

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer High School	57727100000000	5/12/22	5/26/22

## Purpose and Description

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

Schoolwide Program

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

The School-Wide Plan meets the ESSA (Every Student Succeeds Act) requirements through: A comprehensive needs assessment of the entire 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 deficiencies in student achievement in core subjects with particular attention to English Learner needs.
- address 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 all elements of the Graduate Profile in school programs.
- Address Social, emotional and academic needs resulting from the Pandemic.

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

- a school and family engagement policy

- a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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

#### STUDENT INPUT

Student input was gathered through a survey focused on Student Culture and homework. The survey garnered 932 results and were 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 16 students of various grade, gender, ethnic and achievement backgrounds. In meeting with these student groups, students identified the following as areas of concern:

- Social/Emotional health of students following the toll brought on by the pandemic
- Credit Deficiency – particularly of the classes of 2022 and 2023
- Workload – the survey indicates there is a disconnect between the load of work students perceive as excessive and that which teachers perceive as excessive.
- School connection

Students then provided an analysis of causes, and collaborated to provide recommendations to improve outcomes for students. As a follow up, student focus groups met again in late March where they reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation. Their recommendations included providing more incentives for students, more lunch/school activities and more supports for clubs and sports. These suggestions were incorporated into the school plan.

#### STAFF

In several meetings during the Fall of 2021 and Spring of 2022, PHS staff conducted an in -depth review of PHS students' performance data, student survey data, PAWSS 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:

- High D/F rates as compared with data prior to Distance Learning
- High absence rates
- Semester failure rates by course and department indicating a need for credit recovery programs

- High levels of stress, loneliness and anxiety as reported by students in the PASS student survey
- Student/teacher perceptions around workload/homework

Additional needs assessments were conducted as follows:

#### DEPARTMENT CHAIRS (March 7, 2022)

The chairs reviewed Goal 4 and recommended supports to replace POP room; collection of data on club participation; adding student voice to CTE advisories.

#### SITE COUNCIL (February 23, 2022)

The Site Council conducted a Needs Assessment on Goal 1 and recommended better advertisement around available supports; more student incentives; specific training for Math and English teachers; add weekend and evening help sessions.

#### ENGLISH LEARNER ADVISORY COMMITTEE (February 28, 2022)

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

- Social/Emotional Health of students – ELAC believed that therapy should be readily available to students
- Out-of-class supports for students
- In-class supports for EL students

The site plan draft was then reviewed by the following:

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

## Resource Inequities

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

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.32%	0.39%	0.6%	5	6	9
African American	1.17%	1.23%	0.7%	18	19	12
Asian	7.19%	7.46%	7.2%	111	115	116
Filipino	1.42%	1.62%	1.9%	22	25	30
Hispanic/Latino	67.55%	66.77%	68.6%	1,043	1,029	1,110
Pacific Islander	0.58%	0.39%	0.4%	9	6	6
White	18.78%	18.62%	18.1%	290	287	292
Multiple/No Response	2.4%	2.99%	2.5%	37	46	40
<b>Total Enrollment</b>				1,544	1,541	1,618

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	428	409	470
Grade 10	386	416	405
Grade 11	380	368	395
Grade 12	350	348	348
<b>Total Enrollment</b>	1,544	1,541	1,618

### Conclusions based on this data:

- Looking at cohort data, we continue to lose students between grades 10 and 11 to alternative education. This indicates a need for intervention throughout the 9th grade year to identify and provide interventions for students who fall behind in credits.
- The school population has remained stable over several years, but is now increasing and is expected to be 1670 by fall/2022. This then requires that we look at creative ways to manage the PE facilities needs as well as moving to classroom sharing for many core subjects.
- The unusually large freshman cohort of 20-21 will become juniors in 22-23, so there will be staffing implications in certain departments as junior classes swell.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	155	160	182	10.0%	10.4%	11.2%
Fluent English Proficient (FEP)	704	674	689	45.6%	43.7%	42.6%
Reclassified Fluent English Proficient (RFEP)	18	14	11	11.5%	9.0%	6.9%

### Conclusions based on this data:

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

Rates dropped again for the 19-20 school year, likely a result of the effects on testing resultant from the pandemic and Distance Learning.
- English Learners, as a percentage of our student body remains stable, but a decrease in the number of student reclassified indicate a continued need for focus on and support for this population.
- Preliminary results from 2021, as well as D/F data indicates that our EL performance will show a decrease in achievement indicators.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	355	353	366	335	340	264	334	340	259	94.4	96.3	72.1
All Grades	355	353	366	335	340	264	334	340	259	94.4	96.3	72.1

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2618.	2611.	2609.	25.15	25.29	28.96	42.22	40.00	33.98	21.26	22.35	19.31	11.38	12.35	17.76
All Grades	N/A	N/A	N/A	25.15	25.29	28.96	42.22	40.00	33.98	21.26	22.35	19.31	11.38	12.35	17.76

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	32.04	29.41	31.08	55.09	54.71	56.57	12.87	15.88	12.35
All Grades	32.04	29.41	31.08	55.09	54.71	56.57	12.87	15.88	12.35

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	38.67	36.47	34.55	47.43	50.29	43.50	13.90	13.24	21.95
All Grades	38.67	36.47	34.55	47.43	50.29	43.50	13.90	13.24	21.95

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	21.56	20.00	14.29	66.77	69.71	76.59	11.68	10.29	9.13
All Grades	21.56	20.00	14.29	66.77	69.71	76.59	11.68	10.29	9.13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	41.14	30.29	32.42	47.15	57.94	57.81	11.71	11.76	9.77
All Grades	41.14	30.29	32.42	47.15	57.94	57.81	11.71	11.76	9.77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. While we do have ELA and Math scores for 20/21, the CDE warns that the numbers are not reliable as minimum testing percentages may not have been met. 72% of our 11th graders did test, and results in English indicate an improvement over previous years in some areas and a decrease in others, however those results should be reviewed with great caution, and our 21/22 results will more accurately determine our achievement.
2. Reading and writing achievement indicates our school wide emphasis on Close Reading is providing students with needed skills for comprehension at high levels. Still, the percentage of students who are Below Standard in writing shows a concerning increase even with less students testing. During 22/23, a focus on writing will be needed.  
  
Listening scores also decreased which is likely a result of the challenges of Distance Learning.  
  
