

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer High School	57727100000000		

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

The school-wide Plan meets the ESSA (Every Student Succeeds Act) requirements through:

A comprehensive needs assessment of the entire schools that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.

The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include strategies to:

- address achievement disparities for Students with Disabilities and English Language Learners.
- address suspension rates for all students - but particularly male students.
- continue to address credit deficiencies through in-schedule opportunities.
- strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum using instructional strategies based in The Universal Design for Learning model.
- address social-emotional needs of students.
- Incorporate the Graduate Profile in school programs.
- Incorporate Schoolwide Learner Outcomes (SLOs) into instruction and student lexicon

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The PHS School Site Council meets at least five times per year and reviews the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), and the School Safety Plan. It also participates in the needs assessment process and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Pioneer High School, including ELAC (English Learner Advisory Committee), the Student Advisory Council, School Department Chairs, the School Site Council, faculty and staff, and with students. Each meeting included an in-depth review of the most recent data for PHS school students' academic performance, attendance, reclassification rate, and our comprehensive student survey. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff and students.

STUDENT INPUT

English Learner students were surveyed to determine what specific needs they felt would be helpful to them. They identified the following concerns:

- Tutoring support in core classes.
- Support in the home language in core classes

Students in our Student Advisory Council advocated for a follow-up survey on school safety and what they called "college life," citing concerns that many students lacked a clear understanding of the college experience. The survey results validated their observations:

Student input was gathered through a survey on student knowledge about college-going life and school safety. The survey garnered approximately 1000 results and was pulled into a comprehensive report, which was then shared with Site Council, Department Chairs, staff, ELAC, and our Student Advisory Council. The Student Advisory includes 30 students of various grades, genders, ethnicities, and achievement backgrounds. In meetings with these student groups, students identified the following as areas of concern:

- General lack of knowledge about what it is like to be at college
- Despite counselor outreach efforts, many students do not understand the college application process
- Many students were unaware they had a four-year plan, and failed to review it or access it regularly.
- Students need more information before choosing classes, particularly around Dual Enrollment opportunities.

STUDENT SURVEY FREE RESPONSE TAKEAWAYS

When students were asked what they wished their teachers knew, their responses revealed several key themes. Many expressed a strong desire for understanding and empathy, hoping that their teachers would recognize the challenges they face, including mental health struggles, demanding schedules outside of school, academic pressure, and personal hardships. They sought support, flexibility, and acknowledgment of these difficulties.

Additionally, students emphasized the need for engaging and inclusive teaching. They preferred interactive and dynamic lessons that accommodate different learning styles, making learning more enjoyable and meaningful rather than relying solely on traditional homework. Additionally, some students voiced concerns about teaching methods, critiquing an over-reliance on videos, lacking thorough explanations, and perceived favoritism. They called for more varied instructional approaches and a more equitable classroom environment.

Another prevalent concern was workload, as many students reported feeling overwhelmed by the volume of homework and assignments. They advocated for a more manageable workload, additional time for completion, and consideration of the demands from other classes. Lastly, some students expressed a desire for a deeper personal connection with their teachers, hoping to be seen as individuals beyond their academic performance. They sought mentorship, guidance, and a more supportive teacher-student relationship.

In February of 2025, the Student Advisory Council reviewed data associated with Goal 4 of the school's Site Plan. They requested that the following be considered for inclusion (and, in some areas, continued inclusion) in the plan:

- Continue Career Technical Student Organizations
- Upgrade bathroom facilities to provide more privacy
- More rallies and school-spirit activities
- Student-directed funds for minor school repairs and supplies
- More money for sports
- Increased efficacy and use of the Learning Center

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

- Students noted that there is an inconsistency in the enforcement of school rules in classrooms, which might be resulting in increased discipline issues
- Many students feel the dress code should be updated

Student Suggestions incorporated into the SPSA:

- Increased funding for academic incentives
- Continued/increased support for clubs and sports
- Student surveys on topics they choose
- Improved teaching strategies and consistent classroom policies

STAFF

In several meetings during the Fall of 2024 and Spring of 2025, PHS staff conducted an in-depth review of PHS students' performance data, student survey data, PASS Survey data, and D/F achievement data. In departments, faculty completed a Google Form directly related to needs associated with Goal 2 of the Site Plan. Additionally, all staff members participated in the Western Association of Schools and Colleges (WASC) self-study process. Through that

process, PHS identified the following areas of critical need:

- Fully implement intervention support systems across the school, emphasizing mathematics support, increased data analysis in Professional Learning Communities (PLCs) to monitor students' needs and progress, and guide instruction, particularly for our English Learner (EL) students and Students with Disabilities.
- Incorporate school-wide Learner Outcomes (SLOs) in each aspect of PHS academic life - lesson planning, instruction, and assessment supported through structured PLC collaboration and school-wide professional development.
- 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, Career Technical Education (CTE), Dual Enrollment, electives, ethnic study, and advanced course options.
- Increase the percentage of students reporting a positive sense of social-emotional well-being on the annual school climate surveys by effectively using Multi-tiered Systems of Support/Positive Behavioral Intervention Systems (MTSS/PBIS) for intervention.

PHS Faculty and staff have put together an Action plan to address these critical areas of need and have recommended the following additions to the school's Site Plan:

- We need a whole-school approach to improvement in SBAC scores.
- We need Restorative Justice training initiatives to combat suspension disparities for boys.
- Continued training around effective strategies for EL learners and Students with Disabilities.
- Development of a paid department-based grade remediation intervention after school.

SITE COUNCIL (February/2025)

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

NOTE: The teaching staff and Site Council highly recommend the serious consideration of a schedule that includes a highly structured Intervention Period.

ENGLISH LEARNER ADVISORY COMMITTEE (February/2025)

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

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

- Continued extensive support for the Learning Center
- Send parents to CABE--statewide and regional conferences
- Survey the students (again) to ask what they want/need/think is working.
- Supplies for the ELPAC boot camp and rewards for completing the test
- Continued professional development for teachers

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

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

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

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 was needed in some cases.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.48%	0.43%	0.43%	8	7	7
African American	1.39%	1.41%	1.41%	23	23	23
Asian	6.41%	7.28%	7.95%	106	119	130
Filipino	1.75%	1.1%	1.10%	29	18	18
Hispanic/Latino	69.33%	68.26%	69.17%	1,146	1116	1131
Pacific Islander	0.24%	0.37%	0.43%	4	6	7
White	17.48%	17.61%	15.90%	289	288	260
Two or More Races	2.42%	2.81%	3.12%	40	46	51
Not Reported	0.48%	0.73%	0.49%	8	12	8
Total Enrollment				1,653	1635	1635

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	415	417	435
Grade 10	473	410	412
Grade 11	393	441	391
Grade 12	372	367	397
Total Enrollment	1,653	1,635	1,635

Conclusions based on this data:

