

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer High School	57727100101162	4/20/26	5/14/26

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

The schoolwide plan meets the requirements of the Every Student Succeeds Act (ESSA) through a comprehensive and ongoing needs assessment grounded in multiple data sources, including California Dashboard indicators, CAASPP performance, A-G completion rates, AP/Dual Enrollment participation, and local measures such as grades, attendance, and intervention utilization. This analysis is further informed by findings from the WASC Visiting Committee, which identified critical gaps in student achievement, program coherence, and the consistent use of data to drive instructional and programmatic decisions.

The needs assessment identified persistent achievement gaps, particularly for English Learners and Students with Disabilities, who have not demonstrated measurable growth across multiple years. In addition, schoolwide trends show declining performance in English Language Arts and Mathematics, decreased A-G completion rates, and inconsistent outcomes despite the presence of rigorous programs such as AP, Dual Enrollment, and CTE pathways.

In response, the schoolwide plan is designed not only to address identified student needs, but to strengthen systemic coherence, accountability, and the effectiveness of instructional and intervention practices. The plan includes the following prioritized strategies:

Closing Achievement Gaps

- Implement targeted, data-driven instructional practices and interventions for English Learners and Students with Disabilities, with a focus on measurable growth, access to core instruction, and consistent progress monitoring.
- Strengthen differentiation and ensure all students receive appropriate scaffolds and extensions aligned to essential standards.
- Strengthening Data Use and Instructional Coherence
- Establish clear systems for the consistent collection, analysis, and application of student data to inform real-time instructional adjustments.
- Develop structures to ensure vertical and horizontal alignment of curriculum, grading practices, and essential standards across all departments.
- Improve documentation and communication of instructional adjustments and program effectiveness.

Improving Academic Outcomes and College/Career Readiness

- Increase A-G completion rates and ensure equitable access to rigorous coursework, including AP, Dual Enrollment, and CTE pathways.
- Expand and refine in-schedule intervention opportunities to address credit deficiencies while maintaining access to core instruction and grade-level content.
- Enhancing Tiered Systems of Support (MTSS)
- Strengthen Tier I instruction to reduce reliance on intervention systems.
- Improve clarity, access, and effectiveness of Tier II and Tier III supports, including monitoring which students access supports and their impact on outcomes.
- Expand structured access to academic supports (e.g., Learning Center, intervention periods) during the school day.

Addressing School Climate, Engagement, and Discipline

- Continue implementation of PBIS and restorative practices to reduce suspension rates, with a targeted focus on disproportionality among student groups, particularly male students.
- Increase student engagement through expanded participation in extracurricular activities, pathways, and culturally relevant programming.

Expanding Student Voice, Feedback, and Agency

- Develop consistent systems for student feedback and self-reflection to inform instruction and improve engagement.
- Increase opportunities for students to understand learning expectations and monitor their own progress.

Aligning Instruction to the Graduate Profile and SLOs

-Ensure consistent integration of Schoolwide Learner Outcomes (SLOs) and the Graduate Profile into instruction, assessment, and student discourse across all classrooms.

-Increase emphasis on critical thinking, communication, and real-world application of learning.

Addressing Social-Emotional and Mental Health Needs

-Expand access to mental health supports and counseling services.

-Strengthen integration of social-emotional learning into Tier I instruction and schoolwide practices.

The schoolwide plan also addresses parent and family engagement through culturally responsive and inclusive practices. While systems such as ParentSquare, ELAC, and community partnerships are in place, the plan prioritizes increasing meaningful engagement and participation in decision-making processes, particularly in the analysis of data and evaluation of programs.

To support this, the school will:

-Expand outreach efforts to ensure all families, including multilingual and underrepresented groups, are actively engaged in both communication and decision-making processes.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The development and annual review of the School Plan for Student Achievement (SPSA) at Pioneer High School involved multiple stakeholder groups, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), Student Advisory Council, department chairs, faculty, staff, parents, and students. The School Site Council met regularly to review student performance data, monitor progress toward SPSA goals, and evaluate implementation of key plans, including the School Safety Plan. The SSC also participated in the comprehensive needs assessment and collaborated in the development, review, and approval of the SPSA.

A comprehensive needs assessment process included analysis of multiple data sources, including academic achievement, attendance, discipline, English learner progress, reclassification rates, and student perception survey data. Ongoing input was gathered through structured meetings, Professional Learning Communities (PLCs), the Washington Accreditation of Schools and Colleges (WASC) self study process, and continuous engagement with students, staff, and families.

Student input was gathered through surveys, including the California Healthy Kids Survey (CHKS), and through the Student Advisory Council. While the Student Advisory Council participated in discussions, it was not provided sufficient opportunity to offer comprehensive feedback during this cycle. As a result, CHKS data and other student survey results were used as primary sources to inform student needs, including areas related to engagement, school connectedness, instructional practices, and access to academic supports .

Student feedback highlighted the need for increased academic support, clearer post-secondary planning, stronger relationships with staff, more engaging instructional practices, and greater consistency in classroom expectations. Students also identified the importance of expanded access to tutoring, improved use of four-year plans, and increased opportunities for student voice and school connection .

Staff input was gathered through PLCs, department collaboration, and the Washington Accreditation of Schools and Colleges (WASC) self-study process. Staff identified priorities including strengthening Tier 1 instruction, increasing the use of data to inform instruction, expanding Multi-Tiered System of Supports (MTSS), improving support for English Learners and Students with Disabilities, and increasing student ownership of post-secondary planning .

The English Learner Advisory Committee (ELAC) reviewed data and provided input on the needs of English Learners, including expanded academic supports, increased parent engagement, continued professional development, and improved attendance and engagement strategies .

The School Site Council and staff also identified the need to expand academic interventions, strengthen college and career readiness supports, and increase family engagement opportunities. Community partners consistently emphasized the importance of alignment across instructional practices, student supports, and schoolwide expectations.

This process reflects an ongoing commitment to continuous improvement through data analysis, partner engagement, and alignment of resources to support student achievement and well-being.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The following areas were identified as being in the orange or red category: Mathematics Achievement and English Language Arts Achievement. While scores were low for nearly all demographics, Students with Disabilities and English Language Learners (EL) were disproportionately low.

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

English Learner “readiness” for college and career and achievement in English Language Arts was two levels below standard. EL student and Students with Disabilities showed as low though both made gains.

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.43%	0.43%	0.70%	7	7	11
African American	1.41%	1.41%	1.58%	23	23	25
Asian	7.28%	7.95%	9.92%	119	130	157
Filipino	1.1%	1.10%	0.95%	18	18	15
Hispanic/Latino	68.26%	69.17%	68.46%	1116	1131	1083
Pacific Islander	0.37%	0.43%	0.63%	6	7	10
White	17.61%	15.90%	14.03%	288	260	222
Two or More Races	2.81%	3.12%	3.03%	46	51	48
Not Reported	0.73%	0.49%	0.70%	12	8	11
Total Enrollment				1635	1635	1582

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	417	435	401
Grade 10	410	412	450
Grade 11	441	391	367
Grade 12	367	397	364
Total Enrollment	1,635	1,635	1,582

Conclusions based on this data:

1. Analysis of enrollment data indicates a decline in overall student enrollment from 1,635 to 1,582, with the most significant decreases occurring in Grades 11 and 12. This trend suggests challenges with student retention, credit accumulation, and on-track progression as students advance through high school. Current systems for monitoring and supporting students at risk of falling behind may not be consistently effective, particularly during the transition from 10th to 11th grade.
2. Enrollment data reflects a diverse and shifting student population, with Hispanic/Latino students comprising approximately 68% of the student body and increasing representation among Asian and other student groups. These demographic trends highlight the need to ensure that instructional practices, school climate, and family engagement strategies are culturally responsive and effectively meet the needs of all student groups.

3. Given that Hispanic/Latino students represent the majority of the student population, their academic outcomes significantly influence overall school performance. Any existing gaps in achievement, attendance, or college and career readiness indicators for this group will disproportionately impact schoolwide results. There is a need to strengthen targeted supports, equitable access to rigorous coursework, and intervention systems to ensure improved outcomes for Hispanic/Latino students and all student groups.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	171	148	148	10.5%	9.1%	9.4%
Fluent English Proficient (FEP)	663	700	702	40.6%	42.8%	44.4%
Reclassified Fluent English Proficient (RFEP)	30			17.5%		

Conclusions based on this data:

1. English Learners enrollment decreased from 171 (10.5%) in 22–23 to 148 (9.1%) in 23–24, then slightly increased to 9.4% in 24–25.
This suggests a slight decline followed by stabilization, indicating a consistent need for targeted EL supports, though the population is not growing
2. Fluent English Proficient students increased from 663 (40.6%) to 702 (44.4%) over three years.
This trend may indicate effective language development supports and/or reclassification movement, as more students are reaching English proficiency.
3. Reclassified Fluent English Proficient data is only partially reported (e.g., 30 students / 17.5% in 22–23, missing in later years).
Without consistent RFEP data, it is difficult to determine whether gains in FEP are due to successful reclassification or other factors, highlighting a need for improved data tracking and analysis.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	415	366	357	396	348	341	396	348	341	95.4	95.1	95.5
All Grades	415	366	357	396	348	341	396	348	341	95.4	95.1	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2594.	2576.	2581.	25.25	22.13	21.70	32.83	29.02	31.09	20.71	22.70	21.99	21.21	26.15	25.22
All Grades	N/A	N/A	N/A	25.25	22.13	21.70	32.83	29.02	31.09	20.71	22.70	21.99	21.21	26.15	25.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	26.77	21.26	20.53	56.57	56.03	57.18	16.67	22.70	22.29
All Grades	26.77	21.26	20.53	56.57	56.03	57.18	16.67	22.70	22.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	27.27	23.28	22.87	51.77	48.85	48.39	20.96	27.87	28.74
All Grades	27.27	23.28	22.87	51.77	48.85	48.39	20.96	27.87	28.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.88	16.67	14.37	73.99	70.69	72.73	13.13	12.64	12.90
All Grades	12.88	16.67	14.37	73.99	70.69	72.73	13.13	12.64	12.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	22.47	22.41	21.41	61.87	59.77	63.05	15.66	17.82	15.54
All Grades	22.47	22.41	21.41	61.87	59.77	63.05	15.66	17.82	15.54

