a percentage of our student body remains stable, but low reclassification levels indicates more targeted attention to our Long Term English Learners (LTEL) population is required and will need to be reflected in the plan.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	366	363		264	338		259	338		72.1	93.1	
All Grades	366	363		264	338		259	338		72.1	93.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2609.	2591.		28.96	22.49		33.98	30.77		19.31	27.81		17.76	18.93	
All Grades	N/A	N/A	N/A	28.96	22.49		33.98	30.77		19.31	27.81		17.76	18.93	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	31.08	21.01		56.57	61.83		12.35	17.16	
All Grades	31.08	21.01		56.57	61.83		12.35	17.16	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	34.55	26.63		43.50	53.55		21.95	19.82	
All Grades	34.55	26.63		43.50	53.55		21.95	19.82	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.29	15.09		76.59	71.30		9.13	13.61	
All Grades	14.29	15.09		76.59	71.30		9.13	13.61	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	32.42	20.12		57.81	66.57		9.77	13.31	
All Grades	32.42	20.12		57.81	66.57		9.77	13.31	

Conclusions based on this data:

1. While we do have ELA and Math scores for 20/21, the CDE warns that the numbers are not reliable as minimum testing percentages may not have been met. 72% of our 11th graders did test, and results in English indicate an improvement over previous years in some areas and a decrease in others, however those results should be reviewed with great caution. For 21 - 22, students returned to in-person testing, and our ELA scores dipped to 58% who met or exceeded the standards.

2. Reading and writing achievement indicates our school wide emphasis on Close Reading is providing students with needed skills for comprehension at high levels. The increase in students performing Below Standard in writing which had occurred in 20-21 showed significant improvement in 21 - 22.

   Listening scores continues to show a negative trend indicating a need for teachers to focus on standards associated with listening skills.

   Research and Inquiry skills also show a concerning dip in student performance indicating students need more practice working at higher levels of Depth of Knowledge (DOK).

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	366	363		249	335		244	335		68.0	92.3	
All Grades	366	363		249	335		244	335		68.0	92.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2594.	2549.		10.66	8.06		29.51	16.72		30.33	24.48		29.51	50.75	
All Grades	N/A	N/A	N/A	10.66	8.06		29.51	16.72		30.33	24.48		29.51	50.75	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.80	12.24		55.74	40.00		27.46	47.76	
All Grades	16.80	12.24		55.74	40.00		27.46	47.76	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.80	11.64		65.16	62.09		18.03	26.27	
All Grades	16.80	11.64		65.16	62.09		18.03	26.27	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.75	8.36		66.80	70.15		18.44	21.49	
All Grades	14.75	8.36		66.80	70.15		18.44	21.49	

Conclusions based on this data:

1. While we do have Math scores for 20/21, the CDE warns that the numbers are not reliable as minimum testing percentages may not have been met. 72% of our 11th graders did test, and results in math are positive, indicating an improvement over previous years, however those results should be reviewed with great caution. Students

returned to in-person testing for 21-22, and student overall achievement dropped to 25% who met or exceeded standards.

2. Conclusions drawn in past years remains true now: a need for continued instruction using real-world problems and teachers who more intentionally include student talk, and high engagement strategies.