1. While previous years indicated a loss of cohort students to CCHS, 23-24 shows a marked improvement in this metric perhaps indicating that in-schedule Credit Recovery is having a positive effect.
2. PHS enrollment by ethnicity has remained stable over the last few years and indicates a diverse student population. This necessitates attention to bringing relevance to curriculum and proportionality to programs.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	190	171	148	11.5%	10.5%	9.1%
Fluent English Proficient (FEP)	687	663	700	41.6%	40.6%	42.8%
Reclassified Fluent English Proficient (RFEP)	7	30	44	3.5%	17.5%	

Conclusions based on this data:

1. Significant increase in the re-classification rates for 22 - 23. This indicates our attempts on raising all staff awareness around the importance of reclassification, combined with in-class tutoring and student awareness initiatives are effective.
2. While the percentage of English learners in our student body remains stable, they decreased by 1%, reinforcing the need to focus on reclassification.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	363	415	366	338	396	348	338	396	348	93.1	95.4	95.1
All Grades	363	415	366	338	396	348	338	396	348	93.1	95.4	95.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2591.	2594.	2576.	22.49	25.25	22.13	30.77	32.83	29.02	27.81	20.71	22.70	18.93	21.21	26.15
All Grades	N/A	N/A	N/A	22.49	25.25	22.13	30.77	32.83	29.02	27.81	20.71	22.70	18.93	21.21	26.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.01	26.77	21.26	61.83	56.57	56.03	17.16	16.67	22.70
All Grades	21.01	26.77	21.26	61.83	56.57	56.03	17.16	16.67	22.70

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	26.63	27.27	23.28	53.55	51.77	48.85	19.82	20.96	27.87
All Grades	26.63	27.27	23.28	53.55	51.77	48.85	19.82	20.96	27.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	15.09	12.88	16.67	71.30	73.99	70.69	13.61	13.13	12.64
All Grades	15.09	12.88	16.67	71.30	73.99	70.69	13.61	13.13	12.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	20.12	22.47	22.41	66.57	61.87	59.77	13.31	15.66	17.82
All Grades	20.12	22.47	22.41	66.57	61.87	59.77	13.31	15.66	17.82

Conclusions based on this data:

1. The decline in 2023-24 suggests potential areas of concern, possibly due to instructional gaps or external factors affecting student performance. The 2023-24 scores show a dip in several key areas, especially reading and writing.
2. Reading Scores indicate a decline in students' ability to comprehend and analyze texts effectively, while Writing skills appear to be weakening, possibly pointing to a need for stronger writing instruction and practice.
3. Research and Inquiry scores suggest a growing challenge in students' ability to analyze and present information effectively.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	363	415	366	335	398	353	335	398	353	92.3	95.9	96.4
All Grades	363	415	366	335	398	353	335	398	353	92.3	95.9	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2549.	2539.	2530.	8.06	7.04	7.37	16.72	15.83	11.61	24.48	22.61	22.66	50.75	54.52	58.36
All Grades	N/A	N/A	N/A	8.06	7.04	7.37	16.72	15.83	11.61	24.48	22.61	22.66	50.75	54.52	58.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	12.24	9.05	8.22	40.00	37.69	39.94	47.76	53.27	51.84
All Grades	12.24	9.05	8.22	40.00	37.69	39.94	47.76	53.27	51.84

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11.64	9.05	7.65	62.09	62.81	58.92	26.27	28.14	33.43
All Grades	11.64	9.05	7.65	62.09	62.81	58.92	26.27	28.14	33.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.36	7.29	9.92	70.15	62.06	60.34	21.49	30.65	29.75
All Grades	8.36	7.29	9.92	70.15	62.06	60.34	21.49	30.65	29.75

Conclusions based on this data:

1. Math scores are decreasing, with more students falling below standard. Scores indicate the need for more hands-on and problem-based learning, reinforcement of foundational skills before advancing to complex topics, discourse strategies to improve reasoning and communication, and the use of technology and interactive tools to engage students in mathematical modeling.
2. Students struggle with fundamental math concepts and procedures, suggesting a need for more skill-building and scaffolding in instruction along with engaging instructional strategies.
3. Low scores in problem-solving & modeling indicate that students need more practice applying math in context, and while slightly improving, students still struggle to justify their answers.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1529.2	1544.7	1544.9	1520.7	1539.7	1533.1	1537.2	1549.2	1556.2	37	50	40
10	1540.7	1530.8	1553.5	1534.0	1527.3	1553.7	1546.9	1533.9	1552.8	58	36	40
11	1538.1	1549.8	1535.1	1520.7	1547.1	1523.9	1554.9	1551.9	1545.8	39	38	32
12	1532.1	1541.4	1559.7	1525.9	1532.4	1562.6	1537.6	1549.8	1556.1	36	31	25
All Grades										170	155	137

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.51	12.00	10.00	35.14	44.00	45.00	21.62	28.00	35.00	29.73	16.00	10.00	37	50	40
10	17.24	8.33	20.00	29.31	41.67	30.00	36.21	25.00	37.50	17.24	25.00	12.50	58	36	40
11	10.26	10.53	6.25	23.08	39.47	31.25	41.03	28.95	40.63	25.64	21.05	21.88	39	38	32
12	2.78	12.90	24.00	38.89	32.26	28.00	27.78	19.35	36.00	30.56	35.48	12.00	36	31	25
All Grades	11.76	10.97	14.60	31.18	40.00	34.31	32.35	25.81	37.23	24.71	23.23	13.87	170	155	137

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	21.62	28.00	22.50	37.84	46.00	52.50	13.51	12.00	15.00	27.03	14.00	10.00	37	50	40
10	27.59	13.89	37.50	41.38	41.67	37.50	15.52	33.33	15.00	15.52	11.11	10.00	58	36	40
11	17.95	34.21	12.50	35.90	31.58	56.25	25.64	18.42	12.50	20.51	15.79	18.75	39	38	32
12	19.44	25.81	44.00	36.11	32.26	28.00	22.22	25.81	20.00	22.22	16.13	8.00	36	31	25
All Grades	22.35	25.81	28.47	38.24	38.71	44.53	18.82	21.29	15.33	20.59	14.19	11.68	170	155	137

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.11	6.00	10.00	10.81	24.00	22.50	40.54	40.00	50.00	40.54	30.00	17.50	37	50	40
10	5.17	0.00	2.50	22.41	19.44	27.50	41.38	44.44	50.00	31.03	36.11	20.00	58	36	40
11	7.69	0.00	3.13	17.95	21.05	12.50	41.03	50.00	43.75	33.33	28.95	40.63	39	38	32
12	0.00	6.45	8.00	22.22	12.90	8.00	30.56	41.94	48.00	47.22	38.71	36.00	36	31	25
All Grades	5.29	3.23	5.84	18.82	20.00	18.98	38.82	43.87	48.18	37.06	32.90	27.01	170	155	137

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.41	16.00	7.50	75.68	70.00	77.50	18.92	14.00	15.00	37	50	40
10	6.90	5.56	5.00	79.31	69.44	82.50	13.79	25.00	12.50	58	36	40
11	0.00	7.89	3.13	58.97	65.79	65.63	41.03	26.32	31.25	39	38	32
12	0.00	9.68	8.00	69.44	51.61	72.00	30.56	38.71	20.00	36	31	25
All Grades	3.53	10.32	5.84	71.76	65.16	75.18	24.71	24.52	18.98	170	155	137