While we are not able to clearly measure the results using SBAC, we believe the skill set students have learned in this area has assisted them during Distance Learning, and we have continued to incorporate close reading strategies in lesson planning.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	355	353	366	333	343	249	333	343	244	93.8	97.2	68.0
All Grades	355	353	366	333	343	249	333	343	244	93.8	97.2	68.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2569.	2551.	2594.	8.71	6.41	10.66	18.02	16.62	29.51	33.63	29.74	30.33	39.64	47.23	29.51
All Grades	N/A	N/A	N/A	8.71	6.41	10.66	18.02	16.62	29.51	33.63	29.74	30.33	39.64	47.23	29.51

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	13.51	8.75	16.80	34.53	31.78	55.74	51.95	59.48	27.46
All Grades	13.51	8.75	16.80	34.53	31.78	55.74	51.95	59.48	27.46

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	12.61	10.50	16.80	51.95	52.48	65.16	35.44	37.03	18.03
All Grades	12.61	10.50	16.80	51.95	52.48	65.16	35.44	37.03	18.03

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	13.21	10.79	14.75	63.36	54.52	66.80	23.42	34.69	18.44
All Grades	13.21	10.79	14.75	63.36	54.52	66.80	23.42	34.69	18.44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. While we do have Math scores for 20/21, the CDE warns that the numbers are not reliable as minimum testing percentages may not have been met. 72% of our 11th graders did test, and results in math are positive, indicating an improvement over previous years, however those results should be reviewed with great caution, and our 21/22 results will more accurately reflect our achievement.
2. Conclusions drawn in 19-20, based on 18-19 data, indicate a need for continued instruction using real-world problems. Teachers need to increase access to performance-based problems and more intentionally include student talk.
3. Conclusions drawn in 19-20, based on 18-19 data, indicate students are struggling with math achievement particularly in "Concepts and Procedures."

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1488.6	1510.5	1520.4	1496.4	1514.9	1518.6	1480.3	1505.6	1521.6	27	36	59
10	1522.8	1510.5	1513.0	1527.2	1500.5	1499.5	1517.9	1520.0	1525.9	44	26	41
11	1517.4	1507.1	1493.3	1520.7	1499.0	1479.8	1513.7	1514.6	1506.1	35	38	34
12	1481.6	1527.3	1502.6	1466.6	1529.1	1493.6	1496.3	1525.0	1511.2	20	25	22
All Grades										126	125	156

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	11.11	13.79	*	22.22	31.03	*	36.11	32.76	*	30.56	22.41	27	36	58
10	*	11.54	14.63	43.18	38.46	26.83	29.55	19.23	26.83	*	30.77	31.71	44	26	41
11	31.43	2.63	2.94	*	26.32	20.59	*	39.47	29.41	*	31.58	47.06	35	38	34
12	*	16.00	4.76	*	20.00	42.86	*	44.00	23.81	*	20.00	28.57	20	25	21
All Grades	17.46	9.60	10.39	35.71	26.40	29.22	21.43	35.20	29.22	25.40	28.80	31.17	126	125	154

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	44.44	22.22	25.86	*	33.33	36.21	*	19.44	20.69	*	25.00	17.24	27	36	58
10	38.64	30.77	24.39	43.18	34.62	26.83	*	3.85	26.83	*	30.77	21.95	44	26	41
11	54.29	13.16	5.88	*	36.84	38.24	*	23.68	11.76	*	26.32	44.12	35	38	34
12	*	24.00	19.05	*	36.00	47.62	*	24.00	4.76	*	16.00	28.57	20	25	21
All Grades	43.65	21.60	20.13	26.19	35.20	35.71	11.11	18.40	18.18	19.05	24.80	25.97	126	125	154

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	8.33	8.62	*	52.78	65.52	*	38.89	25.86	27	36	58
10	29.55	3.85	12.20	50.00	65.38	41.46	*	30.77	46.34	44	26	41
11	34.29	0.00	0.00	37.14	47.37	50.00	*	52.63	50.00	35	38	34
12	*	0.00	4.76	*	52.00	57.14	*	48.00	38.10	20	25	21
All Grades	30.16	3.20	7.14	39.68	53.60	54.55	30.16	43.20	38.31	126	125	154

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	55.56	58.33	61.40	*	22.22	22.81	*	19.44	15.79	27	36	57
10	70.45	61.54	57.50	*	3.85	20.00	*	34.62	22.50	44	26	40
11	62.86	55.26	47.06	*	15.79	17.65	*	28.95	35.29	35	38	34
12	*	68.00	57.14	*	16.00	19.05	*	16.00	23.81	20	25	21
All Grades	61.11	60.00	56.58	20.63	15.20	20.39	18.25	24.80	23.03	126	125	152

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	2.78	24.14	*	38.89	27.59	74.07	58.33	48.28	27	36	58
10	*	0.00	10.00	27.27	61.54	35.00	68.18	38.46	55.00	44	26	40
11	*	2.63	2.94	45.71	26.32	29.41	51.43	71.05	67.65	35	38	34
12		4.00	0.00	*	40.00	57.14	70.00	56.00	42.86	20	25	21
All Grades	*	2.40	12.42	31.75	40.00	33.99	65.08	57.60	53.59	126	125	153

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	*	5.56	1.72	48.15	63.89	67.24	*	30.56	31.03	27	36	58
<b>10</b>	*	7.69	7.32	72.73	57.69	70.73	*	34.62	21.95	44	26	41
<b>11</b>	*	0.00	5.88	71.43	76.32	58.82	*	23.68	35.29	35	38	34
<b>12</b>	*	4.00	14.29	*	76.00	61.90	*	20.00	23.81	20	25	21
<b>All Grades</b>	13.49	4.00	5.84	63.49	68.80	65.58	23.02	27.20	28.57	126	125	154

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. ELPAC data indicates that EI performance has held steady despite the pandemic, though an increase in students at Level 1 may have staffing implications for 22/23.
2. ELPAC data, combined with our recent D/F data indicate a continued need for students in the area of "student talk."

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1618</b>	<b>52.1</b>	<b>11.2</b>	<b>0.4</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	182	11.2
Foster Youth	7	0.4
Homeless	12	0.7
Socioeconomically Disadvantaged	843	52.1
Students with Disabilities	170	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	0.7
American Indian or Alaska Native	9	0.6
Asian	116	7.2
Filipino	30	1.9
Hispanic	1110	68.6
Two or More Races	40	2.5
Native Hawaiian or Pacific Islander	6	0.4
White	292	18.0

### Conclusions based on this data:

1. Our population has remained stable over the last few years, with a slight uptick in the number of Hispanic and English Learner (EL) students.

2. Our overall numbers are rising by small increments which may have facility implications in Physical Education spaces as well as some specialized teaching spaces like Culinary Arts and Music.






# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Our College and Career Indicator indicates attention we have paid to "cleaning up" our Career Technical Education (CTE) pathways is showing promise.
2. Preliminary suspension numbers for 21-22 show a decided increase in suspensions across all demographics as compared to the full year prior to the Pandemic. PASS survey data shows student connections to school have suffered, and we will need to devote more resources to Social/Emotional supports and the development of the new freshmen level skills class.
3. In achievement areas, our results are promising but unreliable. We can speculate that our emphasis on instructional strategies practiced through the Universal Design for Understanding (UDL) is warranted.