3. Math achievement in "Concepts and Procedures" is particularly concerning and indictes a need for teachers to use strategies that require students to apply mathematical processes to real-world situations.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1520.4	1529.2		1518.6	1520.7		1521.6	1537.2		59	37	
10	1513.0	1540.7		1499.5	1534.0		1525.9	1546.9		41	58	
11	1493.3	1538.1		1479.8	1520.7		1506.1	1554.9		34	39	
12	1502.6	1532.1		1493.6	1525.9		1511.2	1537.6		22	36	
All Grades										156	170	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	13.79	13.51		31.03	35.14		32.76	21.62		22.41	29.73		58	37	
10	14.63	17.24		26.83	29.31		26.83	36.21		31.71	17.24		41	58	
11	2.94	10.26		20.59	23.08		29.41	41.03		47.06	25.64		34	39	
12	4.76	2.78		42.86	38.89		23.81	27.78		28.57	30.56		21	36	
All Grades	10.39	11.76		29.22	31.18		29.22	32.35		31.17	24.71		154	170	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	25.86	21.62		36.21	37.84		20.69	13.51		17.24	27.03		58	37	
10	24.39	27.59		26.83	41.38		26.83	15.52		21.95	15.52		41	58	
11	5.88	17.95		38.24	35.90		11.76	25.64		44.12	20.51		34	39	
12	19.05	19.44		47.62	36.11		4.76	22.22		28.57	22.22		21	36	
All Grades	20.13	22.35		35.71	38.24		18.18	18.82		25.97	20.59		154	170	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.62	5.41		65.52	75.68		25.86	18.92		58	37	
10	12.20	6.90		41.46	79.31		46.34	13.79		41	58	
11	0.00	0.00		50.00	58.97		50.00	41.03		34	39	
12	4.76	0.00		57.14	69.44		38.10	30.56		21	36	
All Grades	7.14	3.53		54.55	71.76		38.31	24.71		154	170	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	61.40	51.35		22.81	21.62		15.79	27.03		57	37	
10	57.50	62.07		20.00	24.14		22.50	13.79		40	58	
11	47.06	52.63		17.65	31.58		35.29	15.79		34	38	
12	57.14	52.78		19.05	30.56		23.81	16.67		21	36	
All Grades	56.58	55.62		20.39	26.63		23.03	17.75		152	169	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	24.14	10.81		27.59	43.24		48.28	45.95		58	37	
10	10.00	12.07		35.00	39.66		55.00	48.28		40	58	
11	2.94	12.82		29.41	38.46		67.65	48.72		34	39	
12	0.00	0.00		57.14	47.22		42.86	52.78		21	36	
All Grades	12.42	9.41		33.99	41.76		53.59	48.82		153	170	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.72	5.41		67.24	70.27		31.03	24.32		58	37	
10	7.32	5.17		70.73	74.14		21.95	20.69		41	58	
11	5.88	13.51		58.82	64.86		35.29	21.62		34	37	
12	14.29	8.33		61.90	61.11		23.81	30.56		21	36	
All Grades	5.84	7.74		65.58	68.45		28.57	23.81		154	168	

Conclusions based on this data:

1. ELPAC data indicates that EL performance has held steady despite the pandemic, though an increase in students at Level 1 may have staffing implications.
2. 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

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,653	**70.1**	**11.5**	**0.5**
Total Number of Students enrolled in Pioneer High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	190	11.5
Foster Youth	8	0.5
Homeless	7	0.4
Socioeconomically Disadvantaged	1,158	70.1
Students with Disabilities	188	11.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	23	1.4
American Indian	8	0.5
Asian	106	6.4
Filipino	29	1.8
Hispanic	1,146	69.3
Two or More Races	40	2.4
Pacific Islander	4	0.2
White	289	17.5

Conclusions based on this data:

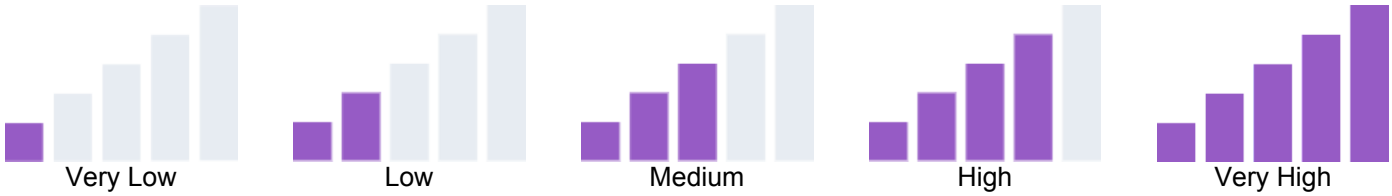
1. Our population has remained stable over the last few years, with a slight uptick in the number of Hispanic and English Learner (EL) students.
2. Our overall numbers are rising which may have facility implications in Physical Education spaces as well as some specialized teaching spaces like Culinary Arts, Art and Music.
3. Classified staffing allocations may need to be reviewed as our population continues to grow.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	**Graduation Rate** High	**Suspension Rate** High
Mathematics Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Suspension numbers for 21-22 show a decided increase in suspensions across all demographics as compared to the full year prior to the Pandemic. Suspension rates rose as we returned to in-person learning and students showed signs of a decrease in grade-level maturity and increase in concerning student behaviors. An increased attention to Tier 1 supports is indicated as well as emotional supports.
2. PASS survey data shows student connections to school have continue to suffer, and we will need to devote more resources to Social/Emotional supports and implementation of the new freshmen level skills class.
3. In achievement areas, our results for EL students and students with disability show we must direct resources to those populations.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	1	2	0	0