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	51.35	68.00	67.50	21.62	20.00	22.50	27.03	12.00	10.00	37	50	40
10	62.07	69.44	67.50	24.14	19.44	17.50	13.79	11.11	15.00	58	36	40
11	52.63	71.05	56.25	31.58	18.42	28.13	15.79	10.53	15.63	38	38	32
12	52.78	51.61	60.00	30.56	22.58	32.00	16.67	25.81	8.00	36	31	25
All Grades	55.62	65.81	63.50	26.63	20.00	24.09	17.75	14.19	12.41	169	155	137

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.81	10.00	10.00	43.24	48.00	52.50	45.95	42.00	37.50	37	50	40
10	12.07	2.78	10.00	39.66	52.78	57.50	48.28	44.44	32.50	58	36	40
11	12.82	2.63	3.13	38.46	52.63	43.75	48.72	44.74	53.13	39	38	32
12	0.00	9.68	8.00	47.22	41.94	36.00	52.78	48.39	56.00	36	31	25
All Grades	9.41	6.45	8.03	41.76	49.03	48.91	48.82	44.52	43.07	170	155	137

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.41	6.00	0.00	70.27	76.00	92.50	24.32	18.00	7.50	37	50	40
10	5.17	0.00	0.00	74.14	75.00	87.50	20.69	25.00	12.50	58	36	40
11	13.51	13.16	3.13	64.86	60.53	75.00	21.62	26.32	21.88	37	38	32
12	8.33	9.68	8.00	61.11	61.29	72.00	30.56	29.03	20.00	36	31	25
All Grades	7.74	7.10	2.19	68.45	69.03	83.21	23.81	23.87	14.60	168	155	137

Conclusions based on this data:

1. Fewer students are at Level 1, and there is a slight increase in Level 4 performance. Speaking scores remain stronger than writing scores.
2. Focus on Writing Skills: The low percentage of "Well Developed" students in writing suggests a continued need for targeted intervention.
3. While reading and listening remain stable, targeted strategies could further push students into "Well Developed."

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,635	72.4%	9.1%	0.3%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	9.1%
Foster Youth	5	0.3%
Homeless	12	0.7%
Socioeconomically Disadvantaged	1,184	72.4%
Students with Disabilities	200	12.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	1.4%
American Indian	7	0.4%
Asian	130	8%
Filipino	18	1.1%
Hispanic	1,131	69.2%
Two or More Races	51	3.1%
Pacific Islander	7	0.4%
White	260	15.9%

Conclusions based on this data:

1. 72.4% of students fall into this category of socio-economically disadvantaged youth, indicating a high need for financial and academic support, including access to free or reduced-price meals and additional resources for college and career readiness.
2. With 12.2% of the student population receiving special education services, programs must be intentional and robust—incorporating differentiated instruction and appropriate accommodations to meet a wide range of learning needs. While recent data shows some promising improvements, Pioneer High School must take further steps to strengthen and expand its support systems.
3. Hispanic students (69.2%) make up the largest demographic, suggesting that culturally relevant pedagogy and bilingual support may be essential. Implementing culturally relevant curricula to reflect the diverse student body, particularly for the Hispanic majority and encouraging participation from all racial/ethnic groups in leadership roles, extracurriculars, and advanced courses is essential.

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Students are struggling in both ELA and Math, indicating a need for intervention strategies such as targeted tutoring, curriculum adjustments, and professional development for teachers. Research, including findings from the U.S. Department of Education's Turning Around Chronically Low-Performing Schools report strongly supports the use of targeted tutoring, curriculum adjustments, and professional development to address student struggles. High-impact strategies—such as data-informed instruction, intensive support for students, and sustained teacher development—are identified as key components of effective school turnaround. These approaches help ensure that instruction is responsive to students' academic needs and accelerates progress in foundational subjects.
2. PHS Strengths include high College & Career Readiness (Green) and a Strong Graduation Rate (Green) perhaps reflective of the increase in Dual enrollment and CTE completion rates.
3. Areas for Improvement:
ELA and Math Performance Need Urgent Attention (Orange)
Suspension Rates Require Monitoring and Intervention (Yellow) but indicate improvement over the previous year

School and Student Performance Data

Academic Performance English Language Arts

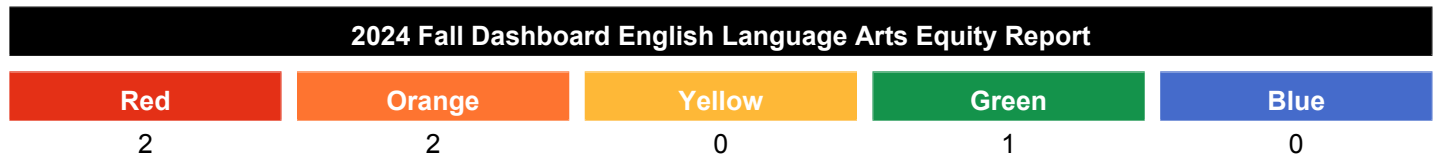
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 2.4 points below standard Declined 12.9 points 342 Students	English Learners  Red 103.9 points below standard Declined 16.0 points 33 Students	Long-Term English Learners  No Performance Color 97.2 points below standard Increased 3.2 points 16 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Orange 20.8 points below standard Declined 17.0 points 241 Students

Students with Disabilities  Red 113.9 points below standard Declined 26.7 points 47 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 28.0 points below standard Declined 81.6 points 25 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 9.9 points below standard Declined 11.5 points 241 Students
Two or More Races  No Performance Color 22.8 points above standard Declined 51.5 points 13 Students	Pacific Islander  No Performance Color 0 Students	White  Green 29.8 points above standard Increased 18.1 points 52 Students

Conclusions based on this data:

- Overall, students performed slightly below the standard and saw a notable decline, indicating a need for academic intervention.
A drop of 12.9 points suggests that instructional strategies, curriculum effectiveness, and student engagement must be reevaluated.
- English Learners are the lowest-performing group and continue to struggle significantly in ELA.
Despite a slight improvement (3.2 points) among Long-Term English Learners, their performance remains extremely low.
Instructional strategies for English Learners need urgent attention, including better support in language acquisition, literacy, and comprehension skills.

Students with Disabilities have severe learning gaps in ELA and showed the largest decline (-26.7 points).
This suggests inadequate specialized support and a lack of effective intervention strategies for students with IEPs.

Hispanic students (the majority group) saw a notable decline (-11.5 points), reinforcing the need for targeted literacy interventions and use of culturally responsive materials.
- With 72.4% of students classified as socioeconomically disadvantaged, a 17-point decline suggests that external factors—such as lack of resources, limited access to tutoring, or home support—may be contributing to performance struggles. In response, the school should prioritize strategies within its control—such as providing targeted academic interventions, increasing access to on-campus tutoring, and fostering a supportive learning environment—to help mitigate the impact of external socioeconomic challenges.