# School and Student Performance Data

## Academic Performance English Language Arts

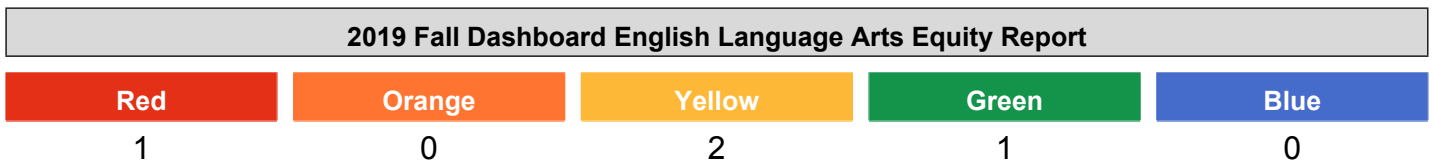
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 31.4 points above standard Maintained -2.5 points 329	<p><b>English Learners</b></p> Red 79.6 points below standard Declined Significantly -16 points 43	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students
<p><b>Homeless</b></p> No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 9.3 points above standard Declined -12.7 points 183	<p><b>Students with Disabilities</b></p> No Performance Color 71.1 points below standard Declined Significantly -25.5 points 28



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color 0 Students	 No Performance Color 36 points above standard Increased ++13.3 points 23	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17 points above standard Declined -7.7 points 218	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Green 66.6 points above standard Declined -5.4 points 67

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
111 points below standard Declined Significantly -17.5 points 27	26.4 points below standard Increased ++5.2 points 16	49.8 points above standard Declined -6 points 156

**Conclusions based on this data:**

1. While overall English Language Arts (ELA) achievement is good, there is still an achievement gap between all students and Hispanic students indicating that efforts around Goal 3 are crucial.
2. EL student performance remains consistently behind that of their non-EL counterparts. This reinforces plans we are making to address teacher confidence around English Learner instruction. Additionally, our scores indicate a need to address specific areas of deficiency through data analysis and teacher inquiry cycles.
3. 2021 results do indicate a need for focus on writing and communication.

# School and Student Performance Data

## Academic Performance Mathematics

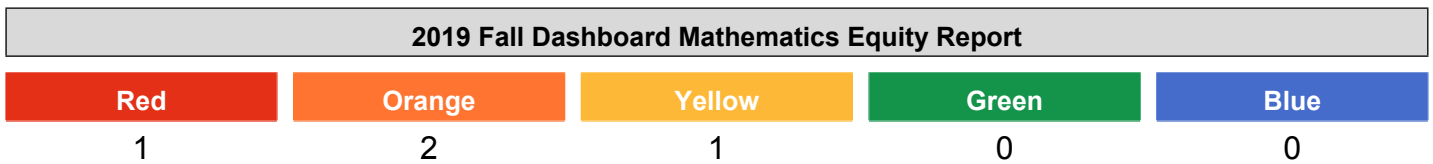
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 73.2 points below standard Declined Significantly -16.7 points 327	<p><b>English Learners</b></p> Red 170.8 points below standard Declined Significantly -41.5 points 44	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> Orange 90.6 points below standard Declined Significantly -21.6 points 182	<p><b>Students with Disabilities</b></p> No Performance Color 166.1 points below standard Declined Significantly -28.9 points 28

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color 88.4 points below standard Declined Significantly -40.1 points 23	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 83.9 points below standard Declined Significantly -17.9 points 218	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students -	 Yellow 42.2 points below standard Declined -14.8 points 65

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
186.8 points below standard Declined Significantly -37.7 points 27	146.2 points below standard Declined Significantly -38.1 points 17	56.4 points below standard Declined -10.5 points 153

#### Conclusions based on this data:

1. Overall, achievement in mathematics remains our most acute challenge. A plan for teacher data inquiry cycles combined with innovative teaching strategies is required.
2. Overall performance by all groups is below standard. This is indicative of a need to address the feedback cycle for students, and an accompanying need for math supports and interventions.

# School and Student Performance Data

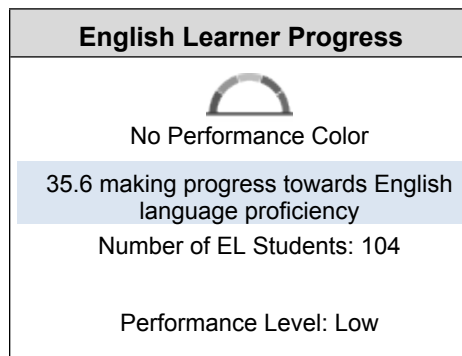
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	39.4	3.8	31.7

#### Conclusions based on this data:

1. The number of students making progress is greater than those who are decreasing, but the number decreasing is still significant indicating a need around "student talk" in the classrooms.
2. Overall EL performance is "low" also supporting the notion that schoolwide efforts in EL strategies is warranted. Survey data indicates that EL students were disproportionately affected. Additional support in this plan is necessary.
3. In addition to dashboard data, current student survey data indicates that English Learner support, both academically, and with respect to mental health, is warranted.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	328	100
<b>African American</b>	3	0.9
<b>American Indian or Alaska Native</b>	6	1.8
<b>Asian</b>	32	9.8
<b>Filipino</b>	5	1.5
<b>Hispanic</b>	210	64
<b>Native Hawaiian or Pacific Islander</b>	1	0.3
<b>White</b>	55	16.8
<b>Two or More Races</b>	13	4
<b>English Learners</b>	33	10.1
<b>Socioeconomically Disadvantaged</b>	213	64.9
<b>Students with Disabilities</b>	32	9.8
<b>Foster Youth</b>	2	0.6
<b>Homeless</b>	7	2.1

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	38	11.6
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	3	9.4
<b>Filipino</b>		
<b>Hispanic</b>	23	11
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	7	12.7
<b>Two or More Races</b>	2	15.4
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	23	10.8
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	81	24.7
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	3	9.4
<b>Filipino</b>		
<b>Hispanic</b>	65	31
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	10	18.2
<b>Two or More Races</b>	0	0
<b>English Learners</b>	1	3
<b>Socioeconomically Disadvantaged</b>	60	28.2
<b>Students with Disabilities</b>	4	12.5
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	171	52.1
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	18	56.3
<b>Filipino</b>		
<b>Hispanic</b>	102	48.6
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	32	58.2
<b>Two or More Races</b>	10	76.9
<b>English Learners</b>	5	15.2
<b>Socioeconomically Disadvantaged</b>	94	44.1
<b>Students with Disabilities</b>	4	12.5
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	48	14.6
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	3	9.4
<b>Filipino</b>		
<b>Hispanic</b>	37	17.6
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	6	10.9
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	34	16
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	37	11.3
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	2	6.3
<b>Filipino</b>		
<b>Hispanic</b>	21	10
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	9	16.4
<b>Two or More Races</b>	2	15.4
<b>English Learners</b>	2	6.1
<b>Socioeconomically Disadvantaged</b>	23	10.8
<b>Students with Disabilities</b>	3	9.4
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).



