

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer High School	57727100000000	4/24/24	5/23/24

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Pioneer High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Pioneer High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Pioneer High 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, faculty and 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 knowledge about college-going life and school safety. The survey garnered approximately 1000 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 30 students of various grade, gender, ethnic and achievement backgrounds. In meeting with these student groups, students identified the following as areas of concern:

- General lack of knowledge about college life

- Despite counselor outreach efforts, many students do not understand the college application process
- Not all students have developed four-year plans
- Most students did not review a four-year plan prior to signing up for classes
- Only 50% of student felt that the atmosphere at school encourages respect
- Minga has made a difference in feelings of safety in and around the bathrooms, however the Minga process needs to be streamlined

STUDENT SURVEY FREE RESPONSE TAKE-AWAYS

Students were asked what, if anything, they would like their teachers to know. Responses indicated the following:

- **Desire for Understanding and Empathy:** Many students expressed a wish for their teachers to understand their individual circumstances, such as struggling with mental health, being busy outside of school, facing academic pressure, or going through personal challenges. They seek empathy, support, and acknowledgment of their struggles.
- **Preference for Engaging and Inclusive Teaching:** Several students mentioned wanting their classes to be more engaging, interactive, and inclusive. They desire teachers who make learning fun, understand different learning styles, and provide more hands-on or practical activities rather than just assigning traditional homework.
- **Critique of Teaching Methods:** Some students expressed dissatisfaction with teaching methods, including over-reliance on videos, lack of explanation or variety in instruction, and favoritism towards certain students. They seek improvement in how concepts are taught and a more equitable classroom environment.
- **Request for Reduced Workload:** Many students mentioned feeling overwhelmed by the amount of homework and assignments given. They desire a lighter workload, more time to complete assignments, and consideration for the workload from other classes.
- **Importance of Personal Connection:** Some students expressed a desire for a more personal connection with their teachers, wanting them to know them on a deeper level beyond just academics. They seek mentorship, guidance, and understanding from their teachers.

On March 14, 2024, 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:

- Increased efficacy and use of the Learning Center
- Focus on fair and equitable treatment of all students
- Student attendance - Kids can miss a lot of school but still maintain high grades
- School connection - Many students do not feel connected to the school

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

- Students feel that tests don't always align with what they have been learning in class
- Rules unevenly enforced between teachers
- Including students in a meaningful review of the school's rules. Students note that the dress code is out of date.

Student Suggestions incorporated into the SPSA:

- Academic Incentives when doing Praise Tickets
- Student Advisory highly recommend more student activities designed to increase school spirit and connection
- Continued/increased supports for clubs and sports
- Student surveys on topics they choose
- Improved teaching strategies

STAFF

In several meetings during the Fall of 2023 and Spring of 2024, 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:

- Continued negative student behaviors
- disparity in grades between same courses

- 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:

STAFF SURVEY

All Departments met on March 6, 2024, and completed a Needs Assessment Survey around Goal 2. All departments completed the survey.

- How do we improve math and English achievement as represented by the SBAC scores?

The common theme among staff answers is the implementation of various incentives and strategies aimed at motivating students to perform well on the SBAC (Smarter Balanced Assessment Consortium) tests.

- Why are students chronically absent? There is a complex interplay of familial, psychological, social, and educational factors contributing to students' chronic absenteeism. Addressing absenteeism requires a multifaceted approach that considers both individual student needs and broader systemic issues. Departments felt there were things they could do, as departments, to affect student attendance including aiming to create a supportive and engaging school environment, addressing underlying issues contributing to absenteeism, and providing students with the necessary support and resources to attend school regularly.
- School Connection: The teachers expressed the need to help students disconnect from phones to encourage personal connection. They believe more school spirit activities are needed.
- School Discipline: Teachers identified several Tier 1 strategies they felt they could employ to assist with overall discipline. They include a holistic approach to discipline that focuses on building positive relationships, addressing underlying issues, promoting student empowerment, and fostering a positive school culture.

SITE COUNCIL (February 26, 2024)

The Site Council conducted a Needs Assessment on Goal 1 and recommended: continued PD for teachers on effective teaching; more college-going education for students; need for more tutors who can assist with advanced math classes; increased academic incentives; evening parent series at the school led by school personnel.

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

ENGLISH LEARNER ADVISORY COMMITTEE (February 26, 2024)

ELAC conducted its Needs Assessment focusing on a review of all data, and an update around Goal 3 of the Site Plan. The ELAC noted increased achievement by English Learner students in English Language Arts. They were concerned with student reliance on cell phones, disconnection from school resulting in poor attendance by some, and a need for better education for parents around dealing with teens.

The ELAC members felt that the focus of the Site Plan should address the following areas:

- Social/Emotional Health of students – ELAC believes that more 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 (This year's survey results were not available at the time of review)
- Parent education programs

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

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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The following areas were identified as being in the orange or red category: Suspension rate, English Learner Progress, and Mathematics Achievement.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

English Learner "readiness" for college and career and achievement in English Language Arts was two levels below

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

PHS collects and analyzes D/F rate data by subject area, course as well as course alike D/F data. An analysis of that data indicates that closer alignment between instructors of the same course was needed in some cases.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pioneer High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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

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. A review of cohort data indicates we lost students between grades 11 and 12 to alternative education despite increased opportunities in Credit Recovery.
2. PHS enrollment by ethnicity has remained stable over the last few years and indicates a diverse student population.
3. Increased enrollment at PHS necessitates a comprehensive staffing allocation review be conducted.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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	30	2.2%	3.5%	17.5%

Conclusions based on this data:

1. Significant increase in the re-classification rates for 22 - 23.
2. While the percentage of English learners in our student body remains stable, they decreased by 1%, reinforcing the need to focus on reclassification.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	366	363	415	264	338	396	259	338	396	72.1	93.1	95.4
All Grades	366	363	415	264	338	396	259	338	396	72.1	93.1	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2594.	28.96	22.49	25.25	33.98	30.77	32.83	19.31	27.81	20.71	17.76	18.93	21.21
All Grades	N/A	N/A	N/A	28.96	22.49	25.25	33.98	30.77	32.83	19.31	27.81	20.71	17.76	18.93	21.21

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	26.77	56.57	61.83	56.57	12.35	17.16	16.67
All Grades	31.08	21.01	26.77	56.57	61.83	56.57	12.35	17.16	16.67

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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	27.27	43.50	53.55	51.77	21.95	19.82	20.96
All Grades	34.55	26.63	27.27	43.50	53.55	51.77	21.95	19.82	20.96

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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	12.88	76.59	71.30	73.99	9.13	13.61	13.13
All Grades	14.29	15.09	12.88	76.59	71.30	73.99	9.13	13.61	13.13

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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	22.47	57.81	66.57	61.87	9.77	13.31	15.66
All Grades	32.42	20.12	22.47	57.81	66.57	61.87	9.77	13.31	15.66

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Conclusions based on this data:

1. While we have ELA and Math scores for 20-21, the CDE warns that the numbers are unreliable as minimum testing percentages may not have been met. Using 21-22 as a more reliable measure, PHS scores in ELA increased, and we are now in the "green" zone.
2. While overall achievement in ELA did improve, the number of students Below Standard increased in all measured areas, indicating a concerning "gap" in achievement for some of our students.