School and Student Performance Data

Academic Performance Mathematics

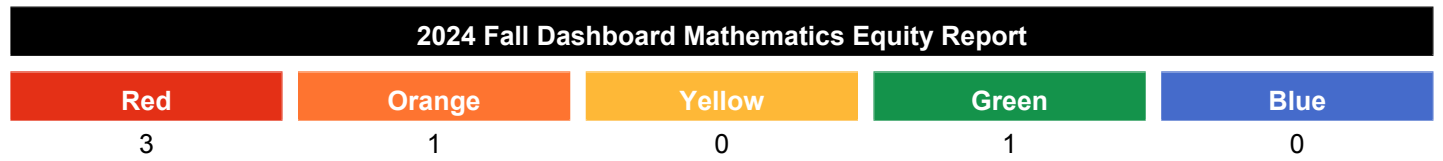
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 95.0 points below standard Declined 6.7 points 344 Students	English Learners  Red 184.8 points below standard Declined 31.7 points 35 Students	Long-Term English Learners  No Performance Color 218.3 points below standard Declined 47.0 points 16 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Red 119.2 points below standard Declined 13.0 points 243 Students

Students with Disabilities  Red 185.5 points below standard Declined 3.4 points 47 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 128.8 points below standard Declined 110.5 points 27 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 112.7 points below standard Declined 11.4 points 242 Students
Two or More Races  No Performance Color 0.6 points above standard Increased 74.5 points 13 Students	Pacific Islander  No Performance Color 0 Students	White  Green 46.4 points below standard Increased 18.8 points 52 Students

Conclusions based on this data:

- Overall, achievement in mathematics remains our most acute challenge. Students are significantly below proficiency in mathematics and continue to decline. A 6.7-point decline indicates ineffective instructional strategies, gaps in foundational math skills, or lack of support structures. Immediate intervention strategies are necessary to prevent further declines.
- English Learners are the lowest-performing group, with a 31.7-point drop, suggesting math language barriers and comprehension difficulties. LTELs are struggling even more, with an enormous 218.3-point deficit and a further decline of 47 points. Many EL students likely struggle with math vocabulary, problem-solving strategies, and multi-step word problems.

Severe learning gaps for Students with Disabilities persist in mathematics, likely due to limited access to differentiated instruction and support services. The 3.4-point decline, while smaller than other groups, suggests that existing interventions are not sufficient.

Hispanic students, who make up the majority of the student population, are significantly behind in math (-112.7 points below standard) and declining. White students performed better and even improved (+18.8 points), highlighting a growing achievement gap. Asian students saw an extreme decline (-110.5 points.) Continued investigation - including feedback/survey data from students is warranted among all demographics.
- Socio-economically disadvantaged youth group represents the majority of students (70.6%), making their performance in math a systemic issue. The 13-point decline suggests that lack of access to resources and instructional support is a contributing factor and indicate a need for increased access to math tutoring, summer bridge programs, and in-class small-group instruction.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Yellow
44.9% making progress.	40.8% making progress.
Number Students: 127 Students	Number Students: 98 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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.3%	33.1%	0%	44.9%

Conclusions based on this data:

- While these percentages indicate that nearly half of EL students are advancing, they also reveal significant challenges in language acquisition for the majority of EL students.
- Less than half of English Learners are advancing at least one level on the English Language Proficiency Indicator (ELPI), meaning a large percentage are stagnating or regressing. Long-Term ELs (students who have been ELs for six or more years) are making even less progress, signaling systemic issues in language development support.
- The 21.3% regression suggests that some EL students may not be receiving consistent language support or may be struggling with access to rigorous academic content.
The 33.1% who remained at the same level indicates that instructional strategies may not be adequately accelerating English proficiency for many students.
The 0% at Level 4 means that even the highest-achieving ELs are not successfully maintaining their proficiency, which could indicate gaps in reclassification support or a lack of academic reinforcement after reclassification.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

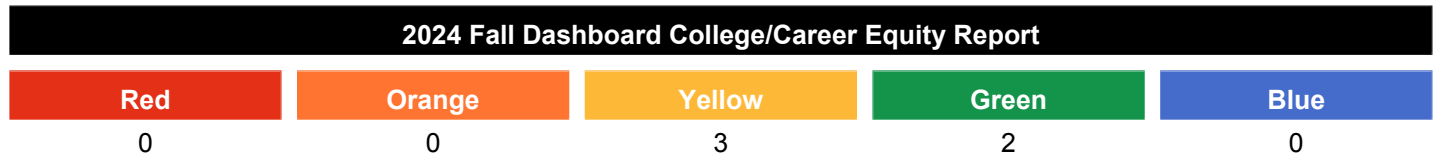
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Green 48.1 Prepared Increased 5 403 Students	English Learners  Yellow 23.1 Prepared Increased 20.9 52 Students	Long-Term English Learners  No Performance Color 23.1 Prepared Increased 23.1 39 Students
Foster Youth  No Performance Color Less than 11 Students 0 2 Students	Homeless  No Performance Color Less than 11 Students 0 4 Students	Socioeconomically Disadvantaged  Green 42.9 Prepared Increased 5.1 315 Students

Students with Disabilities  Yellow 11.4 Prepared Increased 8.9 44 Students	African American  No Performance Color Less than 11 Students 0 3 Students	American Indian  No Performance Color Less than 11 Students 0 1 Student
Asian  No Performance Color 65.5 Prepared Increased 28 29 Students	Filipino  No Performance Color Less than 11 Students 0 8 Students	Hispanic  Yellow 44.4 Prepared Maintained 1.2 279 Students
Two or More Races  No Performance Color 41.7 Prepared 0 12 Students	Pacific Islander  No Performance Color 0 Students	White  Green 55.7 Prepared Increased 9.1 70 Students

Conclusions based on this data:

1. 48.1% of all students are "Prepared" (Green level), up 5 points from last year. Socioeconomically Disadvantaged (SED) students improved to 42.9% "Prepared" (+5.1 points). White (55.7%) and Asian (65.5%) students show the highest readiness rates, with Asians improving the most (+28 points). Hispanic students (44.4%) remain close to the overall rate but showed only minimal growth (+1.2 points).
2. While progress is being made, more than half of students (51.9%) remain unprepared for college or career pathways. Significant opportunity gaps persist among student groups—particularly English Learners (ELs), Students with Disabilities (SWDs), and Hispanic students—who are not improving at the same rate as their peers. Challenges include A-G course completion, participation in Career Technical Education (CTE) pathways, and performance on college entrance exams. Student surveys reveal a disconnect between what educators believe is being taught about these pathways and what students are actually internalizing, suggesting a need for clearer communication and more targeted support.
3. While the overall College/Career Readiness rate is improving, disparities persist for English Learners, Students with Disabilities, and certain racial/ethnic groups. The school should focus on expanding equitable access to rigorous coursework, targeted interventions, and career pathway opportunities.

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.

2024 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.