<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	28	8.5
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	1	3.1
<b>Filipino</b>		
<b>Hispanic</b>	13	6.2
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	9	16.4
<b>Two or More Races</b>	2	15.4
<b>English Learners</b>	1	3
<b>Socioeconomically Disadvantaged</b>	18	8.5
<b>Students with Disabilities</b>	3	9.4
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	74	22.6
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	1	3.1
<b>Filipino</b>		
<b>Hispanic</b>	71	33.8
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	1	1.8
<b>Two or More Races</b>	0	0
<b>English Learners</b>	4	12.1
<b>Socioeconomically Disadvantaged</b>	64	30
<b>Students with Disabilities</b>	3	9.4
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. The college and career indicators, while improving, still show a need for students to improve in all areas including a-g completion, CTE (career technical education) pathway completion and AP (advanced placement) pass rates.
2. The number of students who are classified as "ready" increased significantly though current dashboard data is still unavailable.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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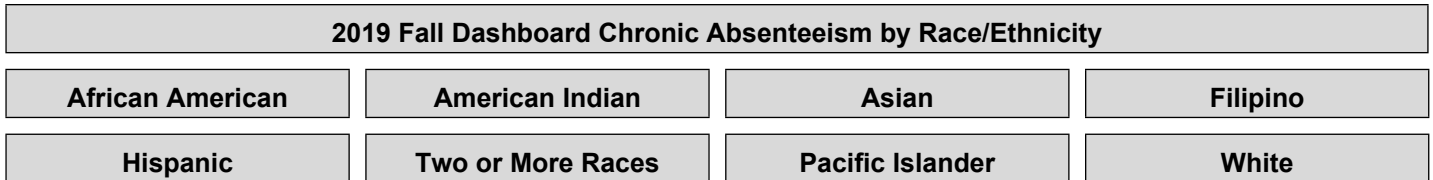
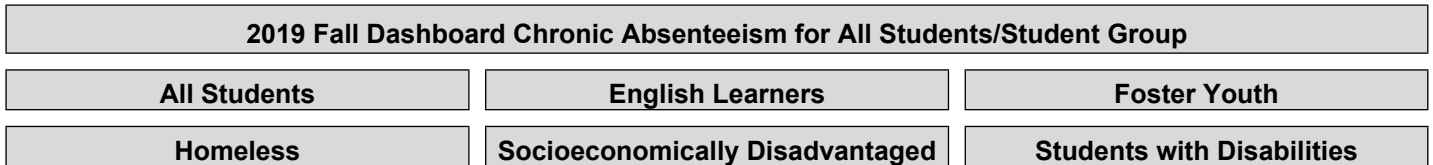
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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.



### Conclusions based on this data:

1. While absentee rates are not yet part of our dashboard, PHS continues to expend resources in the area of chronic absenteeism including specific data analysis at key points during the year as well additional personnel for parent outreach.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	328	315	1	96
English Learners	33	27	1	81.8
Foster Youth	2		0	
Homeless	7		0	
Socioeconomically Disadvantaged	213	204	1	95.8
Students with Disabilities	32	25	0	78.1
African American	3		0	
American Indian or Alaska Native	6		0	
Asian	32	32	0	100
Filipino	5		0	
Hispanic	210	203	1	96.7
Native Hawaiian or Pacific Islander	1		0	
White	55	51	0	92.7
Two or More Races	13	13	0	100

### Conclusions based on this data:

1. While our graduation rate is high, we are still working to DECREASE the rate at which students transfer to Cache Creek High School due to credit deficiency.
2. Preliminary results regarding credit deficiency for 22-23 are promising indicating the concerted efforts around credit recovery are effective.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

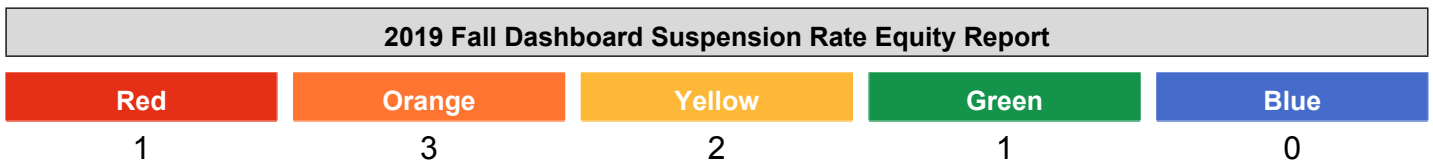
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>8.6</p> <p>Declined -0.7</p> <p>1600</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>13.6</p> <p>Declined Significantly -6.9</p> <p>169</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>18.2</p> <p>Increased +9.1</p> <p>11</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>10.3</p> <p>Declined -0.9</p> <p>960</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>14.6</p> <p>Increased +2.7</p> <p>157</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">26.1</span> Increased +7 23	 No Performance Color Less than 11 Students	 Green <span style="background-color: #e6f2ff; padding: 2px;">1.7</span> Declined -3.9 118	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0</span> Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e6f2ff; padding: 2px;">9.7</span> Declined -1.1 1072	 Orange <span style="background-color: #e6f2ff; padding: 2px;">6.1</span> Increased +6.1 49	 No Performance Color Less than 11 Students	 Orange <span style="background-color: #e6f2ff; padding: 2px;">7.7</span> Increased +0.3 299

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.3	8.6

**Conclusions based on this data:**

1. Due to the pandemic, our suspension rate has, naturally, fallen to nearly 0. This will mean we will need to create a new baseline during the 21-22 school year.
2. Preliminary suspension numbers for the 21-22 school year show a decided increase in suspension across all demographics. Analysis of the data indicates that 9th and 10th graders have struggled to assimilate to high school life and the social skills required to do so effectively appear to be lagging. Resources will need to be devoted to Teaching students skills around conflict resolution as well as appropriate school expectations. These Tier 1 strategies will need to be more systematically emphasized as the school year starts.
3. PHS has adopted new School wide Learner Outcomes (SLOs) are now aligned with the district's Graduate Profile. Much of that is devoted to the "human" skills students will need in the 21st century. PHS faculty will be working to incorporate those SLO's (and, thus, the Graduate Profile) into all major curricular units.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