Research and Inquiry skills also show a slight dip in student performance in the "below standard" area; however, overall scores for students remain high, with 84+% meeting or exceeding the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	366	363	415	249	335	398	244	335	398	68.0	92.3	95.9
All Grades	366	363	415	249	335	398	244	335	398	68.0	92.3	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2539.	10.66	8.06	7.04	29.51	16.72	15.83	30.33	24.48	22.61	29.51	50.75	54.52
All Grades	N/A	N/A	N/A	10.66	8.06	7.04	29.51	16.72	15.83	30.33	24.48	22.61	29.51	50.75	54.52

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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	9.05	55.74	40.00	37.69	27.46	47.76	53.27
All Grades	16.80	12.24	9.05	55.74	40.00	37.69	27.46	47.76	53.27

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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	9.05	65.16	62.09	62.81	18.03	26.27	28.14
All Grades	16.80	11.64	9.05	65.16	62.09	62.81	18.03	26.27	28.14

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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	7.29	66.80	70.15	62.06	18.44	21.49	30.65
All Grades	14.75	8.36	7.29	66.80	70.15	62.06	18.44	21.49	30.65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. While we have Math scores for 20-21, the CDE warns that the numbers are unreliable as minimum testing percentages may not have been met. PHS saw a slight decline in 22-23 overall math achievement, with 23% meeting or exceeding standards, with only white students achieving in the yellow zone.
2. Conclusions drawn in past years remain true now: there is 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" remains concerning and indicates a need for teachers to use strategies that require students to apply mathematical processes to real-world situations.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	1544.7	1518.6	1520.7	1539.7	1521.6	1537.2	1549.2	59	37	50
10	1513.0	1540.7	1530.8	1499.5	1534.0	1527.3	1525.9	1546.9	1533.9	41	58	36
11	1493.3	1538.1	1549.8	1479.8	1520.7	1547.1	1506.1	1554.9	1551.9	34	39	38
12	1502.6	1532.1	1541.4	1493.6	1525.9	1532.4	1511.2	1537.6	1549.8	22	36	31
All Grades										156	170	155

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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	12.00	31.03	35.14	44.00	32.76	21.62	28.00	22.41	29.73	16.00	58	37	50
10	14.63	17.24	8.33	26.83	29.31	41.67	26.83	36.21	25.00	31.71	17.24	25.00	41	58	36
11	2.94	10.26	10.53	20.59	23.08	39.47	29.41	41.03	28.95	47.06	25.64	21.05	34	39	38
12	4.76	2.78	12.90	42.86	38.89	32.26	23.81	27.78	19.35	28.57	30.56	35.48	21	36	31
All Grades	10.39	11.76	10.97	29.22	31.18	40.00	29.22	32.35	25.81	31.17	24.71	23.23	154	170	155

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	28.00	36.21	37.84	46.00	20.69	13.51	12.00	17.24	27.03	14.00	58	37	50
10	24.39	27.59	13.89	26.83	41.38	41.67	26.83	15.52	33.33	21.95	15.52	11.11	41	58	36
11	5.88	17.95	34.21	38.24	35.90	31.58	11.76	25.64	18.42	44.12	20.51	15.79	34	39	38
12	19.05	19.44	25.81	47.62	36.11	32.26	4.76	22.22	25.81	28.57	22.22	16.13	21	36	31
All Grades	20.13	22.35	25.81	35.71	38.24	38.71	18.18	18.82	21.29	25.97	20.59	14.19	154	170	155

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Written 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		8.11	6.00		10.81	24.00		40.54	40.00		40.54	30.00		37	50
10		5.17	0.00		22.41	19.44		41.38	44.44		31.03	36.11		58	36
11		7.69	0.00		17.95	21.05		41.03	50.00		33.33	28.95		39	38
12		0.00	6.45		22.22	12.90		30.56	41.94		47.22	38.71		36	31
All Grades		5.29	3.23		18.82	20.00		38.82	43.87		37.06	32.90		170	155

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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	16.00	65.52	75.68	70.00	25.86	18.92	14.00	58	37	50
10	12.20	6.90	5.56	41.46	79.31	69.44	46.34	13.79	25.00	41	58	36
11	0.00	0.00	7.89	50.00	58.97	65.79	50.00	41.03	26.32	34	39	38
12	4.76	0.00	9.68	57.14	69.44	51.61	38.10	30.56	38.71	21	36	31
All Grades	7.14	3.53	10.32	54.55	71.76	65.16	38.31	24.71	24.52	154	170	155

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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	68.00	22.81	21.62	20.00	15.79	27.03	12.00	57	37	50
10	57.50	62.07	69.44	20.00	24.14	19.44	22.50	13.79	11.11	40	58	36
11	47.06	52.63	71.05	17.65	31.58	18.42	35.29	15.79	10.53	34	38	38
12	57.14	52.78	51.61	19.05	30.56	22.58	23.81	16.67	25.81	21	36	31
All Grades	56.58	55.62	65.81	20.39	26.63	20.00	23.03	17.75	14.19	152	169	155

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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	10.00	27.59	43.24	48.00	48.28	45.95	42.00	58	37	50
10	10.00	12.07	2.78	35.00	39.66	52.78	55.00	48.28	44.44	40	58	36
11	2.94	12.82	2.63	29.41	38.46	52.63	67.65	48.72	44.74	34	39	38
12	0.00	0.00	9.68	57.14	47.22	41.94	42.86	52.78	48.39	21	36	31
All Grades	12.42	9.41	6.45	33.99	41.76	49.03	53.59	48.82	44.52	153	170	155

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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	6.00	67.24	70.27	76.00	31.03	24.32	18.00	58	37	50
10	7.32	5.17	0.00	70.73	74.14	75.00	21.95	20.69	25.00	41	58	36
11	5.88	13.51	13.16	58.82	64.86	60.53	35.29	21.62	26.32	34	37	38
12	14.29	8.33	9.68	61.90	61.11	61.29	23.81	30.56	29.03	21	36	31
All Grades	5.84	7.74	7.10	65.58	68.45	69.03	28.57	23.81	23.87	154	168	155

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- PHS Saw a significant decrease in the percentage of Level 1 and Level 2 students in 22-23, indicating that targeted efforts in our beginning-level ELD classes may be showing progress.
- ELPAC data, combined with our recent D/F data, indicate a continued need for students in "student talk."

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1635	71.7	10.5	0.2
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	171	10.5
Foster Youth	3	0.2
Homeless	13	0.8
Socioeconomically Disadvantaged	1173	71.7
Students with Disabilities	203	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	1.4
American Indian	7	0.4
Asian	119	7.3
Filipino	18	1.1
Hispanic	1116	68.3
Two or More Races	46	2.8
Pacific Islander	6	0.4
White	288	17.6

Conclusions based on this data:

1. Our population has remained stable over the last few years, with a steady growth trend. There has been a slight decrease in the percentage of EL students and Hispanic students, who remain our largest demographic.
2. Our overall numbers are rising, which may have facility implications in Physical Education spaces and specialized teaching spaces like Culinary Arts, Art, and Music.
3. Classified staffing allocations may need to be reviewed as our population grows.