Conclusions based on this data:

1. While Professional Learning Communities (PLCs) have established foundational practices such as identifying essential standards and developing common formative assessments, student achievement data indicates that these efforts have not yet translated into consistent gains in student outcomes. PLCs have not fully progressed to engaging in deep analysis of student data and student work to inform instructional adjustments, reteaching, and targeted intervention. There is a need to build teacher capacity in data-driven decision-making to ensure PLCs function as a driver of improved student achievement.
2. SBAC Grade 11 ELA results indicate a decline in overall proficiency, with the percentage of students meeting or exceeding standards decreasing from 58.08% (2022–23) to 52.79% (2024–25), while the percentage of students not meeting standards increased from 21.21% to 25.22%. This trend demonstrates a need to strengthen Tier 1 core instruction and targeted interventions to improve overall literacy outcomes.
3. Reading performance shows a decline in students performing above standard, decreasing from 26.77% to 20.53%, with a corresponding increase in students below standard. This suggests a need to strengthen instruction focused on complex text analysis, critical thinking, and academic discourse to support higher-level literacy development.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	415	366	357	398	353	344	398	353	344	95.9	96.4	96.4
All Grades	415	366	357	398	353	344	398	353	344	95.9	96.4	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2539.	2530.	2529.	7.04	7.37	7.27	15.83	11.61	15.41	22.61	22.66	20.93	54.52	58.36	56.40
All Grades	N/A	N/A	N/A	7.04	7.37	7.27	15.83	11.61	15.41	22.61	22.66	20.93	54.52	58.36	56.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	9.05	8.22	9.30	37.69	39.94	36.34	53.27	51.84	54.36
All Grades	9.05	8.22	9.30	37.69	39.94	36.34	53.27	51.84	54.36

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	9.05	7.65	9.01	62.81	58.92	55.52	28.14	33.43	35.47
All Grades	9.05	7.65	9.01	62.81	58.92	55.52	28.14	33.43	35.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	7.29	9.92	8.14	62.06	60.34	61.34	30.65	29.75	30.52
All Grades	7.29	9.92	8.14	62.06	60.34	61.34	30.65	29.75	30.52

Conclusions based on this data:

1. While Professional Learning Communities (PLCs) have established foundational practices such as identifying essential standards and developing common formative assessments in mathematics, student achievement data indicates that these efforts have not yet resulted in significant gains in student outcomes. PLCs have not fully progressed to engaging in deep analysis of student data, particularly in areas such as concepts and procedures, problem solving, and mathematical reasoning. There is a need to build teacher capacity to analyze student work, use evidence to inform instructional adjustments, and implement targeted reteaching and intervention to improve mathematics achievement
2. SBAC Grade 11 Mathematics data indicates persistently low levels of proficiency, with only 22.87% of students meeting or exceeding standards (2024–25) and over 56.40% of students not meeting standards. Mean scale scores have also declined slightly over time (2539.0 to 2529.1), indicating limited growth in overall mathematical achievement. This trend highlights the need to strengthen Tier 1 core instruction and targeted intervention to improve student outcomes in mathematics.
3. More than half of students are performing below standard in Concepts and Procedures (54.36% in 2024–25), with minimal improvement over time. This indicates that many students lack foundational math skills and the ability to apply mathematical concepts accurately. There is a need to strengthen instruction focused on building conceptual understanding, procedural fluency, and access to grade-level content.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1544.7	1544.9	1531.1	1539.7	1533.1	1530.3	1549.2	1556.2	1531.5	50	40	32
10	1530.8	1553.5	1565.3	1527.3	1553.7	1567.6	1533.9	1552.8	1562.7	36	40	39
11	1549.8	1535.1	1537.9	1547.1	1523.9	1520.7	1551.9	1545.8	1554.5	38	32	23
12	1541.4	1559.7	1534.9	1532.4	1562.6	1521.6	1549.8	1556.1	1547.7	31	25	26
All Grades										155	137	120

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	12.00	10.00	12.50	44.00	45.00	37.50	28.00	35.00	28.13	16.00	10.00	21.88	50	40	32
10	8.33	20.00	26.32	41.67	30.00	39.47	25.00	37.50	26.32	25.00	12.50	7.89	36	40	38
11	10.53	6.25	8.70	39.47	31.25	39.13	28.95	40.63	21.74	21.05	21.88	30.43	38	32	23
12	12.90	24.00	15.38	32.26	28.00	26.92	19.35	36.00	30.77	35.48	12.00	26.92	31	25	26
All Grades	10.97	14.60	16.81	40.00	34.31	36.13	25.81	37.23	26.89	23.23	13.87	20.17	155	137	119

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	28.00	22.50	28.13	46.00	52.50	34.38	12.00	15.00	18.75	14.00	10.00	18.75	50	40	32
10	13.89	37.50	31.58	41.67	37.50	55.26	33.33	15.00	5.26	11.11	10.00	7.89	36	40	38
11	34.21	12.50	43.48	31.58	56.25	17.39	18.42	12.50	8.70	15.79	18.75	30.43	38	32	23
12	25.81	44.00	30.77	32.26	28.00	26.92	25.81	20.00	19.23	16.13	8.00	23.08	31	25	26
All Grades	25.81	28.47	32.77	38.71	44.53	36.13	21.29	15.33	12.61	14.19	11.68	18.49	155	137	119

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	6.00	10.00	3.13	24.00	22.50	15.63	40.00	50.00	40.63	30.00	17.50	40.63	50	40	32
10	0.00	2.50	7.89	19.44	27.50	28.95	44.44	50.00	44.74	36.11	20.00	18.42	36	40	38
11	0.00	3.13	0.00	21.05	12.50	30.43	50.00	43.75	34.78	28.95	40.63	34.78	38	32	23
12	6.45	8.00	3.85	12.90	8.00	26.92	41.94	48.00	42.31	38.71	36.00	26.92	31	25	26
All Grades	3.23	5.84	4.20	20.00	18.98	25.21	43.87	48.18	41.18	32.90	27.01	29.41	155	137	119

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	16.00	7.50	0.00	70.00	77.50	75.00	14.00	15.00	25.00	50	40	32
10	5.56	5.00	18.42	69.44	82.50	63.16	25.00	12.50	18.42	36	40	38
11	7.89	3.13	4.35	65.79	65.63	56.52	26.32	31.25	39.13	38	32	23
12	9.68	8.00	7.69	51.61	72.00	57.69	38.71	20.00	34.62	31	25	26
All Grades	10.32	5.84	8.40	65.16	75.18	63.87	24.52	18.98	27.73	155	137	119

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	68.00	67.50	70.97	20.00	22.50	9.68	12.00	10.00	19.35	50	40	31
10	69.44	67.50	86.84	19.44	17.50	5.26	11.11	15.00	7.89	36	40	38
11	71.05	56.25	60.87	18.42	28.13	8.70	10.53	15.63	30.43	38	32	23
12	51.61	60.00	53.85	22.58	32.00	23.08	25.81	8.00	23.08	31	25	26
All Grades	65.81	63.50	70.34	20.00	24.09	11.02	14.19	12.41	18.64	155	137	118

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	10.00	10.00	6.45	48.00	52.50	41.94	42.00	37.50	51.61	50	40	31
10	2.78	10.00	18.42	52.78	57.50	55.26	44.44	32.50	26.32	36	40	38
11	2.63	3.13	0.00	52.63	43.75	56.52	44.74	53.13	43.48	38	32	23
12	9.68	8.00	7.69	41.94	36.00	46.15	48.39	56.00	46.15	31	25	26
All Grades	6.45	8.03	9.32	49.03	48.91	50.00	44.52	43.07	40.68	155	137	118

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	6.00	0.00	0.00	76.00	92.50	75.00	18.00	7.50	25.00	50	40	32
10	0.00	0.00	7.89	75.00	87.50	81.58	25.00	12.50	10.53	36	40	38
11	13.16	3.13	8.70	60.53	75.00	69.57	26.32	21.88	21.74	38	32	23
12	9.68	8.00	3.85	61.29	72.00	73.08	29.03	20.00	23.08	31	25	26
All Grades	7.10	2.19	5.04	69.03	83.21	75.63	23.87	14.60	19.33	155	137	119

Conclusions based on this data:

1. English Language Proficiency Assessments for California results show inconsistent growth in overall English language proficiency across grade levels, with the percentage of students performing at Level 4 increasing only modestly from 10.97% (2022–23) to 16.81% (2024–25). At the same time, 20.17% of students remain at Level 1 in 2024–25, indicating that a significant group of English Learners continues to demonstrate limited English proficiency. This suggests a need to strengthen designated and integrated English Language Development (ELD) instruction to accelerate progress toward English language proficiency.
2. Written language remains an area of greatest need, with a high percentage of students performing at Levels 1 and 2 and very few students reaching Level 4 (4.20% in 2024–25). Additionally, a significant proportion of students continue to perform at the “Beginning” level in writing (29.41%). This indicates that students struggle with written expression, grammar, and organization, highlighting the need for targeted writing instruction and integrated English Language Development support across content areas.
3. Domain-level results indicate that literacy development remains an area of concern, particularly in reading and writing. In 2024–25, only 9.32% of students were Well Developed in Reading and 5.04% were Well Developed in Writing, while substantial percentages remained at the Beginning level in both domains. These results demonstrate a need to strengthen instructional practices that build academic vocabulary, reading comprehension, written expression, and language development aligned to grade-level content.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1582	72.2%	9.4%	0.2%
Total Number of Students enrolled in Pioneer High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	9.4%
Foster Youth	3	0.2%
Homeless	20	1.3%
Socioeconomically Disadvantaged	1142	72.2%
Students with Disabilities	193	12.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	1.6%
American Indian	11	0.7%
Asian	157	9.9%
Filipino	15	0.9%
Hispanic	1083	68.5%
Two or More Races	48	3%
Pacific Islander	10	0.6%
White	222	14%

Conclusions based on this data:

- With 72.2% of students identified as socioeconomically disadvantaged, a significant portion of the student population may face external barriers that impact attendance, engagement, and academic achievement. This

highlights the need to strengthen systems of support, including targeted interventions, access to resources, and equitable instructional practices to ensure all students can succeed.