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

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

Low academic progress for English Language Learners

Teacher training around effective instructional strategies

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes(high school only).	<p>54.7% Prepared</p> <p>2019-2020 131 students had at least 1 College course on their transcript 310 courses taken by 131 student</p> <p>2020-2021 (Baseline) 186 students had at least 1 College course on their transcript 352 courses taken by 186 student</p> <p>2021-2022 (current Year/Actual)</p>	<p>Maintain current levels of student designated Prepared</p> <p>Increase numbers of students with college credits on their transcripts by 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>190 students had at least 1 College course on their transcript 384 courses taken by 190 student</p> <p>26 students enrolled in Dual Enrollment classes for 21-22</p>	
Percentage of students completing UC/CSU a-g course requirements (high school only).	<p>40% of the class of 2020 was a-g eligible (Baseline)</p> <p>53% of the class of 2021 was a-g eligible (Actual)</p>	Increase of 3% annually
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	55 students completed CTE pathways for the class of 2021	Maintain current level of completers and increase those participating in CTE introductory pathway courses
Number of students who participate in Visual and Performing Arts.	<p>19/20 813 VAPA Seats</p> <p>20/21 885 VAPA Seats</p> <p>21/22 924 VAPA Seats (Goal exceeded)</p>	Maintain current levels of participation
Number of State Seals of Biliteracy awarded to students (high school only).	<p>83 awarded in 2018-19 (baseline/Pre-pandemic)</p> <p>80 students awarded Seal in 20-21</p>	Increase by 3% from 2018 - 2019 for 2022-23
D/F Rates	<p>PHS keeps a running analysis of grade data. The most recent data includes:</p> <p>TOTAL D/F RATES</p> <p>2,636 total Ds/Fs (1st Semester 20/21)</p> <p>1,585 Total Ds/Fs (1st Semester 21/22)</p> <ul style="list-style-type: none"> <li>• -----</li> <li>-----</li> <li>-----</li> <li>-----</li> </ul>	Decrease in all measured areas: Fs per student, Fs per course/Department, Fs by male students.



Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

D/F RATES BY GRADE

Semester 1 20/21	Semester 1 21/22
D F	D F
9 222 737	9 172 285
10 168 739	10 253 354
11 161 431	11 172 176
12 125 71	12 117 56

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D/F RATES BY GENDER

Semester 1 20/21	Semester 1 21/22
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D F	D F
M 380 1234	M 441 545
F 296 744	F 273 326

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

Q1 - 2020	Q1 - 2021
English 487	Mathematics 453
Mathematics 451	English 370
Science 259	Social Science 274
Social Science 252	Science 163
Visual/Performing Arts 246	Visual/Performing Arts 145
World Languages 232	World Languages 128
Physical Education 219	Physical Education 71
Agriculture 141	Business 70
Home Ec/Health 130	Home

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Ec/Health 39 Business 73 Agriculture 38 Special Education 42 Special Education 20 Non-Departmental 5 Non- Departmental 1 Industrial Arts 4 Industrial Arts 0	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Strategy: Provide programs and supports to address achievement deficiencies, advance A-G eligibility, and increase status "prepared" on the California Dashboard and address student achievement deficiencies in mathematics

#### Activities:

Math Re-take Center

Learning Center

After School/Evening Intervention

AVID

Credit Recovery

Academic Incentives

Puente Supports

Student Planners

Student materials, copies, and extra duty needed to start the school year ("Great Start") and maintain the supports throughout the year.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

56,214

111,424

#### Source(s)

Supplemental/Concentration

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

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy: Teacher implementation of strategies to improve instructional effectiveness.

Activities:

Teacher Training, Professional Development, Collaboration  
Professional Learning Community staff-wide training  
Training for Math Teachers (Solution Tree)  
New Teacher Support (Buddy Program)  
ELA intensive training (Asilomar)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

41,000

Supplemental/Concentration

## Annual Review

**SPSA Year Reviewed: 2021-22**

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

### ANALYSIS

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

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

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

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

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

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

The 22-23 Plan focuses more particularly on math training for teachers, after hours tutoring, homework assistance, student supports and, based on feedback from student groups, academic incentives and rewards.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

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

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

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

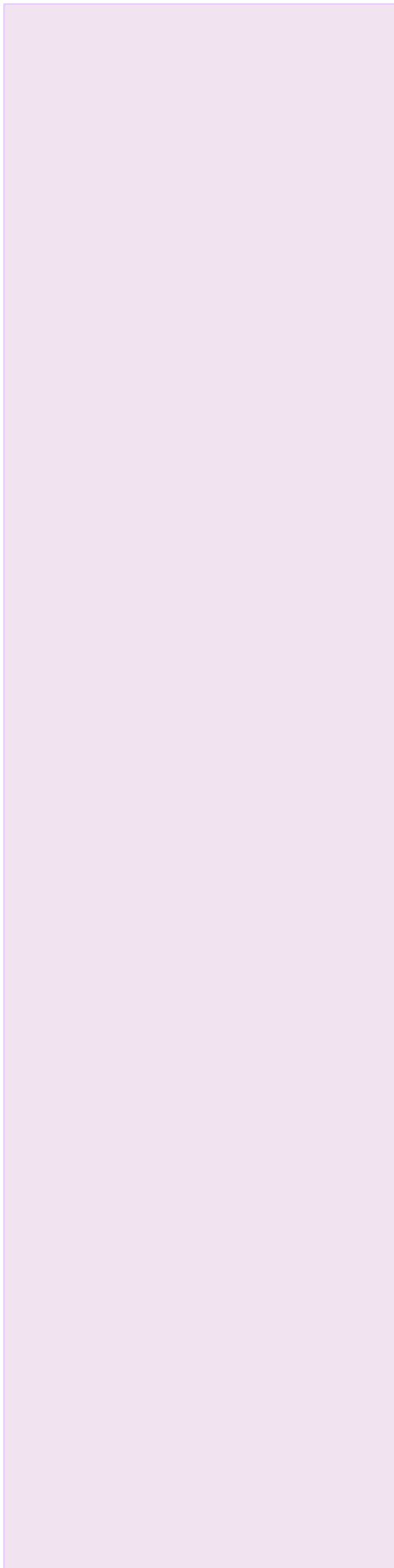
## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome									
Performance levels on ELA (English Language Arts) and Math Academic Indicator.	<p>2019 RESULTS:</p> <p>73.2 points below standard/ 24% at or above standard (Math), Orange 31.4 points above standard / 65% at or above standard (ELA) Green</p> <p>ENGLISH</p> <table border="1"> <thead> <tr> <th>Student Group</th> <th>Color</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>Level</td> <td>Change</td> <td>Level</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>All Students Green High Increased</li> <li>English Learners Red Very Low Maintained</li> <li>Foster Youth None</li> <li>Socioeconomically Disadvantaged Green Medium Increased</li> <li>Students w/ Disabilities None Very</li> </ul>	Student Group	Color	Status	Level	Change	Level				<p>Improve Math SBAC overall scores by 6%, Yellow on Dashboard</p> <p>Improve ELA SBAC overall scores by 3% Maintain Green on Dashboard</p>
Student Group	Color	Status									
Level	Change	Level									