School and Student Performance Data

Overall Performance







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2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. While still in the orange zone, suspension numbers for 22-23 improved, indicating that increased Tier 1 supports may be paying off.
2. The graduation rate declined 1% over 21-22 rates, though the overall rate remains high. Populations showing disparities compared to "all students" include white students and English Learners.
3. Mathematics achievement and English Learner Progress continue to be an area of concern for PHS.

School and Student Performance Data

Academic Performance English Language Arts

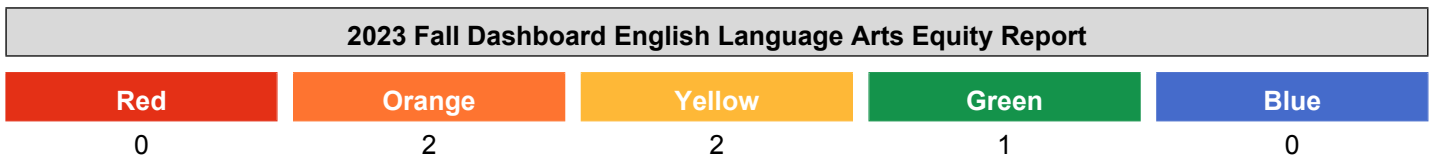
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Orange	 No Performance Color
10.5 points above standard	87.9 points below standard	0 Students
Increased +5.1 points	Increased +11.9 points	
398 Students	60 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	 Orange
1 Student	3.8 points below standard	87.2 points below standard
	Increased +3.2 points	Increased Significantly +29 points
	277 Students	41 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 2 Students	53.5 points above standard Increased Significantly +56.1 points 28 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.5 points above standard Decreased -3 points 273 Students	74.4 points above standard 11 Students	Less than 11 Students 1 Student	 Green 11.8 points above standard Increased +5.6 points 70 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
146.7 points below standard Decreased Significantly -33.9 points 29 Students	32.9 points below standard 31 Students	19.2 points above standard Increased +10.4 points 196 Students

Conclusions based on this data:

1. ELA achievement by English Learners increased by 11%. Even so, overall performance remains a concern compared to English-only students.
2. There continues to be a small achievement gap between all white and Hispanic students, indicating that efforts around Goal 3 are crucial.
3. While overall English Language Arts (ELA) achievement reflects state averages, the performance gap for our English Learners and Students with Disabilities remains significant and will require continued targeted attention.

School and Student Performance Data

Academic Performance Mathematics

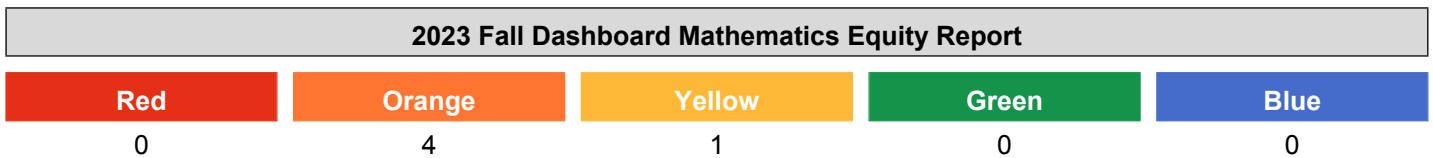
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 88.2 points below standard Decreased -5.4 points 399 Students	English Learners  Orange 153.1 points below standard Increased Significantly +25.8 points 60 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 106.2 points below standard Decreased -3.5 points 278 Students	Students with Disabilities  Orange 182.1 points below standard Increased +7.7 points 40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 2 Students	18.3 points below standard Increased Significantly +71.8 points 28 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 101.3 points below standard Decreased -13.2 points 273 Students	73.9 points below standard 11 Students	Less than 11 Students 1 Student	 Yellow 65.2 points below standard Increased +5.8 points 70 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
195.1 points below standard Decreased -6.7 points 30 Students	118.8 points below standard 31 Students	75.9 points below standard Maintained +1.1 points 195 Students

Conclusions based on this data:

- Overall, achievement in mathematics remains our most acute challenge. Teachers will need to continue to work around item analysis to identify student needs with specificity.
- Overall performance by all groups is below standard, though there were some areas of increase. This indicates a need to increase math support and intensify teacher comfort with more engagement strategies.

School and Student Performance Data

Academic Performance English Learner Progress

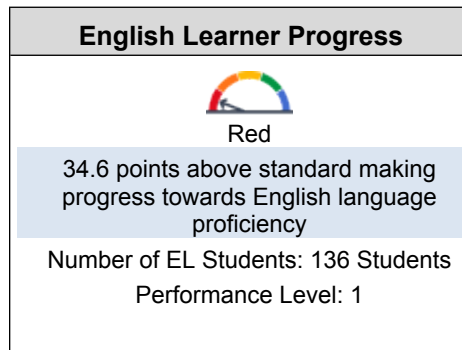
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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
33 (24%)	55 (40.7%)	3 (2%)	44 (32.5%)

Conclusions based on this data:

1. The number of students making progress is greater than that of those who are decreasing, but EL performance remains in the red zone.
2. EL student achievement in both ELA and Mathematics was low. While the school has implemented school-wide strategies, EL shadowing results indicate they are not being implemented with fidelity. Renewed efforts are necessary to engage our EL students in class activities.

School and Student Performance Data

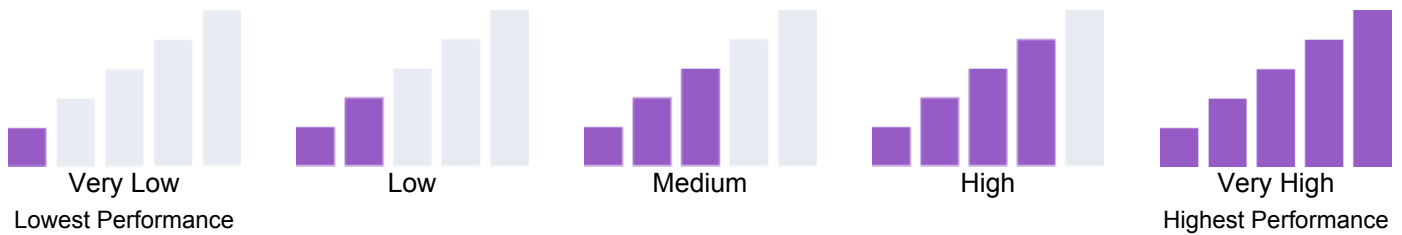
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

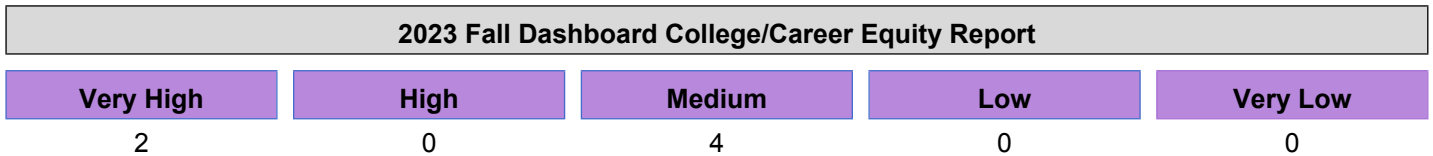
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