2. The school serves multiple student groups requiring targeted support, including English Learners (9.4%), Students with Disabilities (12.2%), and smaller populations such as homeless and foster youth. These groups may require differentiated instruction, academic interventions, and social-emotional supports to ensure equitable outcomes. There is a need to strengthen coordinated systems of support to meet the diverse needs of these student populations.
3. With 68.5% of students identified as Hispanic/Latino, the academic outcomes of this group significantly influence overall school performance. Any gaps in achievement, attendance, or college and career readiness for this population will disproportionately affect schoolwide results. This indicates a need to prioritize culturally responsive instruction, equitable access to rigorous coursework, and targeted interventions to support improved outcomes for Hispanic/Latino students and all student groups.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The school demonstrates effective systems in supporting student success and maintaining a positive school environment, as evidenced by a Blue graduation rate and Green suspension rate. These results indicate strong structures for student support, behavior management, and overall school climate, contributing to students staying in school and successfully completing graduation requirements.
2. Despite strengths in engagement and climate, academic performance—especially in Mathematics (Orange) and English Language Arts (ELA) (Yellow)—remains below desired levels. This indicates that current instructional practices and interventions are not yet producing consistent academic gains, and there is a need to strengthen Tier 1 instruction, alignment, and targeted supports to improve student achievement.
3. While not yet at the highest performance level, chronic absenteeism remains a concern that may be limiting student access to instruction and contributing to lower academic outcomes. Improving attendance and student engagement will be critical to supporting gains in both ELA and Math, as consistent presence in class is foundational to learning and achievement

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 0.5 points above standard Maintained 2.9 points 337 Students	English Learners Orange 72.1 points below standard Increased 31.8 points 65 Students	Long-Term English Learners No Performance Color 95.2 points below standard Maintained 2 points 18 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Yellow 12.3 points below standard Increased 8.5 points 252 Students

Students with Disabilities  Orange 100.4 points below standard Increased 13.5 points 44 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 46.8 points above standard Increased 74.8 points 36 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 16.5 points below standard Declined 6.6 points 231 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Green 33.6 points above standard Increased 3.7 points 49 Students

Conclusions based on this data:

1. All students are performing at the Yellow level, with performance slightly above standard (+0.5) and maintaining growth. While this indicates stability, it also suggests that current instructional practices are not yet producing the level of improvement needed to move into Green or Blue performance levels, highlighting the need for continued focus on core instruction.
2. There are notable disparities in English Language Arts(ELA) performance across student groups, with English Learners (-72.1), Students with Disabilities (-100.4), and Hispanic students (-16.5) performing at the Orange level, while White students are performing at Green (+33.6 above standard). These gaps indicate a need for targeted supports, differentiated instruction, and equitable access to rigorous learning opportunities to close achievement gaps.
3. Several student groups, including English Learners and Socioeconomically Disadvantaged students, demonstrated improvement in distance from standard; however, they remain below standard and in lower performance levels. This indicates that while current interventions may be having a positive impact, they are not yet sufficient to accelerate progress to meet grade-level expectations, requiring more focused and sustained instructional strategies.

School and Student Performance Data

Academic Performance Mathematics

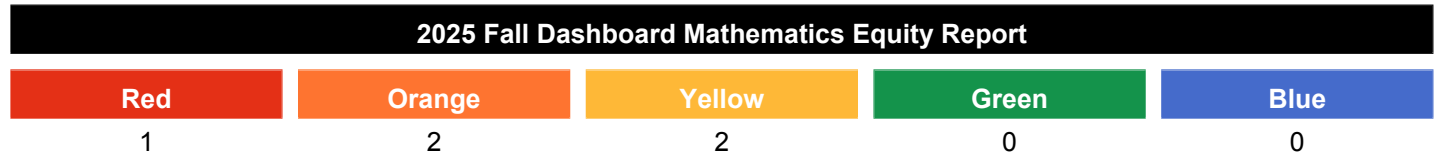
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 96.4 points below standard Maintained -1.5 points 341 Students	English Learners  Orange 165.6 points below standard Increased 19.2 points 68 Students	Long-Term English Learners  No Performance Color 213.1 points below standard Increased 5.2 points 18 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 113.1 points below standard Increased 6.1 points 255 Students

Students with Disabilities  Red 186.5 points below standard Maintained -1 points 44 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 62.6 points below standard Increased 66.2 points 37 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 111.3 points below standard Maintained 1.3 points 233 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Yellow 49 points below standard Maintained -2.6 points 49 Students

Conclusions based on this data:

1. All students are performing at the Orange level, with performance 96.4 points below standard and minimal growth over time. This indicates that the majority of students are not meeting grade-level expectations in mathematics and that current instructional practices and interventions are not yet producing sufficient improvement.
2. There are substantial performance gaps across student groups, with Students with Disabilities performing at the Red level (-186.5 points below standard) and English Learners significantly below standard (-165.6). Hispanic students, who represent a large portion of the student population, are also performing at the Orange level (-111.3). These disparities highlight the need for targeted supports, differentiated instruction, and strengthened intervention systems to ensure equitable outcomes.
3. While some student groups, including English Learners and Socioeconomically Disadvantaged students, demonstrated slight improvement in distance from standard, overall performance levels remain in the Orange and Yellow ranges. This indicates that while current efforts may be beginning to show impact, they are not yet accelerating student learning at a rate needed to move toward Green performance levels.

School and Student Performance Data

Academic Performance Science

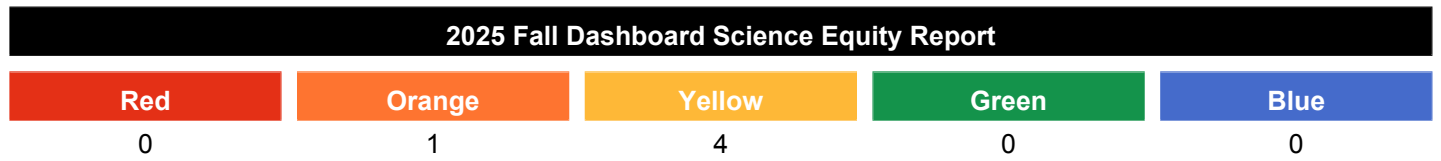
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 49.6 science points Maintained 0 points 347 Students	English Learners  Yellow 39.5 science points Increased 2.2 points 71 Students	Long-Term English Learners  No Performance Color 34.8 science points Maintained -0.9 points 18 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 47.2 science points Maintained 0.9 points 260 Students

Students with Disabilities  Orange 39.2 science points Maintained 1.8 points 43 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 56 science points Increased 7.5 points 40 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 46.8 science points Maintained 0 points 235 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Yellow 53.7 science points Declined 2.1 points 51 Students

Conclusions based on this data:

1. All students are performing at the Yellow level, with performance maintained at 49.6 points and minimal growth over time. This indicates that while systems are stable, current instructional practices are not yet producing sufficient gains to move performance into the Green or Blue levels, highlighting the need to strengthen science instruction and rigor.
2. Most student groups, including English Learners, Socioeconomically Disadvantaged, and Hispanic students, are also performing at the Yellow level, suggesting relatively consistent outcomes across groups. However, Students with Disabilities are performing at the Orange level, indicating a need for targeted supports and differentiated instruction to address gaps in science achievement.
3. Although some groups (e.g., English Learners and Asian students) showed slight improvement, overall performance across student groups has largely been maintained rather than improved. This suggests that current instructional strategies are not yet accelerating student learning, and there is a need to strengthen practices such as inquiry-based learning, academic language development, and opportunities for student discourse in science.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Green
49.5 making progress.	50 making progress.
Number Students: 99 Students	Number Students: 64 Students

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.

2025 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
9.1%	41.4%	0%	49.5%

Conclusions based on this data:

- English Learner Progress is at the Green level, with 49.5% of students progressing at least one ELPI level, indicating that nearly half of English Learners are making measurable gains toward English proficiency. This reflects effective implementation of ELD supports and instructional strategies that are positively impacting student language development.
- Despite overall positive performance, 41.4% of English Learners maintained their ELPI level without progressing, and 9.1% declined, indicating that approximately half of EL students are not making sufficient annual growth. This highlights the need to strengthen instructional practices and targeted supports to accelerate progress for students who are not advancing.
- While progress is being made, 0% of students maintained ELPI Level 4, indicating that few students are reaching or sustaining full English proficiency. This suggests a need to focus on advancing students from intermediate to advanced levels through increased opportunities for academic language development, writing, and structured student discourse across content areas.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

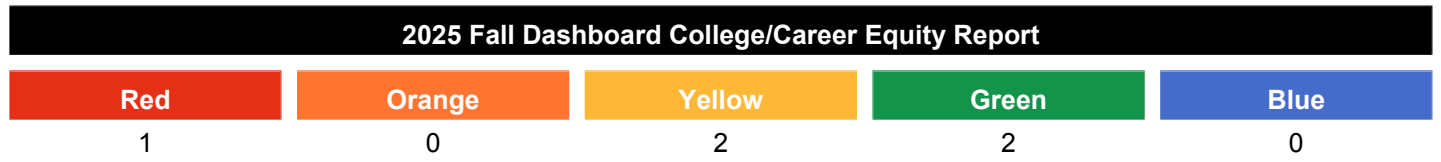
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Green Prepared 55.2% Maintained 0.8% 368 Students	English Learners  Red Prepared 9.8% Declined 19.1% 41 Students	Long-Term English Learners  No Performance Color Prepared 4.5% Declined 18.5% 22 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Prepared 27.3% 11 Students	Socioeconomically Disadvantaged  Yellow Prepared 50.8% Maintained 1.3% 305 Students