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome



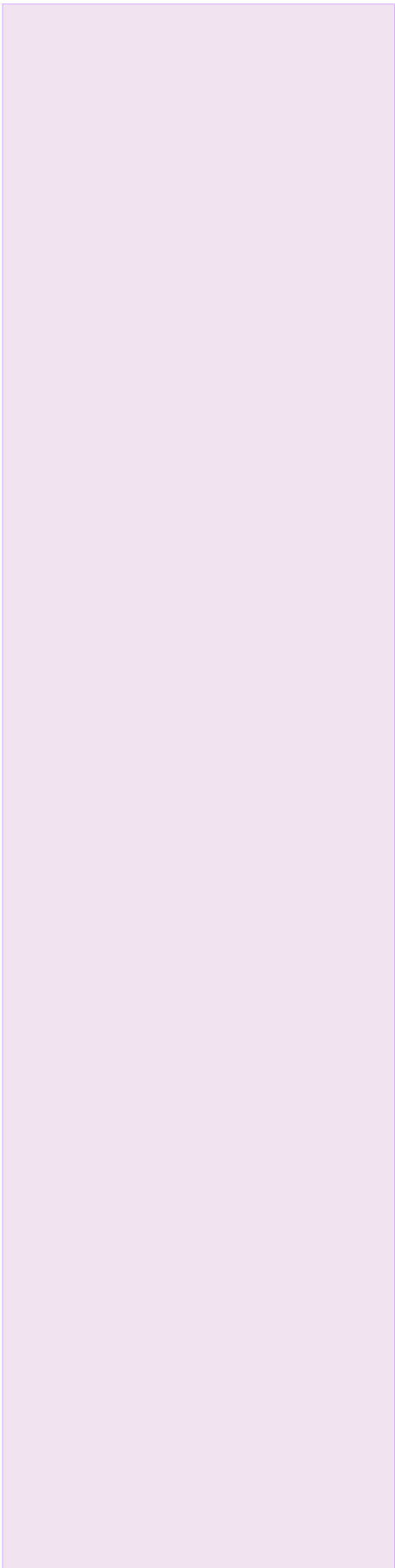
Low Increased  
Significantly

- African American  
None
- Asian None Medium  
Declined Significantly
- Filipino None
- Hispanic Green  
Medium Increased  
Significantly
- Native Hawaiian or  
Pacific Islander None
- White Blue High  
Increased  
Significantly
- Two or More  
Races None

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**MATHEMATICS**  
Student Group Color Status  
Level Change Level

- All Students Green  
Medium Increased  
Significantly
- English Learners  
Orange Very Low  
Increased
- Foster Youth None
- Socioeconomically  
Disadvantaged Yellow Low  
Increased Significantly
- Students  
with Disabilities None Very  
Low Increased Significantly
- African American  
None
- Asian None Medium  
Increased
- Filipino None
- Hispanic Yellow Low  
Increased  
Significantly
- Native Hawaiian



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>or Pacific Islander None</p> <ul style="list-style-type: none"> <li>• White Green Medium Increased Significantly</li> <li>• Two or More Races None</li> </ul> <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>Performance level on English Learner Progress Indicator</p>	<p>2019 RESULTS (Updated results will be available after the 21-22 school year)</p> <p>Student Group    Suspension Rate    Graduation Rate    College/Career</p> <p>All Students                      Yellow</p> <p>Yellow                      Orange</p> <p>English Learners                      Red</p> <p>Yellow                      Red</p> <p>Student Group                      English Language Arts                      Mathematic</p> <p>All Students                      Green                      Green</p> <p>English Learners                      Red                      Orange</p>	<p>Close gap on next measurable indicators between English Learners and All students in all performance areas by at least one band</p>
<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.</p>	<p>ENGLISH SCORES (18/19)</p> <p>Met/Exceed (2018)                      %</p> <p>Met/Exceed (2019)                      %</p> <p>Changed</p>	<p>ENGLISH: Increase next measurable SBAC score by +5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																																
	67.37% -2.08%	65.29%																																																
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	<p>MATH SCORES (18/19)</p> <p>Met/Exceed (2018) Met/Exceed (2019) % Changed 26.73% 23.03% -3.7%</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>	MATH: Increase next measurable SBAC score by +7%																																																
Number of students who are chronically absent	<p>Chronically absent (2018/2019) - Total population of 1451</p> <table border="1"> <thead> <tr> <th>Stu Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>#Stu</td> <td></td> </tr> <tr> <td>All</td> <td>12.3</td> </tr> <tr> <td>179</td> <td></td> </tr> <tr> <td>504</td> <td>28</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>Asian</td> <td>5.9</td> </tr> <tr> <td>8</td> <td></td> </tr> <tr> <td>Black</td> <td>18.2</td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>Foster</td> <td>11.1</td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>12.5</td> </tr> <tr> <td>121</td> <td></td> </tr> <tr> <td>Homeless</td> <td>25</td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>Socio-Ec Disadv</td> <td>12.3</td> </tr> <tr> <td>36</td> <td></td> </tr> <tr> <td>LEP</td> <td>16.9</td> </tr> <tr> <td>21</td> <td></td> </tr> <tr> <td>RFEP</td> <td>8.9</td> </tr> <tr> <td>57</td> <td></td> </tr> <tr> <td>SpEd</td> <td>22.1</td> </tr> <tr> <td>27</td> <td></td> </tr> </tbody> </table>	Stu Group	%	#Stu		All	12.3	179		504	28	30		Asian	5.9	8		Black	18.2	4		Foster	11.1	1		Hispanic	12.5	121		Homeless	25	1		Socio-Ec Disadv	12.3	36		LEP	16.9	21		RFEP	8.9	57		SpEd	22.1	27		<p>Reduce overall Chronically absent to below 10% (&lt;150 students)</p> <p>Reduce subgroups above 12.3% by 5% each as follows:</p>
Stu Group	%																																																	
#Stu																																																		
All	12.3																																																	
179																																																		
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>White 14.6 40</p> <p>18/19 12.3% 20/21 3.9%</p>	
Suspension rate	<p>Based on 18/19 School Year</p> <p>9.3% suspended at least once (decline of 3% over previous year)</p> <p>Student Group Suspension Rate on Dashboard All Students Yellow English Learners Red Foster Youth None Homeless None Socioeconomically Disadvantaged Yellow Students with Disabilities Yellow African American None American Indian or Alaska Native None Asian Orange Filipino None Hispanic Yellow Native Hawaiian or Pacific Islander None White Yellow Two or More Races Blue</p> <p>Based on 19/20 Cumulative Enrollment: 1600 Total Suspensions: 121 Unduplicated Suspensions: 74</p>	<p>Bring overall rate down 5% from last measurable year (18/19) and decrease 9th and 10th grade suspensions over the 21-22 suspension rates by 10%.</p> <p>Bring rate for English Learns out of red zone on next Dashboard update</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Suspension Rate: 4.6%  
 % of stu suspensions with only one suspension: 67.6%  
 % of stu suspensions with multiple Suspensions: 32.4%