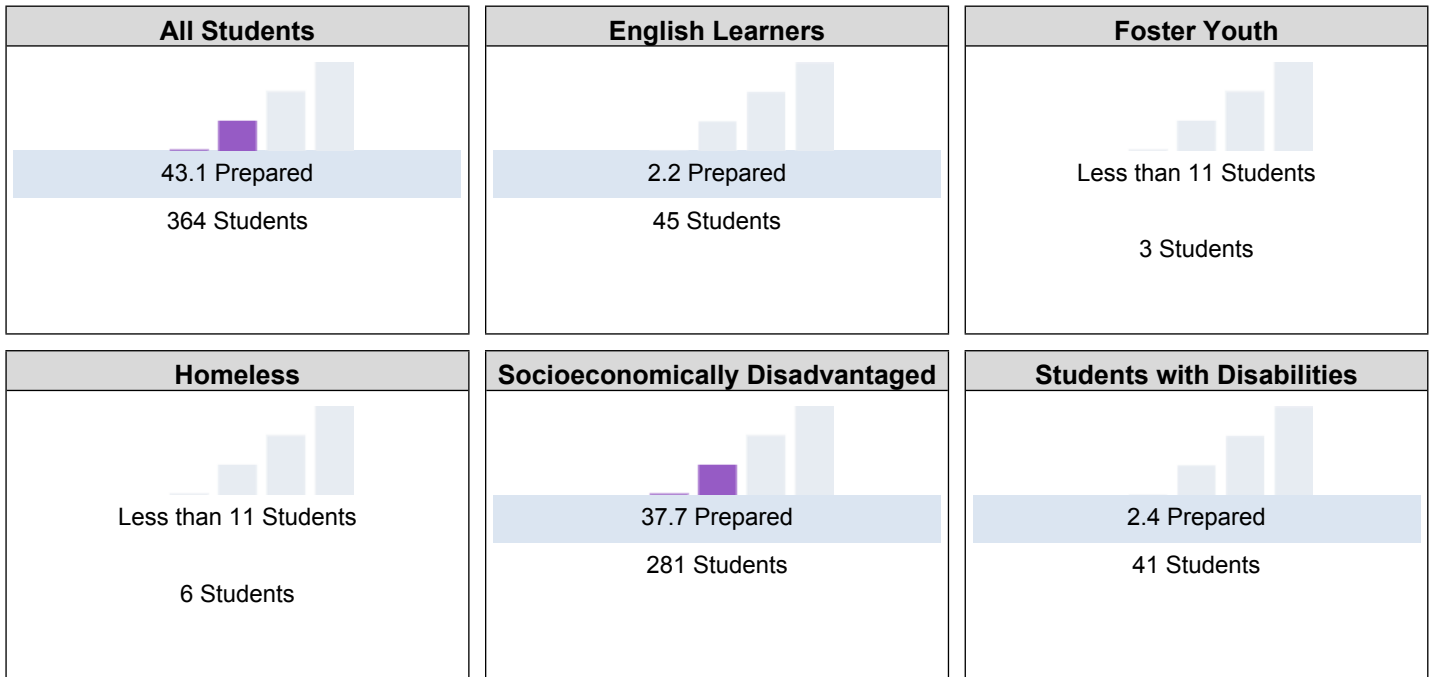


This section provides number of student groups in each level.

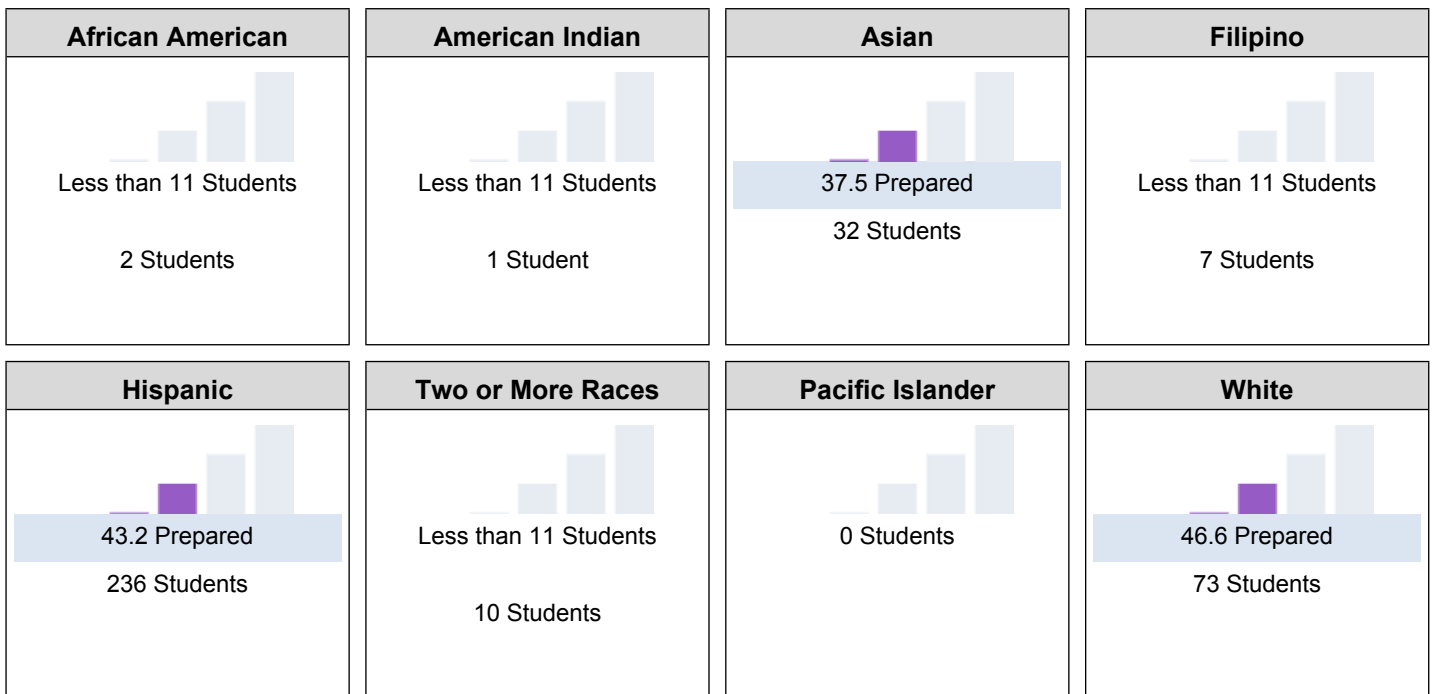


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. We will use this baseline data to ascertain goals and metrics for the coming year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
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Foster Youth								
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<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. While absentee rates are not yet part of our dashboard, PHS continues to expend resources on chronic absenteeism, including specific data analysis at key points during the year and additional personnel for parent outreach.
2. PHS conducted a staff needs survey to address chronic absenteeism and will incorporate suggestions into specific action plan items.