Students with Disabilities  Yellow Prepared 24% Increased 10.4% 50 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Prepared 40.6% Declined 42.1% 32 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green Prepared 52.9% Increased 3.1% 255 Students
Two or More Races  No Performance Color Prepared 61.5% Increased 19.9% 13 Students	Pacific Islander  No Performance Color 0 Students	White  Green Prepared 69.1% Increased 9.1% 55 Students

Conclusions based on this data:

1. All students are performing at the Green level, with 55.2% of graduates classified as “Prepared” and minimal growth over time (+0.8%). While this indicates that systems supporting college and career readiness are effective, progress has plateaued, highlighting the need to expand access and increase the number of students reaching the Prepared level.
2. There are substantial disparities among student groups, with English Learners performing at the Red level (9.8% Prepared) and experiencing a significant decline (-19.1%). Long-Term English Learners show similarly low outcomes. These results indicate a critical need to strengthen access to A-G coursework, Dual Enrollment, and career pathways, as well as targeted counseling and academic supports to improve college and career readiness for EL students.
3. While groups such as Socioeconomically Disadvantaged students (50.8%) and Students with Disabilities (24%, +10.4%) show some improvement, their performance remains below that of higher-performing groups such as White students (69.1%). This indicates that while interventions are beginning to show impact, additional efforts are needed to ensure equitable access to rigorous coursework and opportunities that lead to college and career readiness for all students

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. While absentee rates are not yet part of our dashboard, PHS continues to expend resources on chronic absentee rates which are regularly reviewed by the Wellness Team and correlated with grades.
2. Healthy Kids Survey data indicates that student attendance is closely connected to factors such as sense of belonging, relationships with adults, school safety, and engagement in learning. Students who report lower levels of connectedness and engagement are more likely to be absent or disengaged from school. This information is currently being utilized to improve Tier 1.2 and 3 interventions.

School and Student Performance Data

Academic Engagement Graduation Rate

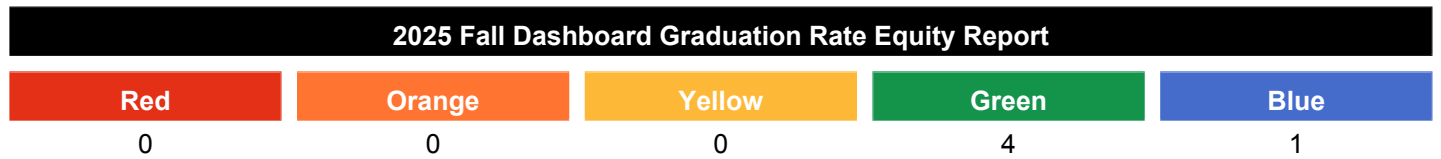
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 95.1% graduated Maintained 0.8% 369 Students	English Learners  Green 90.5% graduated Increased 3.4% 42 Students	Long-Term English Learners  No Performance Color 100% graduated Increased 12.5% 22 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 66.7% graduated 12 Students	Socioeconomically Disadvantaged  Green 94.4% graduated Maintained 0.8% 306 Students

Students with Disabilities  Green 84% graduated Increased 19.6% 50 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 96.9% graduated Maintained 0.3% 32 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green 94.9% graduated Increased 1.7% 256 Students
Two or More Races  No Performance Color 92.3% graduated Declined 7.7% 13 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 98.2% graduated Increased 2.5% 55 Students

Conclusions based on this data:

1. Most student groups, including English Learners (90.5%), Socioeconomically Disadvantaged students (94.4%), and Hispanic students (94.9%), are performing at the Green level or higher, demonstrating equitable access to supports that promote graduation. However, there remains an opportunity to further close gaps and increase all groups to the Blue level.
2. While overall performance is strong, Students with Disabilities (84%) and Homeless students (66.7%) have lower graduation rates compared to other groups. Although Students with Disabilities showed significant improvement, these groups require continued targeted interventions, individualized support, and monitoring to ensure all students successfully graduate.

School and Student Performance Data

Conditions & Climate Suspension Rate

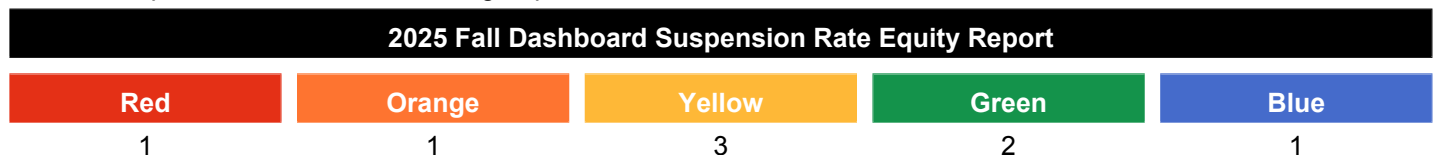
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 6% suspended at least one day Declined 0.7% 1639 Students	English Learners Red 10.1% suspended at least one day Increased 0.9% 169 Students	Long-Term English Learners Orange 10.1% suspended at least one day Declined 2% 109 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless No Performance Color 3.2% suspended at least one day Increased 3.2% 31 Students	Socioeconomically Disadvantaged Yellow 7% suspended at least one day Declined 0.8% 1195 Students

Students with Disabilities  Yellow 8.8% suspended at least one day Declined 1.5% 205 Students	African American  No Performance Color 7.1% suspended at least one day Increased 3.6% 28 Students	American Indian  No Performance Color 18.2% suspended at least one day 11 Students
Asian  Blue 1.2% suspended at least one day Declined 3.2% 162 Students	Filipino  No Performance Color 0% suspended at least one day Declined 5.6% 15 Students	Hispanic  Yellow 6.9% suspended at least one day Declined 0.3% 1125 Students
Two or More Races  Green 3.3% suspended at least one day Declined 1.7% 60 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Green 5.3% suspended at least one day Declined 1.1% 228 Students

Conclusions based on this data:

1. The school is performing at the Green level, with 6% of students suspended and a decline of 0.7%, indicating that systems such as Positive Behavior Intervention and Support (PBIS), restorative practices, and behavior supports are contributing to a positive and improving school climate.
2. Despite overall improvement, English Learners are disproportionately impacted, with a 10.1% suspension rate (Red level) and an increase over time. Long-Term English Learners are also performing at the Orange level, indicating a need to examine discipline practices, strengthen culturally responsive supports, and ensure equitable behavior interventions.
3. While many student groups show declining suspension rates, Socioeconomically Disadvantaged students (7%) and Students with Disabilities (8.8%) remain at the Yellow level, indicating ongoing disparities. These trends highlight the need to strengthen Tier 1 and Tier 2 behavior supports, increase proactive interventions, and ensure consistent implementation of restorative practices across campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Provide programs and supports to address achievement deficiencies, advance A-G eligibility, and increase status "prepared" on the California Dashboard and address student achievement deficiencies in mathematics. Specifically address student achievement in ATSI-identified areas in Math and ELA for EL Students and Students with disabilities.

Analysis of state and local data, including the California School Dashboard, California Assessment of Student Performance and Progress (CAASPP), ELPAC, and local measures such as D/F rates and course-alike data, indicates that Pioneer High School continues to experience persistent challenges in academic achievement, particularly in Mathematics and English Language Arts. Mathematics performance remains in the Orange level, with over half of students not meeting standards, while ELA performance remains at the Yellow level with limited growth. These trends demonstrate that current instructional practices and intervention systems are not yet producing consistent academic gains for all students.

Further analysis indicates that existing intervention supports are not yet fully implemented or consistently applied across the school. While some structures are in place, there is a lack of a cohesive, schoolwide Multi-Tiered System of Supports (MTSS) to ensure timely identification of student needs and delivery of targeted academic interventions. This is particularly evident in Mathematics, where students continue to demonstrate significant gaps in foundational skills and problem-solving, and in literacy, where students struggle with academic discourse, reading comprehension, and writing.

Significant achievement gaps persist among student groups, particularly for English Learners and Students with Disabilities, who perform well below grade-level standards in both ELA and Mathematics. ELPAC data indicates that a substantial percentage of English Learners remain at lower levels of language proficiency, particularly in reading and writing, limiting their ability to access rigorous academic content. These trends highlight the need for strengthened designated and integrated English Language Development (ELD), targeted interventions, and progress monitoring systems to accelerate language acquisition and academic achievement.

Local data also indicates a high number of students in the D/F range, as well as inconsistencies in grading and expectations across similar courses. This suggests a need to expand and systematize academic interventions, including tutoring, credit recovery, and structured in-school supports, to ensure students remain on track for graduation.

In addition to academic needs, student and stakeholder input indicates that many students lack a clear understanding of postsecondary pathways and do not consistently engage with or utilize their four-year academic plans. This gap in student agency contributes to misalignment in course selection, under-enrollment in rigorous coursework such as A–G and Dual Enrollment, and limited access to college and career opportunities, particularly for historically underserved student groups.

School climate and engagement data further indicate the need to strengthen systems that support student connectedness and consistency in expectations. Disproportionality in discipline, particularly among specific student groups, and concerns related to attendance and engagement suggest that current PBIS and restorative practices are not yet implemented with full fidelity. Additionally, attendance patterns indicate that some students are not consistently accessing instructional time, which directly impacts academic outcomes.