Based on 20/21 School Year:  
 Cumulative Enrollment: 1662  
 Total Suspensions: 8  
 Unduplicated Suspensions: 7  
 Suspension Rate: .4%  
 % of stu suspensions with only one suspension: 85.7%  
 % of stu suspensions with multiple Suspensions: 14.3%

UPDATE (21/22 - AS OF April 1, 2022)

102 individual disciplinary incidents resulting in suspension as follows:  
 48900(a)(1) Fighting 26  
 48900(c) Alcohol/intoxicant/controlled substance 25  
 48900(o) Harassed, threatened or intimidated witness 10  
 48900(a)(2) Battery 6  
 48900(k) Defiance of authority/Disruption of activity 6  
 48900(i) Obscene act/habitual profanity/vulgarity 6  
 48900(g) Stealing school/private property 5  
 48900(r) Bullying 4  
 48900(h) Use/possess tobacco 4  
 48900(f) Damage to school/private property 3  
 48915(a)(5) Assault or battery on a school employee 2  
 48900.4 Engaged in intimidation 2  
 48915(a)(3) Possession of a controlled substance 1  
 48900(b) Possess Weapon 1  
 48900(l) Knowingly received stolen school/private property 1

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>78 students have had at least one incident of suspension</p> <p>Suspensions by Grade Level</p> <p>9 42</p> <p>10 42</p> <p>11 8</p> <p>12 10</p>	
<p>Student sense of safety and school connectedness as measured by School Survey and California Healthy Kids Survey</p>	<p>1/3 of students do not feel connected to school (See CHKS results and Student Survey Results)</p> <p>62% of freshman and 58% of juniors felt connected to school based on last year's CHKS</p>	<p>Using both CHKS and PHS Student Culture Survey, show increase of student school connectedness by 8 %</p>
<p>Parent/family satisfaction on Healthy Kids Survey, on key indicators</p>	<p>Data based on 18/19 CHKS Parent Survey</p> <p>PARENT INVOLVEMENT</p> <p>Performance Indicator % Agree/Strongly Agree</p> <ul style="list-style-type: none"> <li>• School allows input and welcomes parents' contributions. 89%</li> <li>• School encourages me to be an active partner 85%</li> <li>• School actively seeks the input of parents before making important decisions. 55% <ul style="list-style-type: none"> <li>• Parents feel welcome to participate at this school 78%</li> <li>• School staff treat parents with respect. 84%</li> <li>• School staff take parent concerns seriously. 78%</li> <li>• School staff are helpful to parents. 80%</li> </ul> </li> </ul>	<p>Key areas for improvement, indicated on the Parent Survey include:</p> <ul style="list-style-type: none"> <li>• Improve parental contact with guidance contact by 5%</li> <li>• Improve response to parental outreach by 5%</li> <li>• Improve social/emotional supports and counseling by 10%</li> <li>• Increase use of culturally responsive curriculum such that response on parent survey increases by 10%</li> <li>• Improve conflict resolution efforts such that response on parent survey increases by 10%</li> <li>• Increase PBIS/MTSS efforts such that response on parent survey around rules</li> </ul>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

- Attended a School or class event 80%
- Attended a General School Meeting 87%
- Served on a school committee 13%
- Met with a guidance counselor in person 49%

SCHOOL KEEPS ME WELL-INFORMED

- School keeps me well-informed about school activities 89%
- Teachers communicate with parents about what students are expected to learn in class 76%
- School promptly responds to my phone calls, messages, or e-mails 76%
- Providing information about how to help your child with homework 65%
- Providing information on how to help your child plan for college or vocational school 75%

ACADEMIC SUCCESS

- School Promotes Academic Success for All Students 85%
- School Provides High Quality Instruction 79%
- School Encourages Students of All Races to Enroll in Challenging Courses 69%
- School Has Teachers That Go Out of Their Way to Help Students 77%

enforcement equity improves 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>• School Provides Quality Counseling and Supports for Students with Social or Emotional Needs 56%</li> </ul> <p><b>RESPECT AND CULTURAL SENSITIVITY</b></p> <ul style="list-style-type: none"> <li>• School Treats All Students with Respect 78%</li> <li>• School Promotes Respect of All Cultural Beliefs and Practices 65%</li> <li>• School Provides Culturally Appropriate Materials 52%</li> <li>• School Helps Students Resolve Conflict 50%</li> </ul> <p><b>STUDENT RISK BEHAVIOR</b></p> <ul style="list-style-type: none"> <li>• 40% believe bullying/harassment is a problem on campus</li> <li>• 40% believe drugs/alcohol are a problem on campus</li> </ul> <p><b>DISCIPLINE</b></p> <ul style="list-style-type: none"> <li>• School Clearly Communicates Consequences of Breaking Rules. 85%</li> <li>• School Enforces Rules Equally 69%</li> </ul>	

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

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

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

Activities:

Training for Counselors

Therapeutic Counseling/Mentoring Support

Attendance Intervention

Provide school wide programs of Social/Emotional Curriculum

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

36,000

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

2,000

Supplemental/Concentration

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Strategy: Provide opportunities to enhance teacher content knowledge and instructional expertise.

Activities:

PLC/PD Collaboration time around Universal Design for Understanding.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

8,000

Supplemental/Concentration

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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

## **ANALYSIS**

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

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

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

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

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

PHS plans to use therapeutic counseling services as well as increase capacity of on-site counseling team and money is dedicated to both purposes. Teachers need continued improvement in instructional techniques and collaboration towards providing guaranteed, viable curriculum.