School and Student Performance Data

Academic Engagement Graduation Rate

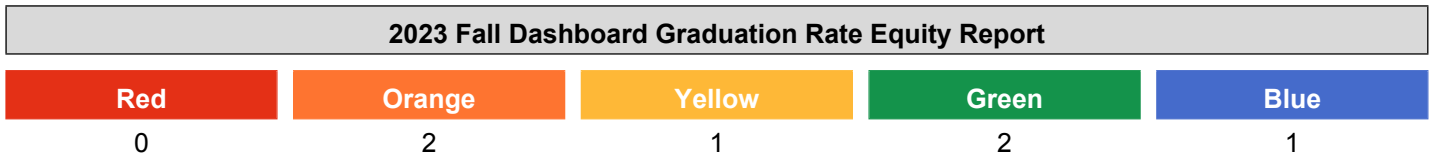
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 92.3% graduated Decreased -1.6 366 Students	English Learners  Orange 71.7% graduated Decreased Significantly -5.3 46 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Yellow 91.5% graduated Decreased -1.5 283 Students	Students with Disabilities  Green 81% graduated Increased Significantly 19 42 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	 Blue 96.9% graduated Maintained 0.2 32 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.9% graduated Maintained 0.2 238 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students	 Orange 90.4% graduated Decreased -4.7 73 Students

Conclusions based on this data:

1. While our overall graduation rate is high, we are still working to continue to DECREASE the rate at which students transfer to Cache Creek High School due to credit deficiency, which affects that overall rate.
2. Our lowest graduation rate is among our English Learners.

School and Student Performance Data

Conditions & Climate Suspension Rate

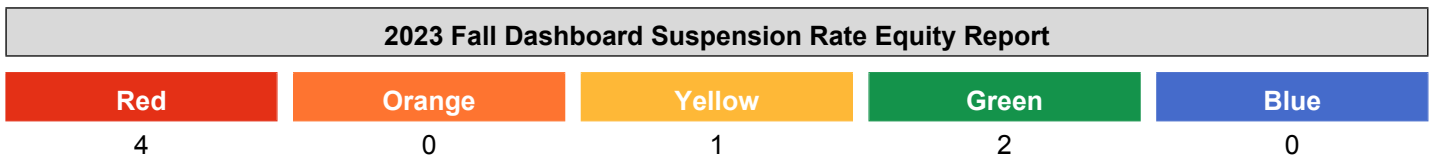
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>9.6% suspended at least one day</p> <p>Increased 2.6 1687 Students</p>	<p>English Learners</p>  <p>Red</p> <p>14% suspended at least one day</p> <p>Increased 2.9 186 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 5 Students</p>
<p>Homeless</p> <p>18.8% suspended at least one day</p> <p>Declined -8.5 16 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>10.6% suspended at least one day</p> <p>Increased 2 1224 Students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>11% suspended at least one day</p> <p>Declined Significantly -2.3 219 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>12.5% suspended at least one day</p> <p>Increased 8.7 24 Students</p>	<p>Less than 11 Students 7 Students</p>	<p align="center"> Green</p> <p>4.2% suspended at least one day</p> <p>Declined -0.3 120 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 18 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p>11.5% suspended at least one day</p> <p>Increased 2.8 1154 Students</p>	<p align="center"> Green</p> <p>3.4% suspended at least one day</p> <p>Declined -0.6 59 Students</p>	<p>Less than 11 Students 7 Students</p>	<p align="center"> Red</p> <p>6.4% suspended at least one day</p> <p>Increased Significantly 3.7 298 Students</p>

Conclusions based on this data:

1. Our suspension rates increased significantly compared with the year before the pandemic. We saw a decrease in grade-level maturity and an alarming increase in concerning student behaviors. Pioneer High School was not alone in facing this issue as the nation emerged from the pandemic.
2. Numbers for the 21-22 school year show a decided increase in suspension across all demographics. Data analysis indicates that 9th and 10th graders have struggled to assimilate into high school life, and the social skills required to do so effectively appear to be lagging. Resources must be devoted to teaching students skills around conflict resolution and appropriate school expectations. These Tier 1 strategies must be more systematically emphasized as the school year starts. The school adopted a "Great Start" effort in the 22-23 school year to help first-year students more effectively assimilate into high school, and those efforts will need to continue in 23-24.
3. PHS has adopted new school-wide Learner Outcomes (SLOs) that 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 SLOs (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.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Deficits in fundamental areas of math as students enter high school indicate a continued need for student support in math both inside and outside the classroom.

Graduate Profile Competencies do not align with the mission, vision, or school-wide learning objectives.

Low academic progress for English Language Learners and Students with Disabilities; however, increases in EL students and increased reclassification rates indicate that attention to EL students should persevere.

Teacher training around effective instructional strategies - particularly in mathematics - is a continued focus area.

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

A decrease in music enrollment indicates a need for targeted recruitment efforts.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	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).	53% of the class of 2021 was a-g eligible. 43.98% of the class of 2022 was a-g eligible. (Baseline)	Increase of 3-5% annually (based on baseline)

	42.77% of the class of 2023 was a-g eligible.	
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	30 students completed CTE pathways for the class of 2021. 44 students took CTE completer courses for the class of 2022 (baseline) 73 students completed CTE pathways for the class of 2023.	Increase of 3-5% annually (based on baseline)
Number of State Seals of Biliteracy awarded to students (high school only).	80 students awarded Seal in 20-21. 62 students were awarded seals in 21-22. 60 Students awarded seal in 22-23.	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)	2020-2021 246 students had at least 1 College course on their transcript 570 courses taken by 246 students. 2021-2022 (Baseline) 255 students had at least 1 College course on their transcript 626 courses taken by 255 students. 2022-2023 266 students had at least 1 College course on their transcript 699 courses taken by 266 students.	Increase by 3% from 2018 - 2019 for 2022-23, then 3% annually
D/F Rates	PHS keeps a comprehensive 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) 1,585 Total Ds/Fs 15.84% (1st Semester 21/22) 1,632 Total Ds/Fs 16.52% (1st Semester 22/23) (Baseline) 1,405 Total Ds/Fs 14% (1st Semester 2023-24) ● ----- ----- -----	Decrease in all measured areas: Fs per student, Fs per course/Department, Fs by male students.

College and Career Readiness Indicator (CCI)	21-22: Not Reported in 2022	New Goal: 45% Prepared overall; Increase EL and SwD by 2%														
	22-23: (Baseline) 43.1% Prepared 22.8% Approaching Prepared 34.1% Not Prepared															
	<table border="1"> <thead> <tr> <th>Group Designation</th> <th>% Prepared</th> </tr> </thead> <tbody> <tr> <td>EL Learners Very Low</td> <td>2.2</td> </tr> <tr> <td>SwD Very Low</td> <td>2.4</td> </tr> <tr> <td>Asian Medium</td> <td>37.5</td> </tr> <tr> <td>Hispanic Medium</td> <td>43.2</td> </tr> <tr> <td>White Medium</td> <td>46.6</td> </tr> <tr> <td>SE Disadv Medium</td> <td>37.7</td> </tr> </tbody> </table>	Group Designation	% Prepared	EL Learners Very Low	2.2	SwD Very Low	2.4	Asian Medium	37.5	Hispanic Medium	43.2	White Medium	46.6	SE Disadv Medium	37.7	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Strategy: Provide programs and supports to address achievement deficiencies, advance A-G eligibility, 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.</p> <p>Activities: AVID supports College Field trips for AVID students, coordinator stipend, professional development for AVID elective teachers, AVID tutors, and support for student activities</p> <p>Puente College field trips/costs, materials/supplies, student activities</p> <p>Math Re-take Center Cost for tutors/coordinator</p>	All Students with a focus on Students with Disabilities and English Learners	<p>43,000 Supplemental/Concentration</p> <p>110,000 Title I Part A: Basic Grants Low-Income and Neglected</p>

	<p>Learning Center .2 FTE for Director; costs of VSAs for tutors/paras</p> <p>Evening Tutoring Timesheets for teacher-tutors</p> <p>Instructional Supports/Supplies Supplemental supplies for targeted programs</p> <p>In-schedule Credit Recovery Provide credit recovery opportunities for students that fit into their schedules.</p> <p>Student materials, copies, and extra duty are needed to start the school year ("Great Start") and maintain support throughout the year.</p> <p>Support for student independent reading initiative.</p>		
1.8			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Learning Center and Math Re-take Center were funded as planned, and efforts around informing students of their availability were largely successful with increased use of the resources by students - particularly EL students. AVID and Puente's students used allotted funds for field trips, teacher training (AVID), and Professional Development. Teachers were paid to attend and assist in the Evening tutoring efforts, with substantial numbers of students participating.