Overall, the data demonstrates a need to fully implement a coherent system of academic and behavioral supports, increase counseling ownership of postsecondary planning, and expand targeted interventions to improve student achievement, engagement, and equitable outcomes for all student groups. Provide programs and supports to address achievement deficiencies, advance A-G eligibility, and increase status "prepared" on the California Dashboard and address student achievement deficiencies in mathematics. Specifically address student achievement in ATSI-identified areas in Math and ELA for EL Students and Students with disabilities

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	23-24: 895 VAPA Seats 24-25: 862 VAPA Seats 25-26:1018 VAPA Seats	Maintain current levels of participation in art classes. 3-5% increase in music enrollment
Number of State Seals of Biliteracy awarded to students (high school only).	60 students awarded seal in 22-23. 89 students awarded seal in 23-24 93 students awarded seal in 24-25	Increase of 3-5% annually
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes (high school only)	2023-2024 306 students had at least 1 College course on their transcript 885 courses taken by 306 students 2024-2025 306 students had at least 1 College course on their transcript 885 courses taken by 306 students 2025-2026 716 students had at least 1 College course on their transcript 2094 courses taken by 716 students	Increase by 3% annually
D/F Rates	TOTAL D/F RATES 1,632 Total Ds/Fs 16.52% (1st Semester 22/23) (Baseline) 1,405 Total Ds/Fs 14% (1st Semester 2023-24) 1,510 Total Ds/Fs 13% (1st Semester 2025-26) *9th - 29% *10th - 31% *11th - 275 *12th - 13%	Decrease D's/F's in all courses by all student populations,
College and Career Readiness Indicator (CCI)	22-23: 43.1% Prepared 22.8% Approaching Prepared 34.1% Not Prepared	New Goal: 45% Prepared overall; Increase EL and SwD by 2%

	Group % Prepared Designation EL Learners 2.2 Very Low SwD 2.4 Very Low Asian 37.5 Medium Hispanic 43.2 Medium White 46.6 Medium SE Disadv 37.7 Medium	
	23-24: 48.1% Prepared 21.3% Approaching Prepared 30.5% Not Prepared	
	Group % Prepared Designation EL Learners 23.1 Low SwD 11.4 Low Asian 65.5 High Hispanic 44.4 Medium White 55.7 Medium SE Disadv 42.9 Medium	
	2024-2025 Prepared 55.2% Maintained 0.8% Number of Students: 368	
	Group % Prepared Designation EL Learners 9.8% Red SwD 11.4 Yellow Hispanic 52.9% Green White 69.1% Green SE Disadv 24% Yellow	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy: Provide Students with needed math remediation and in-semester assistance. Math Re-take & Tutoring Center	All Students	26,589.00 Title I Part A: Basic Grants Low-Income and Neglected
1.2	Strategy: Provide Students with tutoring - both in-class and after school. Learning Center	All Students	65,000 Title I Part A: Basic Grants Low-Income and Neglected
1.3	Strategy: Provide Students with evening tutoring opportunities. "Breakfast for Dinner" timesheets	All Students	300.00 Title I Part A: Basic Grants Low-Income and Neglected
1.4	Strategy: Provide 1st generation college-bound students with robust supports through Puente and AVID programs. AVID/Puente Supports: Field Trips, speakers, tutors, supplies	1st Generation College-bound students	18,587.00 Title I Part A: Basic Grants Low-Income and Neglected
1.5	Strategy: Increase A-G rates through targeted grade remediation. After-school remediation programs offered by departments	All Students	6163.00 Title I Part A: Basic Grants Low-Income and Neglected
1.6	Strategy: Attendance Monitoring & Early Intervention Implement systems to track and respond to chronic absenteeism early	All Students	2,000 Title I Part A: Basic Grants Low-Income and Neglected
1.7	Strategy: implement a structured, grade-level informational program that provides ongoing guidance on four-year plans, A-G requirements, graduation criteria, and college life. Personalized Academic Counseling Ensure all students meet with counselors at least once yearly to review and adjust their four-year plans. Freshman Seminar Counselors will create lessons for Freshman and Sophomores to be embedded into the regular school day. College & Career Workshops Host interactive sessions with alums and college representatives to provide real-world insights.	All students	1,000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.8	Strengthen Visual and Performing Arts programs through targeted outreach to grow music and theater enrollment, while building clear pathways for engagement, student recognition, and course development. Invest in essential equipment, technology, and facility maintenance to support growth, bring programs up to standard, and enhance the student experience.	All students	261,767.00 Arts and Music in Schools
1.9	Strategy: Discretionary funds will be strategically allocated to prioritize student achievement, support teacher development and retention, enhance grade 9 transition, improve infrastructure and learning environments, and enrich educational programs. Department Budgets Library Materials Overhead costs Athletics Support Security Office support (attendance, library, health, and student store)	All students	17,621.63 Site Discretionary

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

There were several miscalculations in the 2025–2026 site plan. Only 69% of funds were allocated for staffing, rather than the required 80%, and raises and staff benefits were not included in the budget. Funds designated for professional development and coaching were overestimated. Course development funds were not utilized for two reasons: (1) art courses were restructured, but no new courses were added (Phase 1 rather than Phase 2), and (2) additional elective courses were not developed or approved due to the district office's request not to expand course offerings. Some updates were made to the theater, including a new soundboard; however, other repairs are still pending due to delays with Maintenance and Operations, and we are currently awaiting a quote.

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.

Due to a reduction of approximately 25% in available funding, adjustments have been made to budget allocations across this goal. As a result, some strategies and activities have been modified, scaled back, or reprioritized to align with available resources while maintaining a focus on the highest-impact actions to support student outcomes.

Targeted refinements have been made to Goal 1 to ensure alignment with data, effectiveness of strategies, and appropriate placement of actions across goals.

Strategy 1.7 has been modified to reflect a more focused approach to instructional practices. The use of Kahoot and MINGA for engaging lessons has been removed, as there was no available data to support the effectiveness of these strategies on student outcomes.

Additionally, the strategy involving pairing students with upperclassmen and alumni has been removed due to a lack of supporting data demonstrating impact on student achievement or engagement.

Parent engagement strategies previously included under Goal 1 have been relocated to Goal 2 to better align with instructional practices and family engagement efforts connected to academic outcomes.

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

The Visual and Performing Arts programs will need strategic intervention to support fledgling programs and respond to student interest.

No major changes have been made to the overall goal; however, these adjustments ensure that strategies are evidence-based, aligned to identified needs, and organized to support coherence across the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Continue to address Western Association of Schools and Colleges (WASC) Self-Study Areas of Critical Need:

- Provide opportunities to enhance teacher content knowledge, student enrichment beyond the classroom, and create an environment conducive to growth and learning.
- Incorporate school-wide Learner Outcomes (SLOs) in each aspect of PHS academic life -lesson planning, instruction, and assessment supported through structured collaboration and school-wide professional development.
- Increase the percentage of students reporting a positive sense of social-emotional well-being on the annual school climate surveys through the effective use of Multi-Tiered System of Supports/Positive Behavioral Intervention System (MTSS/PBIS) systems for intervention.

Other areas of Need identified through the Needs Assessment process:

1. Boosting Academic Achievement & SBAC (Smarter Balanced Assessment Consortium) Performance – Enhance test preparation and motivation through school-wide incentives, strategic curriculum integration, proctor training, and a year-round culture of academic success.

3. Fostering School Connectedness & Student Engagement – Expand spirit events, student-led activities, and social spaces while increasing staff involvement and providing tangible incentives to build school pride and belonging.

4. Reducing Suspension Rates & Improving Behavior Supports – Implement restorative justice practices, SEL strategies, consistent discipline policies, and mentorship programs to cultivate a respectful and supportive school climate.

5. Integrating Schoolwide Learning Outcomes (SLOs) into Instruction – Embed SLOs into daily lessons, assessments, and discussions while reinforcing their importance through visual reminders and staff collaboration.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance levels on ELA (English Language Arts) and Math Academic Indicator.	2022 RESULTS (Baseline) 24.78% Met or Exceeded Standard for Math 53.26% Met or Exceeded Standard for English Language Arts (ELA) 2023 RESULTS 23% Met or Exceeded Standard for Math 58% Met or Exceeded Standard for ELA 2024 RESULTS 19% Met or Exceeded Standard for Math (English Learners, Socio-economically Disadvantaged Students, and Students with Disabilities are categorized as "red") 51% Met or Exceeded Standard for ELA (English Learners and Students with Disabilities are categorized as "red")	Improve distance from standard by 5% For ELA - English Learners and Students with Disabilities are in red. In this subcategory, improve the distance from the standard by 25 points. For Math - English Learners, Socio-economically Disadvantaged Students, and Students with Disabilities are all in red. In these subcategories, improve distance from the standard as follows: English Learners: +15 Socio-economically Disadvantaged Students: +25 Students with Disabilities: +25
Performance level on English Learner Progress Indicator (ELPI)	2022 (Baseline) 139 Students 38.8% making progress towards English language proficiency 2023 136 Students 34.6% making progress towards English language proficiency 2024 127 Students 44.9% making progress towards English Language Proficiency	Improve percentage of students who progressed by 5%
The difference between the percentage of students identified as having a concerning level of internalized behavior in Fall vs Spring.	Fall 2025: 11.09% Spring 2026: 10.66%	Reduce the percentage of students with concerning internalizing behavior by to 5%
Student sense of safety and school connectedness	California Healthy Kids Survey (21-22) Overall School Connectedness: 62% of freshmen and 58% of juniors responded "Agree" or Strongly agree" on questions related to School Connectedness (22-23) Overall School Connectedness: 46% of freshmen and 43% of juniors responded "Agree" or	Increase Feelings of School Connectedness on the annual California Healthy Kids Survey (CHKS) by 5%