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

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

All Students	English Learners	Foster Youth
Medium	Very Low	No Performance Level
6.2 points above standard	98.4 points below standard	2 Students
339 Students	41 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
1 Student	6.5 points below standard	114.7 points below standard
	226 Students	37 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 2.6 points below standard 25 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 4.5 points above standard 221 Students	No Performance Level 8 Students	No Performance Level 1 Student	Medium 9.2 points above standard 74 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
111.1 points below standard 33 Students	8 Students	10.7 points above standard 168 Students

Conclusions based on this data:

1. While overall English Language Arts (ELA) achievement reflects state averages, the performance gap for our English Learners and Students with Disabilities is large and will require intensive and targeted attention.
2. There is still a small achievement gap between all students and Hispanic students indicating that efforts around Goal 3 are crucial.
3. 2022 results do indicate a particular need around listening skills as well as research and inquiry skills.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

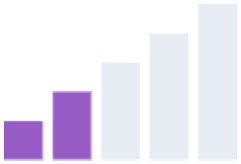
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
80.7 points below standard	176.4 points below standard	2 Students
339 Students	41 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
2 Students	100.9 points below standard	184.5 points below standard
	227 Students	38 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 90.1 points below standard 25 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 87.2 points below standard 221 Students	No Performance Level 9 Students	No Performance Level 1 Student	Low 65.5 points below standard 74 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
185.2 points below standard 33 Students	8 Students	72.2 points below standard 169 Students

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. Overall performance by all groups is below standard. This is indicative of a need to increase math supports and intensify teacher comfort with more engaging strategies.
3. Achievement gaps are evident for students with disabilities and EL's in both ELA and mathematics, indicating a need for systemic efforts to improve outcomes for this group.

School and Student Performance Data

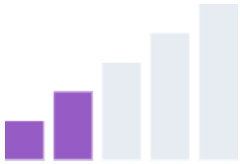
Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

38.8 making progress towards English language proficiency

Number of EL Students: 139 Students

Performance Level: 2

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.6%	39.6%	2.9%	36.0%

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 as well as the implementation of strategies to address student testing apathy.
2. EL student achievement in both ELA and Mathematics was low. While the school has implemented school wide strategies, EL shadowing results indicates it is not being implemented with fidelity. Renewed efforts to engage our EL students in class actvities is necessary.
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 Report

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

Conclusions based on this data:

1. While dashboard data is not available, the numbers of students enrolled in completer courses has increased as well as the number of dual enrollment opportunities for our students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 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 as well additional personnel for parent outreach.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
1	1	0	2	2

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Low	
93.9% graduated	77.1% graduated	
380 Students	48 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Very Low
Less than 11 Students	93.1% graduated	61.9% graduated
10 Students	288 Students	42 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		Very High	No Performance Level
Less than 11 Students		96.7% graduated	100% graduated
5 Students		30 Students	12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High	No Performance Level	No Performance Level	Very High
92.7% graduated	Less than 11 Students	Less than 11 Students	95.1% graduated
259 Students	10 Students	2 Students	61 Students

Conclusions based on this data:

1. While our overall graduation rate is high, we are still working to continue DECREASE the rate at which students transfer to Cache Creek High School due to credit deficiency.
2. Preliminary results regarding credit deficiency for 22-23 are promising indicating the concerted efforts around credit recovery are effective. We anticipate another full year of intensive credit recovery efforts will have a direct effect on graduation results - particularly for our EL population.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