2024 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. PHS conducted a second staff needs survey to address chronic absenteeism and will incorporate suggestions into specific action plan items.

School and Student Performance Data

Academic Engagement Graduation Rate

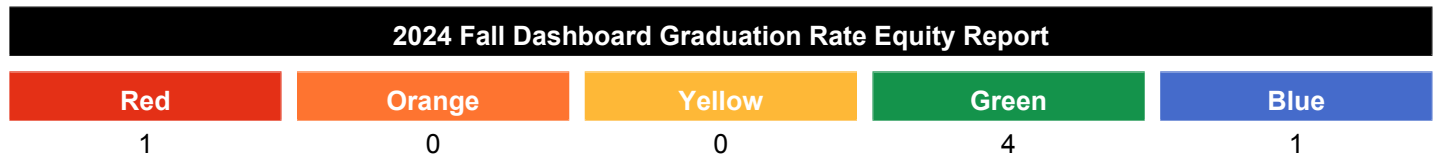
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 94.3% graduated Increased 2% 405 Students	English Learners  Green 87% graduated Increased 15.3% 54 Students	Long-Term English Learners  Green 87.5% graduated Increased 14.2% 40 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Green 93.7% graduated Increased 2.2% 317 Students

Students with Disabilities  Red 64.4% graduated Declined 16.5% 45 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 96.6% graduated Maintained 0.3% 29 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Green 93.2% graduated Maintained 0.4% 281 Students
Two or More Races  No Performance Color 100% graduated 12 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 95.7% graduated Increased 5.3% 70 Students

Conclusions based on this data:

1. The graduation rate increased in nearly all student groups indicating that credit recovery efforts are having a positive effect on CCHS transfer rates and graduation rates.
2. Graduation rates for student with disabilities remains a concern. An analysis of courses that are acting as gatekeepers to graduation (with correlating action strategies) is warranted.

School and Student Performance Data

Conditions & Climate Suspension Rate

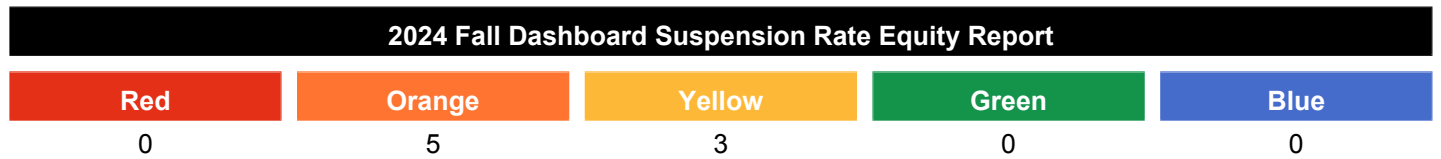
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 6.7% suspended at least one day Declined 2.9% 1682 Students	English Learners  Yellow 9.2% suspended at least one day Declined 4.8% 163 Students	Long-Term English Learners  Orange 12.1% suspended at least one day Declined 5.3% 116 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Homeless  No Performance Color 0% suspended at least one day Declined 18.8% 14 Students	Socioeconomically Disadvantaged  Yellow 7.8% suspended at least one day Declined 2.8% 1223 Students

Students with Disabilities  Orange 10.3% suspended at least one day Declined 0.7% 214 Students	African American  No Performance Color 3.6% suspended at least one day Declined 8.9% 28 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
Asian  Orange 4.5% suspended at least one day Increased 0.3% 134 Students	Filipino  No Performance Color 5.6% suspended at least one day Increased 5.6% 18 Students	Hispanic  Yellow 7.2% suspended at least one day Declined 4.3% 1161 Students
Two or More Races  Orange 5% suspended at least one day Increased 1.6% 60 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Orange 6.4% suspended at least one day Maintained 0% 267 Students

Conclusions based on this data:

1. A 6.7% suspension rate indicates that 6.7% of students were suspended at least once. While this shows improvement, the rate is still relatively high, suggesting that behavioral challenges remain. The 2.9% decrease is a positive trend, but efforts should focus on further reducing the suspension rate to foster a positive, inclusive school environment.
2. English Learners (9.2%) and Long-Term English Learners (12.1%) face disproportionate suspension rates, signaling the need for targeted interventions to support these groups. Hispanic students also show improvement (7.2%) but remain at a relatively high level of suspensions compared to the overall student body.
3. PHS has adopted new school-wide Learner Outcomes (SLOs) that are now aligned with the district's Graduate Profile. Much of that is devoted to the "human" skills students will need in the 21st century. PHS faculty will be working to incorporate those SLOs (and, thus, the Graduate Profile) into all major curricular units. Suspension rates are an important indicator of school climate and student behavioral outcomes. Although declines in suspension rates are promising, significant disparities exist among certain student groups. By investing in restorative practices, behavioral support programs, and equity training for staff, the school can continue to reduce suspensions while promoting a more inclusive and supportive environment. Research from the RAND Corporation, Learning Policy Institute, and studies on PBIS show that schools that invest in restorative practices, behavioral support frameworks, and equity-focused professional development see significant reductions in suspensions and improvements in school climate and inclusivity.

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.

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.

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.

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.

Address 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.

Intervention Programs:

Provide targeted intervention for students in the D+ range to bring them to eligibility.

Reintroduce paid weekly academic intervention for core subjects (beyond math) after school.

Implement Math re-take and Tutoring Center with incentives.

Student Support:

Increased support for newcomers through paraeducators.

Continue support for English Language Learners (EL) and Students with Disabilities (SWD), focusing on math and ELA achievement as evidenced by SBAC testing and D/F rates.

Focus on bridging deficits in math fundamentals for students entering high school.

Maintain focus on improving EL students' academic progress and reclassification rates.

Teacher Training:

Continue professional development around effective instructional strategies, particularly in mathematics, for teachers.

Provide training for teachers to manage SWD in their classrooms effectively.

Curricular Alignment:

Align Graduate Profile Competencies with the school's mission, vision, and school-wide learning objectives.

Incorporate Schoolwide Learner Outcomes (SLOs) into central curricular units across all subjects.

Engagement & Recruitment:

Address the decrease in music enrollment with targeted recruitment efforts.

Continue targeted recruitment efforts for school's new Dual Enrollment programs.

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).	21/22 910 VAPA Seats 22/23 850 VAPA Seats 23-24: 895 VAPA Seats 24-25: 862 VAPA Seats	Maintain current levels of participation in art classes. 3-5% increase in music enrollment
Percentage of students completing UC/CSU a-g course requirements (high school only).	43.98% of the class of 2022 was a-g eligible. 42.77% of the class of 2023 was a-g eligible. 48% of the class of 2024 was a-g eligible.	Increase of 3-5% annually
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	44 students took CTE completer courses for the class of 2022 (baseline) 73 students completed CTE pathways for the class of 2023 100 students completed CTE pathways for the class of 2024	Increase of 3-5% annually
Number of State Seals of Biliteracy awarded to students (high school only).	80 students awarded the Seal in 20-21. 62 students were awarded seals in 21-22. 60 students awarded seal in 22-23. 89 students awarded seal in 23-24	Increase of 3-5% annually
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes (high school only)	2021-2022 255 students had at least 1 College course on their transcript 626 courses taken by 255 students 2022-2023 266 students had at least 1 College course on their transcript 699 courses taken by 266 students 2023-2024 306 students had at least 1 College course on their transcript 885 courses taken by 306 students	Increase by 3% annually
D/F Rates	PHS keeps a comprehensive running analysis of grade data. Data compares the first semester data of 21/22.	Decrease in all measured areas: Fs per student, Fs per course/Department, Fs by male students.