Student surveys and input from student groups indicate a continued need for our Universal Design for Understanding (UDL) initiative.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

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

Improve school connectedness for EL students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	<p>2019-20</p> <p>Enrollment: 1541 English Learners: 160 (10.4%) Fluent-English-Proficient Students: 674 (43.7%) Students Redesignated FEP: 14 (9.0%)</p> <p>UPDATE (20-21) Enrollment: 1618 English Learners: 182 (11.2%) Fluent-English-Proficient Students: 689 (42.6%) Students Redesignated FEP: 4 (2.5%)</p>	Increase re-designation rate to mirror levels at County and state
English Learner Progress Indicator	<p>Based on 2019-20 (no current Dashboard data)</p> <p>35.6% making progress towards English language proficiency in 18-19</p>	At next metric checkpoint, increase students making progress towards proficiency by 3%
Number of long term English Learners (middle and high school only)	2018-19	Decrease Long Term English Learner (LTEL) rates to 12.2%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																				
	<p>English Learners (EL) (0-3 years) 35</p> <p>At-risk (4 to 5 years) 5</p> <p>Long-term English Learners (LTEL) (6+ years) 115</p> <p>EL 4+ Years (Not At-Risk or LTEL) 0</p> <p>EL Total 155</p> <p>Reclassified Fluent English Proficient (RFEP) 653</p> <p>Total (Ever-EL) 808</p> <table border="1"> <thead> <tr> <th>20-21 Grade</th> <th>EL Total</th> </tr> </thead> <tbody> <tr> <td>LTEL</td> <td></td> </tr> <tr> <td>9</td> <td>64</td> </tr> <tr> <td>51</td> <td></td> </tr> <tr> <td>10</td> <td>46</td> </tr> <tr> <td>40</td> <td></td> </tr> <tr> <td>11</td> <td>42</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>12</td> <td>30</td> </tr> <tr> <td>19</td> <td></td> </tr> </tbody> </table>	20-21 Grade	EL Total	LTEL		9	64	51		10	46	40		11	42	30		12	30	19		
20-21 Grade	EL Total																					
LTEL																						
9	64																					
51																						
10	46																					
40																						
11	42																					
30																						
12	30																					
19																						
<p>School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment</p>	<p>Using the following rubric:</p> <p>1 Minimal to No Implementation</p> <p>2 Fair Implementation</p> <p>3 Appropriate Implementation</p> <p>4 Excellent Implementation</p> <p>PHS current Baseline (21/22) is as follows:</p> <p>2.5 Language and Cultures are assets</p> <p>2.0 No Single "EL Profile"/no one-size fits all model</p> <p>2.5 School Climate is Affirming, inclusive and safe</p> <p>2.0 Strong family and school partnerships</p>	<p>Improve EL Roadmap Principle 1 ratings:</p> <p>2.5 Language and Cultures are assets (maintain)</p> <p>2.5 No Single "EL Profile"/no one-size fits all model (show growth)</p> <p>3.0 School Climate is Affirming, inclusive and safe (Show growth)</p> <p>2.5 Strong family and school partnerships (Show growth)</p> <p>2.5 Supporting English Learners with disabilities (Maintain)</p>																				

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2.5 Supporting English Learners with disabilities	
Number of English Learner students receiving academic support through Tier 2 services	<p>2018-19</p> <p>41 received an intervention in Tier II</p> <p>95 RFEP kids have been considered by the Tier II Team</p> <p>81 RFEP students have had an intervention</p> <p>All EL students with at least one or more F at the Intervention Periods received Counseling and/or intervention.</p> <p>UPDATE 21-22 - While still preliminary, Tier II interventions rates for EL students has increased by 5.2%</p>	Maintain current levels of intervention

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

English Learners

#### Strategy/Activity

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

#### Activities:

- Full-time EL (English Learner) Specialist (District funded)
- English Language Development (ELD) classes (District funded)
- In-class tutor support in core subjects in math, science and social science through Learning Center tutors and paras
- ELD Supplies and curriculum support

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

23,000

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

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

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

#### Activities:

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9,000

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

3,864

Title I Part A: Parent Involvement

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

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

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

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

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

This plan more specifically and intentionally uses the EL Specialist to coach and model for teachers. Additionally, funding is provided for increased in-class tutorial support.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 4

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

## Identified Need

Student engagement  
Student voice

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	Current Partnerships: PTA (Parent Teacher Association) Boosters American Legion (Boys and Girls State) School Site Council Blood Drive Woodland Schools Foundation City Hall	Maintain current partnerships  Increase Career/Technical Education (CTE)-related partnerships through pathway partnerships to at least 1 partner for each CTE pathway.
Number of extracurricular programs offered	25 Clubs (2020-21 Academic Year) 2 CTSO (Career Technical Student Organizations) CIF (California Interscholastic Federation) Sports Program	Maintain current levels of extracurricular activities
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	1 survey completed with 700 responses (45%) in January 2021  UPDATE 2022 survey has more than 1400 respondents and is focused on school work and homework	2 targeted student surveys completed with at least 40% participation of the student population.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Needs Assessment completed by Student Advisory Council 9 February 2022	
Number and percent of students by representative demographic providing input to the SPSA through focus groups	<p>20-21 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>Black or African American 1 Hispanic 11 White 6 Other Asian 2</p>	Maintain current Levels of Participation

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

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

- Continue use of diverse Student Advisory Council to get feedback on student data in order to inform creation of the annual site and safety plans.
- Use Student Survey results from Spring 2022 to begin task force around Student homework and workload with an eye toward creating school wide guidelines.
- Support to increase student internships within the community in all CTE pathways
- Experiential Field Trips for supplemental instruction to extend beyond the classroom and allow student to explore their community

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25,000

Source(s)

Supplemental/Concentration

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

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

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

In this goal, we are looking to incorporate student voice into our regular routines. Each of the strategies and activities is designed to set-up structures where student voice is naturally and permanently infused in how we do business. Many of the strategies will not cost anything, but there are some student supports and interests which do require funding and those are noted in Strategy 2. Due to the Pandemic, students have not been able to conduct some of their normal fundraising activities and will need support.

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

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

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

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



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$183,288
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$366,502.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$179,424.00
Title I Part A: Parent Involvement	\$3,864.00

Subtotal of additional federal funds included for this school: \$183,288.00

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	\$183,214.00

Subtotal of state or local funds included for this school: \$183,214.00

Total of federal, state, and/or local funds for this school: \$366,502.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Sandra Reese	Principal
Maria Alfaro	Other School Staff
Robert Rogers	Classroom Teacher
Lisa Gaskill	Classroom Teacher
Laura Nielsen	Classroom Teacher
Kate Barichievich ,	Classroom Teacher
Trisha Fayne	Parent or Community Member
Summer Pearson	Parent or Community Member
Rosalva Hernadez	Parent or Community Member
Luis Garcia	Secondary Student
Bisma Imran	Secondary Student
Ana Mariela Gamboa	Secondary Student

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

# Recommendations and Assurances




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 September 28, 2020.

Attested:

	Principal, Sandra M. Reese on <i>May 12, 2022</i>
	SSC Chairperson, Kate Barichievich on <i>May 12, 2022</i>