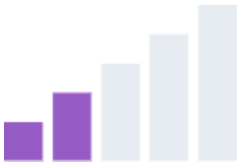
Very High	High	Medium	Low	Very Low
2	2	3	0	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
7% suspended at least one day	11.1% suspended at least one day	Less than 11 Students
1708 Students	207 Students	9 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
27.3% suspended at least one day	8.6% suspended at least one day	13.3% suspended at least one day
11 Students	1199 Students	203 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Medium	Very Low
3.8% suspended at least one day	Less than 11 Students	4.5% suspended at least one day	0% suspended at least one day
26 Students	7 Students	111 Students	30 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	Medium	No Performance Level	Medium
8.7% suspended at least one day	4% suspended at least one day	Less than 11 Students	2.7% suspended at least one day
1181 Students	50 Students	5 Students	298 Students

Conclusions based on this data:

1. As compared with the year prior to the pandemic, our suspension rates increased significantly. We saw a decrease in grade-level maturity and an alarming increase in concerning students' behaviors. Pioneer high school was not alone in facing this issue as the nation came out of the pandemic.
2. Numbers for the 21-22 school year show a decided increase in suspension across all demographics. Analysis of the data indicates that 9th and 10th graders have struggled to assimilate to high school life and the social skills required to do so effectively appear to be lagging. Resources will need to be devoted to teaching students skills around conflict resolution as well as appropriate school expectations. These Tier 1 strategies will need to be more systematically emphasized as the school year starts. The school adopted a "Great Start" effort in the 22-23 school year to help freshmen more effectively assimilate to high school, and those efforts will need to continue in 23-24.
3. PHS has adopted new School wide Learner Outcomes (SLOs) which are now aligned with the district's Graduate Profile. Much of that is devoted to the "human" skills students will need in the 21st century. PHS faculty will be working to incorporate those SLO's (and, thus, the Graduate Profile) into all major curricular units.

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

Identified ATSI: ELA/MATH for EL Students and Students with Disabilities as evidenced by performance on SBAC testing, D/F rate in math, and numbers of students in Credit Recovery.

Students falling behind in credits due to struggles associated with distance learning and achievement in some core areas.

Student deficiencies in fundamental areas of math as they enter high school.

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

Low academic progress for English Language Learners and Students with Disabilities

Teacher training around effective instructional strategies

Incorporation of school's Schoolwide Learner Outcomes (SLOs) into major curricular units in all subject areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	19/20 813 VAPA Seats 20/21 885 VAPA Seats 21/22 924 VAPA Seats 22/23 872 VAPA Seats	Maintain current levels of participation in art classes 3-5% increase in music enrollment
Percentage of students completing UC/CSU a-g course requirements (high school only).	40% of the class of 2020 was a-g eligible (Baseline) 53% of the class of 2021 was a-g eligible 45% of the class of 2022 was a-g eligible.	Increase of 3-5% annually (based on baseline)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	55 students completed CTE pathways for the class of 2021 146 students took CTE completer courses for the class of 2022	Increase of 3-5% annually (based on baseline)
Number of State Seals of Biliteracy awarded to students (high school only).	83 awarded in 2018-19 (baseline/Pre-pandemic) 80 students awarded Seal in 20-21 62 students awarded seal in 21-22	Increase of 3-5% annually (based on baseline)
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes (high school only)	2019-2020 131 students had at least 1 College course on their transcript 310 courses taken by 131 students 2020-2021 186 students had at least 1 College course on their transcript 352 courses taken by 186 students 2021-2022 194 students had at least 1 College course on their transcript 405 courses taken by 194 students	Increase by 3% from 2018 - 2019 for 2022-23, then 3% annually
D/F Rates	PHS keeps a running analysis of grade data. Data compares first semester data of 20/21 with First Semester 21/22 and 22/23 TOTAL D/F RATES 2,636 total Ds/Fs 26.32% (1st Semester 20/21)	Decrease in all measured areas: Fs per student, Fs per course/Department, Fs by male students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1,585 Total Ds/Fs 15.84% (1st Semester 21/22) 1,632 Total Ds/Fs 16.52% (1st Semester 22/23)	

D/F Rates by Grade Semester 1

Grade	20-21 D's	20-21 F's	21-22 D's	21-22 F's	22-23 D's	22-23 F's
9	222	737	172	285	298	289
10	168	739	253	354	236	226
11	161	431	172	176	199	214
12	125	71	117	53	119	51