	TOTAL D/F RATES 1,585 Total Ds/Fs 15.84% (1st Semester 21/22) 1,632 Total Ds/Fs 16.52% (1st Semester 22/23) (Baseline) 1,405 Total Ds/Fs 14% (1st Semester 2023-24) ----- -----																																																																															
College and Career Readiness Indicator (CCI)	21-22: 22-23: 43.1% Prepared 22.8% Approaching Prepared 34.1% Not Prepared <table> <tr> <td>Group Designation</td><td>% Prepared</td><td></td></tr> <tr> <td>EL Learners</td><td>2.2</td><td></td></tr> <tr> <td>Very Low</td><td></td><td></td></tr> <tr> <td>SwD</td><td>2.4</td><td>Very</td></tr> <tr> <td>Low</td><td></td><td></td></tr> <tr> <td>Asian</td><td>37.5</td><td></td></tr> <tr> <td>Medium</td><td></td><td></td></tr> <tr> <td>Hispanic</td><td>43.2</td><td></td></tr> <tr> <td>Medium</td><td></td><td></td></tr> <tr> <td>White</td><td>46.6</td><td></td></tr> <tr> <td>Medium</td><td></td><td></td></tr> <tr> <td>SE Disadv</td><td>37.7</td><td></td></tr> <tr> <td>Medium</td><td></td><td></td></tr> </table> 23-24: 48.1% Prepared 21.3% Approaching Prepared 30.5% Not Prepared <table> <tr> <td>Group Designation</td><td>% Prepared</td><td></td></tr> <tr> <td>EL Learners</td><td>23.1</td><td></td></tr> <tr> <td>Low</td><td></td><td></td></tr> <tr> <td>SwD</td><td>11.4</td><td></td></tr> <tr> <td>Low</td><td></td><td></td></tr> <tr> <td>Asian</td><td>65.5</td><td></td></tr> <tr> <td>High</td><td></td><td></td></tr> <tr> <td>Hispanic</td><td>44.4</td><td></td></tr> <tr> <td>Medium</td><td></td><td></td></tr> <tr> <td>White</td><td>55.7</td><td></td></tr> <tr> <td>Medium</td><td></td><td></td></tr> <tr> <td>SE Disadv</td><td>42.9</td><td></td></tr> <tr> <td>Medium</td><td></td><td></td></tr> </table>	Group Designation	% Prepared		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			Group Designation	% Prepared		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			New Goal: 45% Prepared overall; Increase EL and SwD by 2%
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy: Provide Students with needed math remediation and in-semester assistance. Math Re-take & Tutoring Center	All Students	27,556 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	85,000 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	2,000 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	24,000 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	12,000 Title I Part A: Basic Grants Low-Income and Neglected
1.6	Strategy: Provide teachers with specific training/PLC Meeting time to address the needs of struggling students. Professional Development/Coaching	All students	8,000 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 & Sophomore Seminars Embed college and career readiness lessons into regular advisory or seminar periods to build awareness early. College & Career Workshops Host interactive sessions with alums, college representatives, and industry professionals to provide real-world insights.	All students	6000 Title I Part A: Basic Grants Low-Income and Neglected

	Peer & Mentor Programs Pair students with upperclassmen or college students who can help demystify the process. Parent Engagement Offer bilingual workshops and resources to ensure families understand graduation and college requirements. Gamified Learning Use platforms like Minga or Kahoot! for engaging lessons on A-G requirements and post-secondary pathways.		
1.8	Strategy: Enhance the Visual and Performing Arts program by strategically using Prop 28 funding. Additional FTE to support building the program Theater Repairs/Upgrades Consultants for program improvement Training/PD for Visual and Performing Arts Teachers Paid time to develop new courses Stipend for outreach/recruiting/showcase, etc.	All students	271,333 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 Overhead costs Athletics Support Security Office support (attendance, library, health, and student store)	All students	17,621.75 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

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. Our Needs Assessment process resulted in interest in bringing back intervention programs hosted by departments.

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

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

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

As we move into 25-26, increased focus on item analysis in math will be needed. Specifically, teachers will receive paid time to analyze student test results to remediate student deficiencies and align teacher practice.

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

PHS feels strongly that a built-in intervention period is necessary, but in its absence, our teachers would like the paid opportunity to provide needed, systematic interventions after school.

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

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.

Provide opportunities to enhance teacher content knowledge, student enrichment beyond the classroom, and create an environment conducive to growth and learning.

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.

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

- Incorporate school-wide Learner Outcomes (SLOs) in each aspect of PHS academic life - lesson planning, instruction, and assessment supported through structured Professional Learning Community (PLC) 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.
2. Addressing Chronic Absenteeism & Attendance Engagement – Strengthen student and parental accountability, implement attendance incentives, foster personal connections, and create structured interventions for chronically absent students.
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%
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	2022 RESULTS (Baseline) 53.26% Met or Exceeded Standard for ELA 2023 RESULTS 58% at or above standard 2024 RESULTS 52% at or above standard	Increase percentage meeting or exceeding standard by 5%
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	2022 RESULTS (Baseline) 24.78% Met or Exceeded Standard for Math 2023 RESULTS 23% at or above standard 2024 RESULTS 19% at or above standard	Increase percentage meeting or exceeding standard by 5%

Percentage of students who are chronically absent	2021-22 (baseline) No Absence Issues40% Trending Chronic17% Nearly Chronic10% Chronically Absent33% 2022-23 No Absence Issues51% Trending Chronic16% Nearly Chronic10% Chronically Absent22% 2023-24 No Absence Issues51% Trending Chronic18% Nearly Chronic8% Chronically Absent21%	Reduce overall Chronically absent by 10% over baseline
Student sense of safety and school connectedness	PASS DATA FALL 2022 Feelings about school High Satisfaction Attitudes to teachers High Satisfaction Attitudes to attendance Moderate Satisfaction Perceived learning capability High Satisfaction Learner self regard High Satisfaction Preparedness for learning High Satisfaction Confidence in learning High Satisfaction General work ethic High Satisfaction to curriculum demands High Satisfaction FALL 2023 Feelings about school High Satisfaction Attitudes to teachers High Satisfaction Attitudes to attendance High Satisfaction Perceived learning capability High Satisfaction Learner self regard High Satisfaction Preparedness for learning High Satisfaction Confidence in learning High Satisfaction General work ethic High Satisfaction Curriculum demands High Satisfaction Fall/2024 - Percentages indicate level of positive satisfaction Feelings about school 68.6% High Satisfaction Perceived learning capability 71.5% High Satisfaction	Conduct Item Analysis on Pupil Attitudes to Self and School (PASS) Survey and increase percentages by 3% in the following doains: Confidence in Learning and Response to Curriculum Demands Increase Feelings of School Connectedness on the annual California Healthy Kids Survey (CHKS) by 5%