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.

As we move into 24-25, increased focus on item analysis in math will be needed. Specifically, teachers will receive paid time to analyze student test results to remediate student deficiencies and align teacher practice.

To improve A-G rates, PHS will focus on student success in "gatekeeper" courses (Biology, Math II, and Math III) and freshman transition.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 for intervention.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance levels on ELA (English Language Arts) and Math Academic Indicator.	<p>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.)</p> <p>40.17% Met or Exceeded Standard for Math 62.94% Met or Exceeded Standard for ELA</p> <p>2022 RESULTS 24.78% Met or Exceeded Standard for Math 53.26% Met or Exceeded Standard for ELA</p> <p>2023 RESULTS 23% Met or Exceeded Standard for Math 58% Met or Exceeded Standard for ELA</p>	Improve distance from standard by 5% - 10%
Performance level on English Learner Progress Indicator (ELPI)	<p>Note: No data collected prior to 2022</p> <p>2022 139 Students 38.8% making progress towards English language proficiency</p> <p>2023 136 Students 34.6% making progress towards English language proficiency</p> <p>2024 138 Students % making progress towards English Language Proficiency (unavailable)</p>	Improve percentage of students who progressed by 5 - 10%
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	<p>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.)</p> <p>62.94% Met or Exceeded Standard for ELA</p> <p>2022 RESULTS 53.26% Met or Exceeded Standard for ELA</p> <p>2023 RESULTS 58% at or above standard</p>	Increase percentage meeting or exceeding standard by 5-10%

<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.</p>	<p>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.)</p> <p>40.17% Met or Exceeded Standard for Math</p> <p>2022 RESULTS 24.78% Met or Exceeded Standard for Math</p> <p>2023 RESULTS 23% at or above standard</p>	<p>Increase percentage meeting or exceeding standard by 5-10%</p>																								
<p>Percentage and number of students who are chronically absent</p>	<p>2020-21</p> <table border="0"> <tr><td>No Absence Issues</td><td>84%</td></tr> <tr><td>Trending Chronic</td><td>5%</td></tr> <tr><td>Nearly Chronic</td><td>5%</td></tr> <tr><td>Chronically Absent</td><td>5%</td></tr> </table> <p>2021-22 (baseline)</p> <table border="0"> <tr><td>No Absence Issues</td><td>40%</td></tr> <tr><td>Trending Chronic</td><td>17%</td></tr> <tr><td>Nearly Chronic</td><td>10%</td></tr> <tr><td>Chronically Absent</td><td>33%</td></tr> </table> <p>2022-23</p> <table border="0"> <tr><td>No Absence Issues</td><td>51%</td></tr> <tr><td>Trending Chronic</td><td>16%</td></tr> <tr><td>Nearly Chronic</td><td>10%</td></tr> <tr><td>Chronically Absent</td><td>22%</td></tr> </table>	No Absence Issues	84%	Trending Chronic	5%	Nearly Chronic	5%	Chronically Absent	5%	No Absence Issues	40%	Trending Chronic	17%	Nearly Chronic	10%	Chronically Absent	33%	No Absence Issues	51%	Trending Chronic	16%	Nearly Chronic	10%	Chronically Absent	22%	<p>Reduce overall Chronically absent by 10%</p>
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<p>Student sense of safety and school connectedness</p>	<p>(21-22) Overall School Connectedness: 62% of freshmen and 58% of juniors responded “Agree” or Strongly agree” on questions related to School Connectedness</p> <p>(22-23) Overall School Connectedness: 46% of freshmen and 43% of juniors responded “Agree” or Strongly agree” on questions related to School Connectedness</p>	<p>Using both CHKS and PHS Student Culture Survey, show increase of student school connectedness by 8%</p>																								
<p>Suspension rate</p>	<p>Based on 20/21 School Year: (note: Distance Learning) Cumulative Enrollment: 1662 Total Suspensions: 8 Unduplicated Suspensions: 7 Suspension Rate: .4% % of students suspensions with only one suspension: 85.7% % of students suspensions with multiple Suspensions: 14.3%</p> <p>Based on 21-22 School Year: (baseline) Cumulative Enrollment: 1708</p>	<p>Bring the overall rate down 5% from the last measurable year (18/19) and decrease 9th and 10th grade suspensions by 10% over the 21-22 suspension rates.</p> <p>Reduce EL and SWD Suspension rates by 5%.</p>																								

	<p>Total Suspensions: 115 Unduplicated Suspensions: 86 Suspension Rate: 7% % of students suspensions with only one suspension: 74% % of students suspensions with multiple Suspensions: 26%</p> <p>Based on 22-23 School Year: Cumulative Enrollment: 1687 Total Suspensions: 124 Unduplicated Suspensions: 95 Suspension Rate: 7% % of students suspensions with only one suspension: 76% % of students suspensions with multiple Suspensions: 23%</p>	
<p>Parent/family satisfaction on Healthy Kids Survey, on key indicators</p>	<p>2022-23 CHKS/PARENT SURVEY</p> <p>Number of Respondents 124</p> <p>78% of parents agree that PHS encourages them to actively partner with the school in educating their children.</p> <p>60% of parents feel welcome to participate at this school.</p> <p>85% of parents feel the school keeps them well-informed of school activities.</p> <p>59% of parents agree that teachers communicate with parents about what students are expected to learn in class.</p> <p>41% of parents responded that the school did "very well" in letting them know how their child was doing between report cards.</p>	<p>Key areas for improvement, indicated on the Parent Survey, include:</p> <ul style="list-style-type: none"> • Improve parental contact with guidance contact by 5% • Improve response to parental outreach by 5% • Improve social/emotional support and counseling by 10% • Increase the use of a culturally responsive curriculum such that response to parent survey increases by 10% • Improve conflict resolution efforts such that response to parent survey increases by 10% • Increase PBIS/MTSS efforts such that response to parent survey around rules enforcement equity improves by 10%
<p>Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation</p>	<p>Teachers completed a comprehensive survey with 94% of teachers participating in the survey. They rated themselves in 18 areas:</p> <p>The overall rating was 8.2/10 in implementation status.</p> <p>The lowest area of performance was in response to the statement: "We use the results of our common assessments to identify students who need additional time and support to master essential learning, and we work within the systems and processes of the school to ensure they receive that support." (7.4))</p>	<p>Increase areas rated below 8/10 by 1 point in order to bring all surveyed areas to better than 8/10</p>