D/F Rates by Department Semester 1

Department	20-21	21-22	22-23
English	487	370	352
Math	451	453	400
Science	259	163	165
Social Science	252	274	176
Visual/Performing Arts	246	145	105
World Languages	232	128	163
Physical Education	219	71	85
Agriculture	141	38	37
Home Ec/Health	130	39	42
Business	73	70	93
Special Education	42	20	11
Non Departmental	5	1	1
Industrial Arts	4	0	2

D/F by Gender Semester 1

Gender	20-21	21-22	22-23
M	1641	986	1010
F	1040	599	615
NB			7

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 with a focus on Students with Disabilities and English Learners

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. Specifically address student achievement in ATSI-identified areas in Math and ELA for EL Students and Students with disabilities.

Activities:
Math Re-take Center
Learning Center
AVID
Academic Incentives
Puente Supports
Student Planners
Credit Recovery
Student materials, copies, and extra duty needed to start the school year ("Great Start") 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)
$17,400	Supplemental/Concentration
$119,000	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 with a focus on Students with Disabilities and English Learners

Strategy/Activity

Strategy: Teacher implementation of strategies to improve instructional effectiveness and address achievement deficiencies of EL Learners and Students with Disabilities.

Activities:
Teacher Training, Professional Development, and Collaboration geared to support underachieving populations
Teacher education around Individual Education Plan (IEP) management and working with Students with Disabilities Professional Learning Community staff-wide training
Training for Math Teachers (Asilomar)
New Teacher Support (Buddy Program)
English Language Arts- ELA intensive training (Asilomar)

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)
$34,000	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

22-23 saw an increase in teacher attention to systemic implementation of EL strategies. 100% of the staff participated in an EL Shadowing event to gather data around student engagement for EL students. The school's Learning Center received more robust financial support in order to increase the numbers of tutors in entry level mathematics.

Credit Recovery efforts have been very successful in rehabilitating students who, otherwise, were off-track for graduation. Plans incorporate additional periods of credit recovery to continue addressing this need.

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

We had a significant increase in Title 1 monies which permitted us to devote more resources to in-class support for EL students and in math classes.

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.

Our Needs Assessment for Goal 1 revealed that resources devoted to in-class supports was working. This plan will more closely direct, monitor and track resources to our EL students and Students with Disabilities. In addition, we will continue with start-of-the year insruction for freshmen within our new Freshman Seminar class. In addition, the Needs Assessment indicated that more robust parent awareness around our after-school supports is warranted.

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.

Student Advisory identifies needs around school connection. School should be a place where students can be accepted.