	Self-regard as a learner 59.8% High Satisfaction Preparedness for learning 77.7% High Satisfaction Attitudes to teachers 70.6% High Satisfaction General work ethic 67.0% High Satisfaction Confidence in learning 60.6% High Satisfaction Attitudes to attendance 64.4% High Satisfaction Response to curriculum demands 59.6% High Satisfaction 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 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.	
Suspension rate	Based on 21-22 School Year: (baseline) Cumulative Enrollment: 1708 Total Suspensions: 115 Unduplicated Suspensions: 86 Suspension Rate: 7% % of students suspensions with only one suspension: 74% % of students suspensions with multiple Suspensions: 26% Based on 22-23 School Year: Cumulative Enrollment: 1687 Total Suspensions: 124 Unduplicated Suspensions: 95 Suspension Rate: 7% % of students suspensions with only one suspension: 76% % of students suspensions with multiple Suspensions: 23% Based on 23-24 School Year: Cumulative Enrollment: 1682 Total Suspensions: Unduplicated Suspensions: 90	Bring the overall rate down 5% from the last measurable year (18/19) and decrease 9th and 10th grade suspensions by 10% over the 21-22 suspension rates. Reduce English Language (EL) and Students with Disability (SWD) Suspension rates by 5%.

	Suspension Rate: 6% % of students suspensions with only one suspension: 75% % of students suspensions with multiple Suspensions: 25% 90 incidents committed by 66 Individuals	
Parent/family satisfaction on Healthy Kids Survey, on key indicators	2022-23 CHKS/PARENT SURVEY Number of Respondents 124 78% of parents agree that PHS encourages them to actively partner with the school in educating their children. 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. 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. 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	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 Enhance Real-Time Student Progress Updates (Current: 41%) Target: Increase to 55% by next year

	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.																																								
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>7.69</td><td>8.8</td></tr> </table>	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	7.69	8.8	Raise overall average to 8.5 during 24/25 (Goal Met) Maintain average above 8.5 during 25/26
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12. Use CFA Results for Teacher Improvement	7.69	8.8																																							

	13. Use CFA Results for Student Support 7.64 8.7 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 7.96 8.87 18. Evaluation of Team Norms & Effectiveness 8.09 8.9 OVERALL AVERAGE: 8.2 8.95	
School Climate and Bullying Prevention	According to the Bullying Report, the following baseline is present for PHS with regard to School Climate and Bullying Prevention: FROM THE STUDENT SURVEY Students in this school are willing to help other students: 87% Students in this school can be trusted: 77% Students in this school generally get along with each other: 92% Students in this school generally share the same values.: 45% My school is a safe place to be: 59% (Very True) Other students at my school try to put a stop to it when a student is being bullied at school: 24% Adults at my school try to put a stop to it when a student is being bullied at school: 53% FROM THE STAFF SURVEY Teachers and staff in this school generally share the same values: 67% This is a pretty close-knit school where everyone looks out for each other: 72% Teacher commitment and leadership to address students engaging in bullying behavior, students being bullied, and bystanders: 71% (Good/Excellent) Staff commitment and leadership to address students engaging in bullying behavior, students being bullied, and bystanders: 67%	Increase student advocacy regarding bullying by 10% Increase student belief in staff ability to assist by 10% Increase staff commitment to assist with bullying by 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
2.1	Strategy: Provide opportunities to enhance teacher content knowledge, student enrichment beyond the classroom, and create an environment conducive to growth and learning. Increase Teacher Instructional Capacity through quality PD. Incentives for Attendance and SBAC Testing PLC Implementation of Inquiry Cycles Teachers will focus on student data rather than general lesson planning, examining results to identify effective strategies. Buddy Program for New Teacher Mentoring New teachers need on-campus support beyond that provided by our district's mentoring program. School Safety Using Minga data, developing Safety Plans, and increasing security at school events all provide students with a safe campus—systematic use of phone protocols is funded with needed equipment. 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	102,574 Supplemental/Concentration
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	All students	5,000 Title I Part A: Basic Grants Low-Income and Neglected
2.3	Strategy: Reduce suspension rates by fostering a positive school culture through SEL strategies implemented in classrooms. Social-emotional Curriculum	All students	1,500 Title I Part A: Basic Grants Low-Income and Neglected
2.4	Strategy: Provide necessary support for supplemental student instruction. Supplies/Copies	All students	10,944 Title I Part A: Basic Grants Low-Income and Neglected
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	

	PLC Implementation of SLOs through Collaboration (See 2.1)		
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 Overhead costs Athletics Support Security Office support (attendance, library, health, and student store)	All students	17,621 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Implemented Minga as a data tracking and safety measure.
Teacher and counselor PD, including Asilomar for both math and English, all executed according to the site plan.
Teachers received paid meeting time throughout the year, and math teachers met for item analysis.
Training through our Self-study process on school SLOs
We met our goal regarding PLC efficacy improvement, indicating that our targeted PLC training is effective.

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

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

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

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

- We focused on building a culture of academic achievement through increased parent outreach, prioritizing academics, and promoting the benefits of the SBAC.
- Offered additional support such as academic vocabulary instruction, scaffolding, and review sessions before the SBAC.
- Considered students' needs and circumstances, such as providing snacks, being mindful of religious observances like Ramadan, and offering flexibility in testing schedules.
- Enhanced instructional methods through math workshops, mini-lessons, and possibly advisory periods to reinforce math skills.
- Focused on SBAC review the week before testing to solidify knowledge from earlier in the year
- Encouraged a welcoming atmosphere for students attending school, offering praise or rewards for consistent attendance and building rapport with students to identify and address their individual needs.
- Implemented strategies to hold students accountable for attendance, such as tying group work to attendance, setting attendance goals with rewards, and considering grading policies that reflect the importance of attendance

- Incorporated SEL lessons to support students' social and emotional well-being, which can improve attendance and overall academic success.
- Took a proactive and understanding approach to discipline by seeking to understand the underlying reasons for disruptive behavior and addressing them appropriately. This may involve providing support, interventions, and resources to help students overcome challenges.
- Provided opportunities for conflict resolution counseling, mediation between students, and consistent enforcement of policies, such as cell phone policies.
- Used technology to collect and neutralize the use of cell phones in class.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Provide professional development to teachers to improve instructional strategies, academic supports to increase student achievement, and opportunities for parent involvement to improve school connectedness.
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	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	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 1 on the self assessment.	Scales: 1 - Not Present; not happening; not addressed in my classroom 2 - I am aware of this, but it is not a focus 3 - I work on this, but it's still spotty and not fully developed 4 - This is a strength of my teaching and my classroom PHS current Baseline (21/22) is as follows: 2.5 Language and Cultures are assets 2.0 No Single "EL Profile"/no one-size fits all model 2.5 School Climate is Affirming, inclusive, and safe	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