	Strongly agree” on questions related to School Connectedness (23-24) Overall School Connectedness: 50% of freshmen and 47% of juniors responded “Agree” or Strongly agree” on questions related to School Connectedness. (25-26) Overall School Connectedness: 51% of freshmen and 53% of juniors responded “Agree” or Strongly agree” on questions related to School Connectedness.	
Suspension rate	Based on 22-23 School Year: Cumulative Enrollment: 1687 Total Suspensions: 124 Unduplicated Suspensions: 95 Suspension Rate: 7% % of students suspensionswith only one suspension: 76% Based on 23-24 School Year: Cumulative Enrollment: 1682 Total Suspensions: Unduplicated Suspensions: 90 Suspension Rate: 6% % of students suspensions with only one suspension: 75% % of students suspensions with multiple Suspensions: 25% Based on 25-26 School Year: Current Enrollment: 1552 Total Suspensions 87 Students suspended: 74 Students with multiple suspensions: 13 % of students with mult suspensions: 0.84% % students with at least one suspension: 4.57% Students with 1 suspension: 58 % of Students with 1 suspension 3.74%	Reduce English Language (EL) and Students with Disability (SWD) Suspension rates so they are no longer disproportionate to their peers.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	2023-24 CHKS/PARENT SURVEY Number of Respondents 127 77% of parents agree that PHS encourages them to actively partner with the school in educating their children.	Key areas for improvement, indicated on the Parent Survey, include: Increase Parent Participation & Engagement (Current: 60%) Target: Increase to 70% by next year Improve Teacher-Parent Communication on Student Learning (Current: 59%) Target: Increase to 70% by next year

	60% of parents feel welcome to participate in this school. 85% of parents feel the school keeps them well-informed of school activities. 59% of parents agree that teachers communicate with parents about what students are expected to learn in class. 41% of parents responded that the school did "very well" in letting them know how their child was doing between report cards. 2024-25 CHKS/PARENT SURVEY Number of Respondents 99 80% of parents agree that PHS encourages them to actively partner with the school in educating their children. 68% of parents feel welcome to participate in this school. 87% of parents feel the school keeps them well-informed of school activities. 64% of parents agree that teachers communicate with parents about what students are expected to learn in class. 77% of parents responded that the school did "very well" in letting them know how their child was doing between report cards. 2025-2026 CHKS/PARENT SURVEY Number of Respondents 64 69% of parents agree that PHS encourages them to actively partner with the school in educating their children. 58% of parents feel welcome to participate in this school. 78% of parents feel the school keeps them well-informed of school activities. 74% of parents feel teachers communicate with parents about what students are expected to learn in class.	Enhance Real-Time Student Progress Updates (Current: 41%) Target: Increase to 55% by next year
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PLC Self-sessment Data	2023-24 Baseline Data: All staff were surveyed using the Solution Tree self-evaluation standards, and 77 responded: Team Practice/Protocol Avg. Score (out of 1,0 with 10 being "fully implemented") <table><tr><th>Standard</th><th>23/24</th><th>24/25</th></tr><tr><td>1. Team Norms & Protocols</td><td>9.43</td><td>9.49</td></tr><tr><td>2. Data Analysis & SMART Goals</td><td>8.07</td><td>9.45</td></tr><tr><td>3. Clarity on Essential Learning</td><td>8.63</td><td>9.27</td></tr><tr><td>4. Alignment to Standards & Assessments</td><td>8.89</td><td>8.59</td></tr><tr><td>5. Elimination of Non-Essential Content</td><td>8.62</td><td>8.57</td></tr><tr><td>6. Sequencing & Pacing Guides</td><td>8.43</td><td>9.0</td></tr><tr><td>7. Identification of Prerequisites</td><td>8.29</td><td>9.05</td></tr><tr><td>8. Assessment of Prerequisite Skills</td><td>8.01</td><td>8.8</td></tr><tr><td>9. Support for Missing Prerequisites</td><td>7.73</td><td>8.6</td></tr><tr><td>10. Common Formative Assessments</td><td>8.03</td><td>9.0</td></tr><tr><td>11. Proficiency Standards for CFAs</td><td>7.87</td><td>8.8</td></tr><tr><td>12. Use CFA Results for Teacher Improvement</td><td>8.8</td><td>7.69</td></tr><tr><td>13. Use CFA Results for Student Support</td><td>8.7</td><td>7.64</td></tr><tr><td>14. Common Criteria for Judging Work</td><td>8.19</td><td>8.7</td></tr><tr><td>15. Teaching Students the Criteria</td><td>8.16</td><td>8.8</td></tr><tr><td>16. Common Summative Assessments</td><td>8.43</td><td>9.1</td></tr><tr><td>17. Proficiency Standards for Summatives</td><td>8.87</td><td>7.96</td></tr><tr><td>18. Evaluation of Team Norms & Effectiveness</td><td>8.9</td><td>8.09</td></tr><tr><td>OVERALL AVERAGE:</td><td>8.95</td><td>8.2</td></tr></table> 2024/2025 PLC Survey	Standard	23/24	24/25	1. Team Norms & Protocols	9.43	9.49	2. Data Analysis & SMART Goals	8.07	9.45	3. Clarity on Essential Learning	8.63	9.27	4. Alignment to Standards & Assessments	8.89	8.59	5. Elimination of Non-Essential Content	8.62	8.57	6. Sequencing & Pacing Guides	8.43	9.0	7. Identification of Prerequisites	8.29	9.05	8. Assessment of Prerequisite Skills	8.01	8.8	9. Support for Missing Prerequisites	7.73	8.6	10. Common Formative Assessments	8.03	9.0	11. Proficiency Standards for CFAs	7.87	8.8	12. Use CFA Results for Teacher Improvement	8.8	7.69	13. Use CFA Results for Student Support	8.7	7.64	14. Common Criteria for Judging Work	8.19	8.7	15. Teaching Students the Criteria	8.16	8.8	16. Common Summative Assessments	8.43	9.1	17. Proficiency Standards for Summatives	8.87	7.96	18. Evaluation of Team Norms & Effectiveness	8.9	8.09	OVERALL AVERAGE:	8.95	8.2	Raise overall average to 8.5 during 24/25 (Goal Met) Maintain average above 8.5 during 25/26
Standard	23/24	24/25																																																												
1. Team Norms & Protocols	9.43	9.49																																																												
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	All staff were surveyed using the Solution Tree self-evaluation standards. Team Practice/Protocol Avg. Score (out of 1,0 with 10 being "fully implemented") Standard 24/25 24/25 1. Team Norms & Protocols 9.1 2. Data Analysis & SMART Goals 8.2 3. Clarity on Essential Learning 8.8 4. Alignment to Standards & Assessments 8.9 5. Elimination of Non-Essential Content 8.5 6. Sequencing & Pacing Guides 8.8 7. Identification of Prerequisites 8.5 8. Assessment of Prerequisite Skills 7.5 9. Support for Missing Prerequisites 8.3 10. Common Formative Assessments 9.1 11. Proficiency Standards for CFAs 8.7 12. Use CFA Results for Teacher Improvement 8.4 13. Use CFA Results for Student Support 7.8 14. Common Criteria for Judging Work 8.5 15. Teaching Students the Criteria 8.8 16. Common Summative Assessments 9.4 17. Proficiency Standards for Summatives 8.2	
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18. Evaluation of Team Norms & Effectiveness 9.0

OVERALL AVERAGE:

All staff were surveyed using the Solution Tree self-evaluation standards.

Team Practice/Protocol Avg. Score (out of 1,0 with 10 being "fully implemented")

2025-2026

Standard

25/26

1. Team Norms & Protocols

9.4

2. Data Analysis & SMART Goals

8.6

3. Clarity on Essential Learning

8.9

4. Alignment to Standards & Assessments

9.0

5. Elimination of Non-Essential Content

8.5

6. Sequencing & Pacing Guides

9.0

7. Identification of Prerequisites

8.2

8. Assessment of Prerequisite Skills

8.5

9. Support for Missing Prerequisites

7.9

10. Common Formative Assessments

9.2

11. Proficiency Standards for CFAs

8.8

12. Use CFA Results for Teacher Improvement

8.5

13. Use CFA Results for Student Support

8.6

14. Common Criteria for Judging Work

8.2

15. Teaching Students the Criteria

9.9

	16. Common Summative Assessments 9.3 17. Proficiency Standards for Summatives 8.9 18. Evaluation of Team Norms & Effectiveness 9.0 OVERALL AVERAGE: 8.8	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy: Provide opportunities to enhance teacher content knowledge, student enrichment beyond the classroom, and create an environment conducive to growth and learning. Incentives for PBIS and SBAC Testing Great Start Initiative (Orientation, freshman onboarding, etc.) The school will invest resources to ensure a smooth start to the year for all students, with a special focus on onboarding freshmen to the high school experience.	All students, with a focus on students with disabilities and EL's	39140.00 Supplemental/Concentration 6035.00 Title I Part A: Basic Grants Low-Income and Neglected
2.2	Strategy: Reduce suspension rates by fostering a positive school culture through restorative justice practices to foster positive relationships between students, staff, teachers, and administrators. Restorative Justice Training and other PD	All students	10,000 Title I Part A: Basic Grants Low-Income and Neglected
2.4	Strategy: Provide necessary support for supplemental student instruction, including library books. Supplies/Copies	All students	15,178.00 Title I Part A: Basic Grants Low-Income and Neglected 16041.00 Supplemental/Concentration
2.5	Strategy: Incorporate school-wide Learner Outcomes (SLOs) in all aspects of business at PHS, including lesson planning, school projects, and MTSS efforts.	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.6	Strategy: Discretionary funds will be strategically allocated to prioritize student achievement, support teacher development and retention, enhance grade 9 transition, improve infrastructure and learning environments, and enrich educational programs. Department Budgets Library Materials Overhead costs Athletics Support Security Office support (attendance, library, health, and student store)	All students	17,621 Site Discretionary
2.7	Credit Recovery Staffing to increase graduation rate	All students	20,000 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Pioneer High School implemented a range of strategies under Goal 2 aimed at improving teacher efficacy, including departmental collaboration, instructional supports (e.g., scaffolding, academic vocabulary), SBAC-aligned preparation, and efforts to improve school climate, attendance, and student engagement.

Implementation was moderate but inconsistent across classrooms and departments. While PLCs and department collaboration structures were in place, their focus and effectiveness varied. In many instances, collaboration emphasized sharing strategies rather than engaging in deep analysis of student work, common assessments, or aligned instructional planning. As a result, implementation of high-impact instructional practices was not consistent schoolwide.