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.	2021 RESULTS (Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.) 40.17% Met or Exceeded Standard for Math 62.94% Met or Exceeded Standard for ELA 2022 RESULTS 24.78% Met or Exceeded Standard for Math 53.26% Met or Exceeded Standard for ELA	Improve distance from standard by 5% - 10%
Performance level on English Learner Progress Indicator (ELPI)	2021-22 Data Baseline established Total EL Students: 139	Improve percentage of students who progressed by 5 - 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	38.8% Making progress towards English Language Proficiency 36% progressed at least one ELPI Level 2.9% maintained ELPI Level 4 39.6% maintained ELPI levels 1, 2L, 2H, 3L, 3H 21.6% decreased at least one ELPI level	
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	2021 RESULTS (Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.) 62.94% Met or Exceeded Standard for ELA 2022 RESULTS 53.26% Met or Exceeded Standard for ELA	Increase percentage meeting or exceeding standard by 5-10%
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	2021 RESULTS (Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.) 40.17% Met or Exceeded Standard for Math 2022 RESULTS 24.78% Met or Exceeded Standard for Math	Increase percentage meeting or exceeding standard by 5-10%
Percentage and number of students who are chronically absent	Chronically Absent 19-20 / 20-21 / 21-22 Chronic: 21.94% / 8.72% / 33.20% Nearly: 9.69% / 2.05% / 9.84% Trending: 16.88% / 5.23% / 16.57% No Issues: 51.5% / 84% / 40.4%	Reduce overall Chronically absent by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student sense of safety and school connectedness	(20-21) Overall School Connectedness: 62% of freshmen and 58% of juniors responded “Agree” or Strongly agree” on questions related to School Connectedness. (21-22) Overall School Connectedness: 46% of freshmen and 43% of juniors responded “Agree” or Strongly agree” on questions related to School Connectedness	Using both CHKS and PHS Student Culture Survey, show increase of student school connectedness by 8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Based on 19/20 Cumulative Enrollment: 1600 Total Suspensions: 121 Unduplicated Suspensions: 74 Suspension Rate: 4.6% % of stu suspensions with only one suspension: 67.6% % of stu suspensions with multiple Suspensions: 32.4% Based on 20/21 School Year: Cumulative Enrollment: 1662 Total Suspensions: 8 Unduplicated Suspensions: 7 Suspension Rate: .4% % of stu suspensions with only one suspension: 85.7% % of stu suspensions with multiple Suspensions: 14.3% UPDATE (21/22 - AS OF April 1, 2022) 102 individual disciplinary incidents resulting in suspension as follows: 48900(a)(1) Fighting 26 48900(c) Alcohol/intoxicant/controlled substance 25 48900(o) Harassed, threatened or intimidated witness 10 48900(a)(2) Battery 6 48900(k) Defiance of authority/Disruption of activity 6 48900(i) Obscene act/habitual profanity/vulgarity 6 48900(g) Stealing school/private property 5 48900(r) Bullying 4 48900(h) Use/possess tobacco 4 48900(f) Damage to school/private property 3 48915(a)(5) Assault or battery on a school employee 2 48900.4 Engaged in intimidation 2	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	48915(a)(3) Possession of a controlled substance 1 48900(b) Possess Weapon 1 48900(l) Knowingly received stolen school/private property 1 78 students have had at least one incident of suspension Suspensions by Grade Level 9-42 10- 42 11- 8 12- 10	
Suspension rate	21-22 (Baseline post-Pandemic) Property Related In School Suspension 2 Profanity In School Suspension 3 Fighting In School Suspension 3 Insubordination In School Suspension 15 Drugs In School Suspension 7 Tobacco In School Suspension 2 Bullying Suspended 5 Property Related Suspended 9 Fighting Suspended 46 Profanity Suspended 8 Insubordination Suspended 9 Aggression Suspended 9 Harassment or Intimidation Suspended 13 Tobacco Suspended 5 Drugs Suspended 37 Weapon Suspended 3 English Learner Rates: Very High Students w/ disabilities: Very High	Bring overall rate down 5% from last measurable year (18/19) and decrease 9th and 10th grade suspensions over the 21-22 suspension rates by 10%. Reduce EL and SWD Suspension rates by 5%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	Data based on 18/19 CHKS Parent Survey (last year with information)	Key areas for improvement, indicated on the Parent Survey include:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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%	• Improve parental contact with guidance counselors 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
	• 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	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• 40% believe drugs/alcohol are a problem on campus DISCIPLINE • School Clearly Communicates Consequences of Breaking Rules. 85% • School Enforces Rules Equally 69%	

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, with a focus on students with disabilities and EL's

Strategy/Activity

Strategy: Provide robust levels of tiered support for students to address mental health, trauma support, and academic and attendance deficiencies.

Activities:
Training for Counselors
Provide school wide programs of Social/Emotional Curriculum
Increase Tier 2 supports for EL students and SWD
Increased Safety measures to secure campus
Include Restorative Practices in Tier 2 protocols

Attendance Intervention:
Develop and Implement a tiered re-engagement process using our Tier 2 protocols and early Intervention Grading window
Increase Patriot Pride initiatives around attendance recognition

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)
$33,664	Supplemental/Concentration

Strategy/Activity 2

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

All students, with a focus on students with disabilities and EL's

Strategy/Activity

Strategy: Provide opportunities to enhance teacher content knowledge and instructional expertise - specifically in how to address needs of EL students and SWD.

Activities:
PLC/PD Collaboration time to allow teachers paid time to develop engagement strategies for EL students and students with disabilities.
Increase teacher awareness of student needs through empathy interviews and instructional rounds
Training for teachers on PLC/Data Analysis protocols with an eye toward effective Data Inquiry Cycles
Implementation of school wide Learning Objectives (SLOs)

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)
$23,000	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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 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.