	2.0 Strong family and school partnerships 2.5 Supporting English Learners with disabilities PHS Results for 22/23: 2.5 Language and Cultures are assets 2.0 No Single "EL Profile"/no one-size fits all model 2.5 School Climate is Affirming, inclusive, and safe 2.0 Strong family and school partnerships 2.5 Supporting English Learners with disabilities PHS Results for 23/24 2.8 Language and Cultures are assets 2.3 No Single "EL Profile"/no one-size-fits-all model 3.19 School Climate is Affirming, inclusive, and safe 2.0 Strong family and school partnerships 2.85 Supporting English Learners with disabilities 24/25 (Pending)	
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)	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.
Number of English Learner students receiving academic support through Tier 2 services	2021-2022 164 received an intervention in Tier II 21-22 94 RFEP kids have been considered by the Tier II Team 21-22 80 RFEP students have had an intervention in 21-22 All EL students who received at least one or more Fs during the Intervention Periods received Counseling and/or intervention. 2022- 2023 149 received an intervention in Tier II 22-23	Maintain current levels of intervention

	The Tier II Team has considered 99 RFEP kids in 22-23 74 RFEP students have had a Tier II Intervention in 22-23 (plus 28 RFEP in T3) 2023-2024 208 received an intervention in Tier II 23-24 The Tier II Team has considered 132 RFEP kids in 23-34 89 RFEP students have had a Tier II Intervention in 23-24 (plus 71 RFEP in T3)	
D/F rate for English Learners	2021-2022 Semester 1: 2021-22 120 Ds 162 Fs % of total grades earned by EL = 27.5% Semester 2: 2021-22 151 Ds 280 Fs % of total grades earned by EL = 28% 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%	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	7,000 Title I Part A: Basic Grants Low-Income and Neglected

3.2	Strategy: Equip educators and parents with valuable strategies for supporting bilingual learners. CABE	English Learners	8,000 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. CABE	English Learners	3,223 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	10,000 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	2,000 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 Office support (attendance, library, health, and student store)	English Learners	17,621 Site Discretionary
3.9			
3.10			

Annual Review

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

Analysis

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

This year, we made a concerted effort to get tutors and paras into classrooms where our EL students were located. Our EL Specialist held several PDs with teachers, and the school adopted school-wide EL Strategies. EL students received comprehensive instruction in the ELPAC and its importance, and the result was that the reclassification rate increased in 2024. All other elements were funded as planned as well.

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

Initiatives were funded as planned.

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

Taking English Language Learner students on college visits exposes them to higher education opportunities, demystifies the college experience, and increases their motivation and confidence to pursue post-secondary education. The ELAC team feels this is an important addition to the Site Plan.

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.

Empower students with leadership opportunities and programs that enhance engagement, voice, and school connectedness.

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

Increased field trip accessibility/funding

Better support for clubs and sports (per student feedback)

Support for School CTSOs (Career Technical Student Organizations)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	Current Partnerships: Boosters American Legion (Boys and Girls State) School Site Council Blood Drive Woodland Schools Foundation City Hall Leadership Program ALMS MLK, Jr Freedom Foundation CTSO Community Partnerships Woodland Community College	Maintain current partnerships
Number of extracurricular and co-curricular programs offered	2021-22 27 Clubs 3 CTSO (Career Technical Student Organizations)	Maintain current club and sports levels.

	CIF (California Interscholastic Federation) Sports Program (note: Added Water Polo) 22-23: 20 Clubs 3 CTSOs CIF (California Interscholastic Federation) Sports Program 23-24: 24 Clubs 3 CTSOs Added JV level sports 24-25: 23 Clubs 3 CTSOs Added JV level sports in Boys' volleyball and flag football	
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. 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	Complete 1 - 2 surveys per year with increased participation by 5%

	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	21-22 7 Scheduled meetings with Student Advisory Council male 11 (55%) female 9 (45%) Grade 9 3 (17%) Grade 10 9 (11%) Grade 11 4 (29%) Grade 12 4 (41%) Black or African American 1 Hispanic 11 White 6 Other Asian 2 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%) 24-25 (In Progress) 8 scheduled meetings 22 council members Male 6 (28%) Female 13 (72%)	Maintain current Council size/balance demographics

	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	
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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	41,474 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	3,000 Supplemental/Concentration
4.4	Strategy: Ensure students have a memorable and meaningful graduation ceremony that celebrates their achievements.	Senior students	13,000 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 Security	All students	17,621 Site Discretionary

	Office support (attendance, library, health, and student store)		
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We were able to support student field trips as well as major student and LINK activities. Of particular note was the use of funding to support "Breakfast for Dinner" (Evening tutoring) and Freshman Mentoring and its attendant activities. Teachers worked together to facilitate students' surveys, and the results were shared with student organizations. The Student Advisory Council met regularly and gave valuable input into this Site Plan.

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

We asked teachers to be mindful of the homework load and encouraged them to collect work at the end of periods to push kids into completing work during allotted work times.

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

We have directed more resources to field trips and student activities. Student surveys indicate we need a more intentional and concerted effort around student 4-year plans.

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	\$210,223
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$731,988.75
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$207,000.00
Title I Part A: Parent Involvement	\$3,223.00

Subtotal of additional federal funds included for this school: \$210,223.00

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	\$271,333.00
Site Discretionary	\$70,484.75
Supplemental/Concentration	\$179,948.00

Subtotal of state or local funds included for this school: \$521,765.75

Total of federal, state, and/or local funds for this school: \$731,988.75

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	271,333.00
Site Discretionary	70,484.75
Supplemental/Concentration	179,948.00
Title I Part A: Basic Grants Low-Income and Neglected	207,000.00
Title I Part A: Parent Involvement	3,223.00

Expenditures by Budget Reference

Budget Reference	Amount
	306,398.75

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	271,333.00
	Site Discretionary	70,484.75
	Supplemental/Concentration	179,948.00
	Title I Part A: Basic Grants Low-Income and Neglected	207,000.00
	Title I Part A: Parent Involvement	3,223.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	453,510.75
Goal 2	137,639.00
Goal 3	47,844.00
Goal 4	92,995.00

School Site Council Membership

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

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

Name of Members	Role
Sandra Reese	Principal
Maria Alfaro	Other School Staff
Bree Cowan	Classroom Teacher
Lyndsey Roush	Classroom Teacher
Laura Nielsen	Classroom Teacher
Kate Barichievich ,	Classroom Teacher
Paul Bridges	Parent or Community Member
Marcela Bautista	Parent or Community Member
Roseanne Callens	Parent or Community Member
Nicole Pimental Solorio	Secondary Student
Simreet Dhadwal	Secondary Student
Jesus Morales Gomez	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 .

Attested:

Principal, Sandra M. Reese on

SSC Chairperson, Kate Barichievich on

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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