	<p>The highest area of performance was in response to the statement: "We have identified team norms and protocols to guide us in working together." (9.4)</p>	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p>2.1</p>	<p>Strategy: Provide opportunities to enhance teacher content knowledge and student enrichment beyond the classroom, and create an environment conducive to growth and learning.</p> <p>Increase Teacher Instructional Capacity through quality PD. Bring math engagement strategies to the school for full teacher training.</p> <p>PLC Implementation of Inquiry Cycles Teachers will focus on student data as opposed to general lesson planning, examining results with an eye toward identifying effective strategies.</p> <p>Buddy Program for New Teacher Mentoring New teachers need on-campus support beyond that which is provided by our district's mentoring program.</p> <p>School Safety The use of Minga data, the development of Safety Plans, and increased security at school events are all ways to provide students with a safe campus. Systematic use of phone protocols funded with needed equipment.</p> <p>Great Start Initiative (Orientation, freshman onboarding, etc.) The school will invest resources to provide all students with a smooth start to the year, with a special focus on onboarding freshmen to the high school experience.</p> <p>Increase Tier 2 support for EL students and SWD.</p> <p>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.</p>	<p>All students, with a focus on students with disabilities and EL's</p>	<p>73,835 Supplemental/Concentration</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Implemented Minga as a data tracking and safety measure.

Teacher and counselor PD, including Asilomar for both math and English, all executed according to the site plan.

A small team of teachers and admin is scheduled to attend the PLC Conference this summer.

Teachers received paid meeting time throughout the year, and math teachers met for item analysis.

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

We reallocated monies to better support PD opportunities, which became more prevalent this year as COVID restrictions lessened.

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.

Teachers worked in departments to analyze the effects of Goal 2, which concentrated on teacher efficacy. The survey results indicate a need for the following as it pertains to safety, discipline, and student achievement. PHS would be well-served if:

- We focused on building a culture of academic achievement through increased parent outreach, prioritizing academics, and promoting the benefits of the SBAC.
- Offered additional support such as academic vocabulary instruction, scaffolding, and review sessions before the SBAC.
- Considered students' needs and circumstances, such as providing snacks, being mindful of religious observances like Ramadan, and offering flexibility in testing schedules.
- Enhanced instructional methods through math workshops, mini-lessons, and possibly advisory periods to reinforce math skills.
- Focused on SBAC review the week before testing to solidify knowledge from earlier in the year
- Encouraged a welcoming atmosphere for students attending school, offering praise or rewards for consistent attendance and building rapport with students to identify and address their individual needs.
- Implemented strategies to hold students accountable for attendance, such as tying group work to attendance, setting attendance goals with rewards, and considering grading policies that reflect the importance of attendance
- Incorporated SEL lessons to support students' social and emotional well-being, which can improve attendance and overall academic success.
- Took a proactive and understanding approach to discipline by seeking to understand the underlying reasons for disruptive behavior and addressing them appropriately. This may involve providing support, interventions, and resources to help students overcome challenges.
- Provided opportunities for conflict resolution counseling, mediation between students, and consistent enforcement of policies, such as cell phone policies.
- Used technology to collect and neutralize the use of cell phones in class.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Improve school connectedness for EL students.

Improve D/F rates for LTEL students.

Increase Parental support at a time they can participate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Reclassification rate for English Learners (EL)</p>	<p>2020-2021 Enrollment: 1618 English Learners: 182 (11.2%) Fluent-English-Proficient Students: 689 (42.6%) Students Redesignated FEP: 4 (2.5%)</p> <p>2021-2021 (Baseline) Enrollment: 1653 English Learners: 190 (11.5%) Fluent-English-Proficient Students: 687 (41.6%) Students Redesignated FEP: 7 (3.5%)</p> <p>2022-2023 Enrollment: 1635 English Learners: 171 (10.4%) Fluent-English-Proficient Students: 634 (38.7%) Students Redesignated FEP: 30 (17.5%)</p> <p>2023-2024 Enrollment: 1604 English Learners: 138 Fluent-English-Proficient Students: 660 Students Redesignated FEP: Unavailable</p>	<p>Increase of 3-5% (based on baseline)</p>
<p>English Learner Progress Indicator (ELPI)</p>	<p>Note: No data collected before 2022</p> <p>2022 139 Students 38.8% making progress towards English language proficiency</p> <p>2023 136 Students 34.6% making progress towards English language proficiency</p> <p>2024 - Data unavailable</p>	<p>Increase of 1/2 to 1 whole band level based on EL Progress Indicator</p>
<p>Improve the school's rating of the English Learner Roadmap Principle 2 on the self assessment.</p>	<p>Scales: 1 - Not Present; not happening; not addressed in my classroom 2 - I am aware of this, but it is not a focus 3 - I work on this but it's still spotty and not fully developed 4 - This is a strength of my teaching and my classroom</p> <p>PHS current Baseline (21/22) is as follows: 2.5 Language and Cultures are assets</p>	<p>Improve EL Roadmap Principle 1 or Principle 2 ratings:</p> <p>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</p>

	<p>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</p> <p>PHS Results for 22/23: 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</p> <p>PHS Results for 23/24 2.8 Language and Cultures are assets 2.3 No Single "EL Profile"/no one-size fits all model 3.19 School Climate is Affirming, inclusive and safe 2.0 Strong family and school partnerships 2.85 Supporting English Learners with disabilities</p>	
<p>Decrease the number of Long Term English Learners (LTEL) (middle and high school only).</p>	<p>20-21 (76% LTEL Rate) 21 -22 (70% LTEL Rate) 22-23 (55% LTEL Rate) 23-24 (69% LTEL Rate)</p>	<p>Decrease Long Term English Learner (LTEL) rates by 7%</p>
<p>Number of English Learner students receiving academic support through Tier 2 services</p>	<p>2021-2022 41 received an intervention in Tier II 95 the Tier II Team has considered RFEP kids 81 RFEP students have had an intervention All EL students who received at least one or more Fs during the Intervention Periods received Counseling and/or intervention.</p> <p>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 who received at least one or more Fs during the Intervention Periods received Counseling and/or intervention.</p>	<p>Maintain current levels of intervention</p>

	<p>2022- 2023 149 received an intervention in Tier II 22-23 The Tier II Team has considered 99 RFEP kids in 22-23 74 RFEP students have had a Tier II Intervention in 22-23 (plus 28 RFEP in T3)</p> <p>2023-2024 (as of April 19, 2024) 208 received an intervention in Tier II 23-24 The Tier II Team has considered 132 RFEP kids in 23-34 89 RFEP students have had a Tier II Intervention in 23-24 (plus 71 RFEP in T3)</p>	
D/F rate for English Learners	<p>Semester 1: 2021-22 120 Ds 162 Fs % of total grades earned by EL = 27.5%</p> <p>Semester 2: 2021-22 151 Ds 280 Fs % of total grades earned by EL = 28%</p> <p>Semester 1: 2022-23 128 Ds 155 Fs % of total grades earned by EL = 27%</p> <p>Semester 2: 2022-23 144 Ds 212 Fs % of total grades earned by EL = 21%</p> <p>Semester 1: 2023-24 142 Ds 119 Fs % of total grades earned by EL = 29%</p>	Reduce D/F rate for EL's by 3% - 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy: Provide professional development to teachers to improve instructional strategies, academic supports to increase student achievement, and opportunities for parent involvement to improve school connectedness.	English Learners	16,851 Title I Part A: Basic Grants Low-Income and Neglected
	Activities		2,729 Title I Part A: Parent Involvement