There was a sigificant increase in Title 1 funding, and PHS addressed attendance issues with increased attendance support personnel.

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.

We have been unable to secure needed therapeutic support services, so funding has been directed to in-class supports for students and increased Tier 2 supports for struggling populations.

Student surveys and input from student groups indicate a continued need for teacher training around student engagement.

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 (EL)	2019-20 Enrollment: 1541 English Learners: 160 (10.4%) Fluent-English-Proficient Students: 674 (43.7%) Students Redesignated FEP: 14 (9.0%) 2020-2021 Enrollment: 1618 English Learners: 182 (11.2%) Fluent-English-Proficient Students: 689 (42.6%) Students Redesignated FEP: 4 (2.5%) 2021-2021 Enrollment: 1653 English Learners: 190 (11.5%) Fluent-English-Proficient Students: 687 (41.6%) Students Redesignated FEP: 7 (3.5%)	Increase of 3-5% (based on baseline)
English Learner Progress Indicator (ELPI)	2021-22 Data Baseline established Total EL Students: 139	Increase of 1/2 to 1 whole band level based on EL Progress Indicator

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	38.8% Making progress towards English Language Proficiency 36% progressed at least one ELPI Level 2.9% maintained ELPI Level 4 39.6% maintained ELPI levels 1, 2L, 2H, 3L, 3H 21.6% decreased at least one ELPI level	
Improve the school's rating of the 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 (21/22) 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	Improve EL Roadmap Principle 1 or Principle 2 ratings: 2.5 Language and Cultures are assets to 3.0 2.5 No Single "EL Profile"/no one-size fits all model to 3.0 3.0 School Climate is Affirming, inclusive and safe (Maintain) 2.5 Strong family and school partnerships to 3.0 2.5 Supporting English Learners with disabilities to 3.0
Decrease the number of Long Term English Learners (LTEL) (middle and high school only).	LTEL rate 19-20 EL | 19-20 LTEL 51% | 20-21 EL | 20-21 LTEL 76% | 21-22 EL | 21-22 LTEL 70% 9 | 49 | 24 | 64 | 51 | 37 | 23 10 | 46 | 28 | 46 | 40 | 69 | 52 11 | 27 | 7 | 42 | 30 | 45 | 35 12 | 38 | 23 | 30 | 19 | 39 | 24	Decrease Long Term English Learner (LTEL) rates by 7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of English Learner students receiving academic support through Tier 2 services	2021-2022 41 received an intervention in Tier II 95 RFEP kids have been considered by the Tier II Team 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. 2021-2022 164 received an intervention in Tier II 21-22 94 RFEP kids have been considered by the Tier II Team 21-22 80 RFEP students have had an intervention 21-22 All EL students with at least one or more F at the Intervention Periods received Counseling and/or intervention.	Maintain current levels of intervention
D/F rate for English Learners	EL D/F Rate Year | A | B | C | D | F | D/F % 19 | 218 | 208 | 229 | 139 | 108 | 27.38% 21 | 209 | 252 | 206 | 120 | 162 | 27.25% 22 | 287 | 254 | 224 | 128 | 155 | 27%	Reduce D/F rate for EL's by 5% to 22%

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 and in-class language support with additional support provided in math classes.

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
- ELD Supplies and curriculum support
- Survey EL and EL students in ELD to determine what needs are

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)
$8,000	Supplemental/Concentration
$3,000	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 Learners

Strategy/Activity

Strategy: Provide targeted support for EL students and parents to encourage and assist with school connectedness.

Activities:
- Provide professional development and collaboration opportunities for teachers to specifically address EL instructional practice and contextualize instruction
- Address the academic needs of EL students through empathy interviews (see Goal 2); EL Shadowing, and improved PLC Data Collection and response
- 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
- California Association for Bilingual Education (CABE) conference attendance for staff and 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)
$16,491	Title I Part A: Basic Grants Low-Income and Neglected

$3,168	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

PHS devoted more resources to in-class tutoring support for EL students in ELD classes as well as in math classes. In addition, EL students were encouraged and directed to assistance available in the school's Learning Center. Data kept by the Learning Center Director supports that this is an effective resource for our EL students.