One notable area of stronger implementation occurred within the mathematics department. Teachers utilized prior SBAC data to identify essential standards and developed common formative assessments aligned to those standards, representing a more targeted and data-driven approach to instruction. This work reflects movement toward effective PLC practices. However, this level of alignment and data use has not yet been consistently replicated across all departments or fully implemented within daily instructional practice.

Effectiveness of the strategies remains limited based on available leading indicators and prior-year performance trends. While current-year SBAC data is not yet available, multiple data points—including classroom performance (D/F rates), student feedback, and prior CAASPP results—indicate that students continue to struggle in core areas, particularly in literacy and mathematics. Persistent performance gaps for English Learners and Students with Disabilities suggest that instructional strategies have not yet been implemented with sufficient consistency or intensity to meet the needs of all learners.

Efforts to support SBAC readiness were implemented; however, these efforts were primarily concentrated in the weeks leading up to testing. This approach limits impact, as short-term test preparation does not address ongoing gaps in daily Tier 1 instruction.

Strategies focused on school climate—such as relationship-building, SEL supports, and attendance incentives—contributed to maintaining positive conditions for learning, including strong graduation rates and stable climate indicators. However, these efforts have not yet translated into clear improvements in academic performance, suggesting that engagement strategies are not consistently paired with rigorous instructional practices.

In addition, inconsistencies in classroom expectations, including discipline and cell phone enforcement, have resulted in uneven learning environments and reduced instructional time, further limiting the effectiveness of instructional strategies.

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

We reallocated monies to support the Learning Center and to offer an additional Culinary CTE course.

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.

Due to a reduction of approximately 25% in available funding, adjustments have been made to budget allocations across this goal. As a result, some strategies and activities have been modified, scaled back, or reprioritized to align with available resources while maintaining a focus on the highest-impact actions to support student outcomes.

As a result of this analysis, targeted refinements will be made to strengthen the effectiveness and consistency of Goal 4 strategies.

Strategies will be adjusted to place a greater emphasis on consistent implementation of schoolwide expectations, including discipline and classroom practices, to improve overall school climate and maximize instructional time. Increased alignment among staff will be prioritized to ensure students experience consistent expectations across all settings.

Additional focus will be placed on strengthening student connection and engagement, including expanding opportunities for student voice, increasing participation in school activities, and ensuring that engagement strategies reach a broader range of students.

Supports such as the Learning Center will be refined to improve access, utilization, and equity, ensuring that all student groups are consistently benefiting from available academic and social-emotional supports.

An additional \$20,000 will be allocated to support an additional period of credit recovery. This expansion is intended to increase access to credit recovery opportunities, support improved graduation rates, and increase A-G completion.

Metrics will be updated to more closely monitor impact, including increased attention to attendance, student engagement data, and student perception surveys, in addition to existing indicators such as suspension rates and graduation data.

These changes are reflected in the updated Goal 4 section of the SPSA (pp. 49–53), including revised strategies, adjusted metrics, and refined annual outcomes focused on consistency, student connection, equitable access to supports, and increased credit recovery opportunities

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Address WASC Self Study Critical Area of Need: Fully implement intervention support systems across the school, emphasizing mathematics support, increased data analysis in PLCs to monitor students' needs and progress, and guide instruction, particularly for our EL students and Students with Disabilities.

English Learner (EL) performance is low in all areas of student achievement, but there is a critical need in mathematics.

Improve school connectedness for EL students.

Improve D/F rates for LTEL students.

Increase family engagement and participation.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	2021-2021 (Baseline) Enrollment: 1653 English Learners: 190 (11.5%) Fluent-English-Proficient Students: 687 (41.6%) Students Redesignated FEP: 7 (3.5%) 2022-2023 Enrollment: 1635 English Learners: 171 (10.4%) Fluent-English-Proficient Students: 634 (38.7%) Students Redesignated FEP: 30 (17.5%) 2023-2024 Enrollment: 1635 English Learners: 138 Fluent-English-Proficient Students: 700 Students Redesignated FEP: 44 2024-2025 Enrollment: 1635 English Learners: 138 Fluent-English-Proficient Students: 700 Students Redesignated FEP: 44	Increase of 3-5% (based on baseline)
English Learner Progress Indicator (ELPI)	Note: No data collected before 2022 2022 139 Students 38.8% making progress towards English language proficiency 2023 136 Students 34.6% making progress towards English language proficiency 2024 127 Students 44.9% making progress towards English Language Proficiency 2025 99 Students 49.5% making progress towards English Language Proficiency	Increase of 1/2 to 1 whole band level based on EL Progress Indicator
Improve the school's rating of the English Learner Roadmap Principle 2 on the self assessment.	New metric: Baseline to be established	Improve EL Roadmap Principle 1 or Principle 2 ratings: 2.5 Language and Cultures are assets to 3.0 2.5 No Single "EL Profile"/no one-size fits all model to 3.0

		3.0 School Climate is Affirming, inclusive and safe (Maintain) 2.5 Strong family and school partnerships to 3.0 2.5 Supporting English Learners with disabilities to 3.0
Decrease the number of Long Term English Learners (LTEL) (middle and high school only).	20-21 (76% LTEL Rate) 21 -22 (70% LTEL Rate) 22-23 (55% LTEL Rate) 23-24 (69% LTEL Rate) 24-25 (53% LTEL Rate)	Decrease Long Term English Learner (LTEL) rates by 7%
Reclassify 100% of all Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3. Reclassify 100% of all Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions	We have no EL students currently in the Special Day classes. Dually identified do not currently have any domain exemptions.	Continue to monitor this metric in the event we have students for whom this applies.
D/F rate for English Learners	2022-2023 Semester 1: 2022-23 128 Ds 155 Fs % of total grades earned by EL = 27% Semester 2: 2022-23 144 Ds 212 Fs % of total grades earned by EL = 21% 2023-2024 Semester 1: 2023-24 142 Ds 119 Fs % of total grades earned by EL = 29% Semester 2: 2023-24 147 Ds 180 Fs % of total grades earned by EL = 27.3%% 2024-2025 % pop ELL - 8.01% %Ds/Fs ELL - 13.73 % 2025-2026 % pop ELL - 7.381% %Ds/Fs ELL - 13.79 %	Reduce yearly D/F rate for EL's by 3% - 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy: Provide in-class para and tutoring support for EL students.	English Learners	10,000 Title I Part A: Basic Grants Low-Income and Neglected 2,003 Supplemental/Concentration
3.2	Strategy: Equip educators and parents with valuable strategies for supporting English learners.	English Learners	6,000 Title I Part A: Basic Grants Low-Income and Neglected
3.3	Strategy: Ensure clear, inclusive communication between schools and families, fostering equitable access to information and active engagement in students' education.	English Learners	2901.00 Title I Part A: Parent Involvement
3.4	Strategy: Expose students to higher education opportunities, enhances their language development in real-world settings, and inspire them to envision a future in academia. Field Trips for EL/ELD students	English Learners	7,500 Title I Part A: Basic Grants Low-Income and Neglected
3.5	Strategy: Provide necessary supports for ELPAC Administration including incentives for students.	English Learners	750.00 Title I Part A: Basic Grants Low-Income and Neglected 1000.00 Supplemental/Concentration
3.6	Discretionary funds will be strategically allocated to support English Learners by prioritizing their achievement, enhancing teacher development and retention, improving grade 9 transition, strengthening learning environments, and enriching educational programs. Department Budgets Overhead costs Athletics Support Security Staff Appreciation Office support (attendance, library, health, and student store)	English Learners	17,621 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Implementation of strategies occurred, but with varying levels of consistency. Designated ELD instruction, tutoring, and professional development were implemented. However, schoolwide instructional strategies such as student discourse, scaffolding, and academic language development were not consistently observed across all classrooms.

There is evidence of some positive impact in targeted areas. ELPAC data indicates a decrease in the percentage of students at the lowest performance levels. This suggests that supports within designated ELD classes are contributing to early language development gains .

Overall effectiveness remains limited. English Learner Progress has remained an area of concern, with many students not advancing proficiency levels at expected rates .

Persistent achievement gaps remain. English Learners continue to perform below their peers in both English Language Arts and Mathematics, indicating that strategies are not yet consistently impacting core instruction.

Writing continues to be an area of need. ELPAC domain data shows fewer students reaching higher levels of proficiency in writing compared to other domains. This suggests a need for more consistent opportunities for writing and academic language production across content areas .

Student engagement and discourse require continued focus. Staff feedback and data highlight the need to increase structured opportunities for student talk and active participation in learning

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

NA

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.

Due to a reduction of approximately 25% in available funding, adjustments have been made to budget allocations across this goal. As a result, some strategies and activities have been modified, scaled back, or reprioritized to align with available resources while maintaining a focus on the highest-impact actions to support student outcomes. These refinements are reflected in the updated Goal 3 section (pp. 43–48) of the SPSA , including:

Revised strategies/actions emphasizing integrated language development
Updated metrics and monitoring tools focused on writing and language growth
Adjusted annual outcomes to reflect increased expectations for EL progress and reclassification
Provide professional development to teachers to improve instructional strategies, academic supports to increase student achievement, and opportunities for parent involvement to improve school connectedness.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

WASC Self-Study Critical Area of Need: Improve student agency regarding 4-year educational plans by developing comprehensive 4-year plans that carefully review and explain all school programs, including A-G requirements, graduation requirements, credit acquisition, CTE, Dual Enrollment, electives, ethnic study, and advanced course options.