	<ul style="list-style-type: none"> • In-class tutor support from Learning Center - We had good results on our reclassification rates this year and believe it is due to the increased tutor/para support in classes. We wish to continue that support. (funded under Goal 1) • Full-time EL (English Learner) Specialist (District funded) • English Language Development (ELD) classes (District funded) • ELD Supplies and curriculum support • ELRT Supports • Support for Parent Nights for non-English-speaking families on topics related to supporting their students, including college navigation, Aeries, Canvas, FAFSA, and managing teens. • CUBE • EL Specialist to collaborate and provide PD focused on intervention and differentiation to meet student needs by proficiency level during content instruction • Complete Empathy Interviews in early Fall 		
3.9			
3.10			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This year, we made a concerted effort to get tutors and paras into classrooms where our EL students were located. Our EL Specialist held several PDs with teachers, and the school adopted school-wide EL Strategies. EL students received comprehensive instruction in the ELPAC and its importance, and the result was that the reclassification rate increased in 2023. All other elements were funded as planned as well.

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

Initiatives were funded as planned.

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 not surveyed students as we planned to in time for inclusion into the Site Plan. We still need to do that as we believe such a survey may shed light on areas of need we may be missing. ELAC parents believe that sending more parents to CAFE may benefit the school. They also think Parent Information nights on topics they are interested in would be useful. We also planned to do empathy interviews but have moved implementation to Fall and complete this annually.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student engagement beyond Student Advisory Council
 Student voice expressed via survey and forums for feedback
 Increased field trip accessibility/funding
 Better support for clubs and sports (per student feedback)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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 CTSO Community Partnerships	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)	Maintain current club and sports levels.

	<p>CIF (California Interscholastic Federation) Sports Program (note: Added Water Polo)</p> <p>22-23: 20 Clubs 3 CTSOs CIF (California Interscholastic Federation) Sports Program</p> <p>23-24: 28 Clubs 3 CTSOs Added one CIF Sport (flag football)</p>	
<p>Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys</p>	<p>1 survey completed with 700 responses (45%) in January 2021</p> <p>2022 survey has more than 1400 respondents and is focused on school work and homework</p> <p>Needs Assessment completed by Student Advisory Council February/2023</p> <p>Student Survey completed Spring 2024 regarding college-going knowledge and overall school connectedness with 955 responses.</p>	<p>Complete 1 - 2 surveys per year with increased participation by 5%</p>
<p>Number and percent of students by representative demographic providing input to the SPSA through focus groups</p>	<p>20-21 (Spring) 2 scheduled meetings with 3 diverse focus groups (17 students/1.1%):</p> <p>DEMOGRAPHICS</p> <p>male 10 (58%) female 7 (42%)</p> <p>Grade 9 3 (17%) Grade 10 2 (11%) Grade 11 5 (29%) Grade 12 7 (41%)</p> <p>Black or African American 2 (12%) Hispanic 11 (65%) White 3 (18%) Other Asian 1 (6%)</p> <p>21-22 7 Scheduled meetings with Student Advisory Council male 11 (55%) female 9 (45%)</p> <p>Grade 9 3 (17%) Grade 10 9 (11%) Grade 11 4 (29%) Grade 12 4 (41%)</p>	<p>Maintain current Council size, with balanced demographics</p>

	<p>Black or African American 1 Hispanic 11 White 6 Other Asian 2</p> <p>22-23 7 Scheduled meetings with Student Advisory Council male 7 (25%) female 21 (75%)</p> <p>Black or African American 4% Hispanic 57% White 18% Other Asian 14% Asian Indian 7 American Indian or Alaskan Native 4%</p> <p>23-24 8 Scheduled meetings with Student Advisory Council male 7 (27%) female 19 (73%)</p> <p>Grade 9 5 (19%) Grade 10 10 (38%) Grade 11 1 (4%) Grade 12 10 (46%)</p> <p>American Indian or Alaskan Native 1 (4%) Asian Indian 4 (15%) Chinese 1 (4%) Hispanic 12 (46%) Other Asian 4 (15%) White 4 (15%)</p>	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Strategy: Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community. Provide students with programs and activities to increase school connectedness and personal voice.</p> <ul style="list-style-type: none"> Continue using the diverse Student Advisory Council to get feedback on student data, which will inform the creation of the annual site and safety plans. Experiential Field Trips—Students and teachers feel that field trips help students engage and identify relevance. 	All students	63,500 Supplemental/Concentration

	<ul style="list-style-type: none"> Continued support for students in dual enrollment classes—Students have clearly demonstrated a desire for dual enrollment opportunities and will need support so that all students can access those opportunities. Support for student activities, clubs, and sports, including graduation, LINK, ASB, Robotics, and CTSOs. Specific support for student activities encouraging inclusion of students with disabilities (Best Buddies, dances, etc.) 		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were able to support student field trips as well as major student and LINK activities. Of particular note was the use of funding to support "Breakfast for Dinner" (Evening tutoring) and Freshman Mentoring and its attendant activities. Teachers worked together to facilitate students' surveys, and the results were shared with student organizations. The Student Advisory Council elected officers this year and had consistent and stable attendance.

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 planned to begin a Homework task force but were unable to execute that this year. We asked teachers to be mindful of the homework load and encouraged them to collect work at the end of periods to push kids into completing work during allotted work times.

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 directed more resources to field trips and student activities.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$129,580
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$309,915.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$126,851.00
Title I Part A: Parent Involvement	\$2,729.00

Subtotal of additional federal funds included for this school: **\$129,580.00**

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	\$180,335.00

Subtotal of state or local funds included for this school: **\$180,335.00**

Total of federal, state, and/or local funds for this school: **\$309,915.00**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	180,335.00
Title I Part A: Basic Grants Low-Income and Neglected	126,851.00
Title I Part A: Parent Involvement	2,729.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	180,335.00
	Title I Part A: Basic Grants Low-Income and Neglected	126,851.00
	Title I Part A: Parent Involvement	2,729.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	153,000.00
Goal 2	73,835.00
Goal 3	19,580.00
Goal 4	63,500.00

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
Bree Cowan	Classroom Teacher
Lyndsey Roush	Classroom Teacher
Laura Nielsen	Classroom Teacher
Kate Barichievich ,	Classroom Teacher
Paul Bridges	Parent or Community Member
Marcela Bautista	Parent or Community Member
Roseanne Callens	Parent or Community Member
Rabia Riaz	Secondary Student
Yuliza Chavez	Secondary Student
Violet Oliver	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.


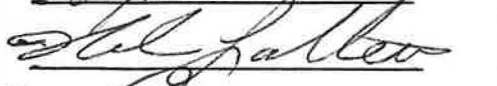

Recommendations and Assurances

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 4/24/24

Attested:



Principal, Sandra M. Reese on	4/24/24
..... Chairperson, Kate Barichievich on	4/24/24