This year, Teachers adopted school wide EL strategies. EL shadowing and observations indicate that, while there is improvement in student talk by our EL students, teachers are not implmenting with fidelity.

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. Additionally, funding is provided for continued in-class tutorial support.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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: Boosters American Legion (Boys and Girls State) School Site Council Blood Drive Woodland Schools Foundation City Hall Leadership Program ALMS MLK, Jr Freedom Foundation	Increase of 3 - 5% (based on baseline)
Number of extracurricular and co-curricular programs offered	2020-21 25 Clubs 2 CTSO (Career Technical Student Organizations) CIF (California Interscholastic Federation) Sports Program 2021-22 27 Clubs 3 CTSO (Career Technical Student Organizations) CIF (California Interscholastic Federation) Sports Program (note: Added Water Polo)	Increase of 3 - 5% (based on baseline)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 2022 survey has more than 1400 respondents and is focused on school work and homework Needs Assessment completed by Student Advisory Council February/2023	Increase of 3 - 5% (based on baseline)
Number and percent of students by representative demographic providing input to the SPSA through focus groups	20-21 (Spring) 2 scheduled meetings with 3 diverse focus groups (17 students/1.1%): DEMOGRAPHICS 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%) 21-22 7 Scheduled meetings with Student Advisory Council male 11 (55%) female 9 (45%) Grade 9 3 (17%) Grade 10 9 (11%) Grade 11 4 (29%) Grade 12 4 (41%)	Increase of 3 - 5% (based on baseline)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Black or African American 1 Hispanic 11 White 6 Other Asian 2	

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

- Continue use of diverse Student Advisory Council to get feedback on student data in order to inform creation of the annual site and safety plans.
- Use Student Survey results from 2022 to begin task force around Student homework and workload with an eye toward creating school wide guidelines.
- Experiential Field Trips for supplemental instruction to extend beyond the classroom and allow student to explore their community
- On-campus opportunities to improve campus through class-based and CTE projects.

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)
$48,000	Supplemental/Concentration
$8,000	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 students with programs and activities to increase school connectedness and personal voice

Motivational speakers who reflect school population/demographics

Support LINK, ASB
Supports for sports
Supports for Clubs
Support for on-campus activities
Graduation
Robotics
Transition help for Grade 11/12 Activities

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)
$18,000	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

In this goal, we are looking to incorporate student voice into our regular routines. This year, the size of our Student Advisory Council has increased. They have asked for, and received, data on various school-related issues including discipline rates, D/F rates, and survey results.

We have been able to offer support to clubs and sports that are still recovering from the Pandemic, and that has increased student connection. We implemented a "Praise Slip" project to reward students for demonstrating positive support for our Schoolwide Learner Outcomes.

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

We received and increase in Title I Monies, and have been able to offer more robust support for clubs and activities.

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.

Goal 4 has been updated to continue offering supports to clubs and sports in accordance with Needs Assessment results. Specifically, Strategy 2 continues support for transitional funding for the junior and senior classes as they have been unable to raise funds due to the Pandemic. Additional monies have been specifically allocated to support clubs and sports as they, too, have been unable to raise funds as they normally would have done due to the Pandemic.

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	$183,288
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	$331,723.00

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	$146,491.00
Title I Part A: Parent Involvement	$3,168.00

Subtotal of additional federal funds included for this school: $149,659.00

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	$182,064.00

Subtotal of state or local funds included for this school: $182,064.00

Total of federal, state, and/or local funds for this school: $331,723.00

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

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Sandra Reese	Principal
Maria Alfaro	Other School Staff
Robert Rogers	Classroom Teacher
Lisa Gaskill	Classroom Teacher
Laura Nielsen	Classroom Teacher
Kate Barichievich ,	Classroom Teacher
Elvira Raya	Parent or Community Member
Jennifer Gama	Parent or Community Member
OPEN unfilled position	Parent or Community Member
Luis Garcia	Secondary Student
Yuliza Chavez	Secondary Student
Ana Mariela Gamboa	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 5/1/23.

Attested:

Principal, Sandra M. Reese on

SSC Chairperson, Lisa Gaskill on 5/1/23