Needs Assessment:

Student voice expressed via surveys and forums for feedback

Better support for clubs and sports (per student feedback)

Improved facilities to support physical education and meeting state standards

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	The 2022 survey has more than 1400 (82%) respondents and focused on school work and homework. Student Needs Assessment Survey for 24- 25 with 977 (60%) responses. Student Survey completed Spring 2024 regarding college-going knowledge and overall school connectedness, with 955 (60%) responses. Safety Survey Complete for 24- 25 with 1026 (64%) responses. Four-Year College Plan survey for 24 25 with 147 (9%) responses.	Complete 1 - 2 surveys per year with increased participation by 5%

	Needs Assessment completed by Student Advisory Council annually (24 students in 2024/25) Additionally, the school conducts various "Minga polls" throughout the year. These "mini-surveys" usually garner between 100 and 500 responses. Examples of the poll topics include: "How often do you check your Aeries?" "What is an Act of Kindness you would appreciate?" "What do you appreciate about your Teachers?" and "What are your Goals for the next year?" During the 24-25 school year, PHS also used "Minga Polls" to help direct and inform policy. For example, we asked students how they would like to use their praise points (incentive awards) and then implemented some of those ideas (400/25% responded). In other examples, we asked students about activities they would like to see on campus and how they would like to use their snack breaks.	
Number and percent of students by representative demographic providing input to the SPSA through focus groups	22-23 7 Scheduled meetings with Student Advisory Council male 7 (25%) female 21 (75%) Black or African American 4% Hispanic 57% White 18% Other Asian 14% Asian Indian 7 American Indian or Alaskan Native 4% 23-24 8 Scheduled meetings with Student Advisory Council male 7 (27%) female 19 (73%) Grade 9 5 (19%) Grade 10 10 (38%) Grade 11 1 (4%) Grade 12 10 (46%) American Indian or Alaskan Native 1 (4%) Asian Indian 4 (15%) Chinese 1 (4%) Hispanic 12 (46%) Other Asian 4 (15%) White 4 (15%)	Maintain current Council size/balance demographics

	24-25 8 scheduled meetings 22 council members Male 6 (28%) Female 13 (72%) Grade 9 3 (13%) Grade 10 5 (23%) Grade 11 9 (41%) Grade 12 5 (23%) American Indian or Alaskan Native 1 (4%) Asian Indian 1 (4%) Chinese 1 (4%) Black/African 1 (4%) Hispanic 10 (46%) Other Asian 4 (18%) White 4 (18%) Declined to Respond 5	
Number of Student Led Clubs	2025-26 National Honor Society 43 California Scholarship Federation 60 AVID Club 8 Drama/ Musical 15 Chess Club 14 Music Club 30 Muslim Student Association 35 Puente Club 240 M.E.Ch.A 35 Desi Club 10 Community Leadership Club Psychology Club 35 Debate Club 10 SkillsUSA 144 Cru Club 30 Women in STEM at Pioneer High School 36 PHS Entrepreneurs/Business Club 30 Woodland Youth Council 12 Rock Climbing Club 12 Medical Travel Club 15 Journalism Club 13 Choir Club 22 HOSA 186 Unity Volunteers - Cancer Awareness Club 13 ASB Club 37 Pioneer FFA 378 Folklorico Los Patriots 14 Black Student Union 15 Boys Volleyball Club Key Club 51 Brown Issues 30 Community Health Club 18	
Number of Student Led Initiatives	2025/2026 9 Total Events	

	BSU Fun Day - PHS Black Student Union FFA Power Hour - PHS FFA HOSA Health Highlights: Lunchtime Learning - HOSA Link Crew Pen Pals Meet at Last! - LINK Crew Lunch Study Spots - PHS CSF/NHS Pioneer Native Bio Diversity Enhancement - PHS Environmental Club Student Pantry - ASSETS Unity Hope Fest - PHS Cancer Awareness Club Writer Writing Competition - PHS Journalism Club	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Strategy: Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community. Field Trips LINK Support	All students	26306 Supplemental/Concentration
4.2	Strategy: Provide financial support for clubs to foster student engagement, enhance school culture, and ensure all students have access to enriching extracurricular opportunities.	All students	8,500 Supplemental/Concentration
4.3	Strategy: Provide student voice in small on-campus repairs important to them.	All students	5,000 Supplemental/Concentration
4.4	Strategy: Ensure students have a memorable and meaningful graduation ceremony that celebrates their achievements.	Senior students	13,704.00 Supplemental/Concentration
4.5	Strategy: Supporting high school sports in order to foster teamwork, school pride, and student well-being while creating opportunities for growth and success.	All students	9,400 Supplemental/Concentration
4.6	Develop Meaningful 4-year plans with regular review to increase student agency regarding future plans. (funding in Goal 1)	All students	
4.7	Strategy: Discretionary funds will be strategically allocated to prioritize student achievement, student activities, athletic and club support, enhance grade 9 transition, improve infrastructure and learning environments, and enrich educational programs. Department Budgets Overhead costs Athletics Support	All students	17,624 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Security Office support (attendance, library, health, and student store)		
4.8	Strategy: Improve facilities to allow physical education classes to meet state standards	All Students	17,123 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Implementation of strategies to improve school climate, student engagement, and overall student experience was evident across multiple areas. Efforts included increased student activities, support for clubs and athletics, use of student incentives, and continued use of systems such as the Learning Center and student recognition programs.

Student input and stakeholder feedback were incorporated into implementation. Surveys and Student Advisory discussions informed actions such as increasing school spirit activities, improving facilities, and expanding student supports, reflecting a commitment to student voice and engagement .

There is evidence of positive impact in overall school climate and engagement. Indicators such as improved suspension trends and stable graduation rates suggest that efforts to build a positive school environment and strengthen relationships are contributing to improved conditions for learning .

Implementation of strategies related to consistency of expectations remains uneven. Students and staff identified concerns regarding inconsistent enforcement of school rules, including discipline and classroom expectations, which impacts the overall effectiveness of climate and engagement initiatives .

Student connection to school remains an area of need. Survey data indicates that not all students feel a strong sense of belonging or connection to the school community, suggesting that current strategies have not yet fully reached all student groups .

Attendance and engagement challenges persist. Feedback indicates that some students remain disengaged from school, including concerns related to absenteeism and inconsistent participation, which limits the overall impact of implemented strategies.

The use of the Learning Center and other academic supports shows promise; however, continued focus is needed to ensure these resources are utilized effectively and equitably by all students.

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

No significant variances in overall budget allocations were identified. However, some differences emerged in the level of implementation across strategies. Certain initiatives, such as increasing student connection and ensuring consistent enforcement of expectations, were implemented with varying degrees of fidelity, which limited their overall impact.

Additionally, while resources were allocated to support student engagement and academic supports, utilization of some services—such as the Learning Center—was inconsistent across student groups. This suggests that while expenditures aligned with planned actions, the effectiveness of those investments varied based on implementation and access.

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.

Due to a reduction of approximately 25% in available funding, adjustments have been made to budget allocations across this goal. As a result, some strategies and activities have been modified, scaled back, or reprioritized to align with available resources while maintaining a focus on the highest-impact actions to support student outcomes. As a result of this analysis, targeted refinements will be made to strengthen the effectiveness and consistency of Goal 4 strategies.

Strategies will be adjusted to place a greater emphasis on consistent implementation of schoolwide expectations, including discipline and classroom practices, to improve overall school climate and maximize instructional time. Increased alignment among staff will be prioritized to ensure students experience consistent expectations across all settings.

Additional focus will be placed on strengthening student connection and engagement, including expanding opportunities for student voice, increasing participation in school activities, and ensuring that engagement strategies reach a broader range of students.

Supports such as the Learning Center will be refined to improve access, utilization, and equity, ensuring that all student groups are consistently benefiting from available academic and social-emotional supports.

Metrics will be updated to more closely monitor impact, including increased attention to attendance, student engagement data, and student perception surveys, in addition to existing indicators such as suspension rates and graduation data.

These changes are reflected in the updated Goal 4 section of the SPSA (pp. 49–53), including revised strategies, adjusted metrics, and refined annual outcomes focused on consistency, student connection, and equitable access to supports .

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$195,126.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$668,474.63
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$192,225.00
Title I Part A: Parent Involvement	\$2,901.00

Subtotal of additional federal funds included for this school: \$195,126.00

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 (\$)
Arts and Music in Schools	\$261,767.00
Site Discretionary	\$70,487.63
Supplemental/Concentration	\$141,094.00

Subtotal of state or local funds included for this school: \$473,348.63

Total of federal, state, and/or local funds for this school: \$668,474.63

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	261,767.00
Site Discretionary	70,487.63
Supplemental/Concentration	141,094.00
Title I Part A: Basic Grants Low-Income and Neglected	192,225.00
Title I Part A: Parent Involvement	2,901.00

Expenditures by Budget Reference

Budget Reference	Amount
	320,607.63

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	261,767.00
	Site Discretionary	70,487.63
	Supplemental/Concentration	141,094.00
	Title I Part A: Basic Grants Low-Income and Neglected	192,225.00
	Title I Part A: Parent Involvement	2,901.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	399,027.63
Goal 2	124,015.00
Goal 3	47,775.00
Goal 4	97,657.00

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

Name of Members	Role
Heather King	Principal
Skylar Jansen	Other School Staff
Jennifer Pareas	Classroom Teacher
Kate.Barichievich	Classroom Teacher
Laura Nielsen	Classroom Teacher
Ashleigh Jansen	Parent or Community Member
Jimena Sandoval Ochoa	Secondary Student
Ruben Ramirez	Parent or Community Member
Manreet Dhadwal	Secondary Student

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

Recommendations and Assurances

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

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

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

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

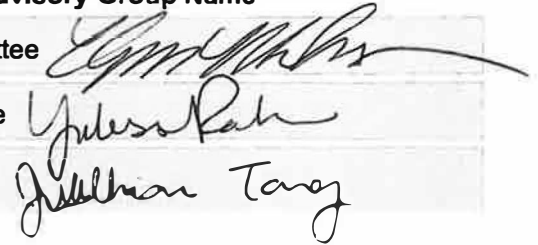
Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

Other: Student Advisory Council



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

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

This SPSA was adopted by the SSC at a public meeting on April 20, 2026

Attested:

Principal, Heather King, Principal on

SSC Chairperson, Kate Barichievich on

