

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer High (Continuation)	24736192430031	May 28, 2021	June 9, 2021

Purpose and Description

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

Schoolwide Program

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

Pioneer High School is an alternative education program (continuation school), which provides opportunities and strives to meet the needs and goals of students that have not been met at the comprehensive high school. We provide an individualized instructional program in a flexible learning environment. Pioneer's educational program and curriculum are aligned with Gustine High School and California state educational standards but is modified for acceleration. There is one principal, two counselors available. There is one certificated teacher that facilitates the the online learning program and we will be adopting a new online program called Edgenuity.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

There was no comprehensive needs assessment completed this year but through teacher/parent conferences, the school administrator or counselors are able to gage the parents and students needs.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on a weekly basis throughout the school year. The observations are focused on the monitoring and engagement of our online learning platform.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Edgenuity online courseware system has grade level content and built interventions for all students whether students are at grade level, falling behind, or advanced.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Edgenuity system and teacher tracks the students personalized learning and assessments throughout the course to achieve mastery.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

There is a credentialed teacher facilitating student learning.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The classroom teacher has access to the current and updated instructional information and a-g approved courses are found on Edgenuity's home page.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

N/A

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Edgenuity provides yearly professional development for the teachers who facilitate the classes online.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

N/A

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Edgenuity Online Curriculum offers educators best-in-class online curriculum for kindergarten through adult learners with over 400 engaging courses. Edgenuity's curriculum is customizable to meet the needs and pace of individual learners.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Edgenuity Courseware enables students to take ownership over their learning and supports educators with Teacher-Powered Technology™ that helps them improve efficiency and maximize student success.

Courseware curriculum is grounded in research and aligned to state standards, the Common Core, and the NGSS. Courses combine direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.

Courseware connects with students with a flexible offering that supports evolving instructional needs for fully online, blended, hybrid, and in-person instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Targeted Intervention to Help Students Catch Up

Edgenuity's online intervention programs, MyPath® (6–12), provide students with personalized instruction that focuses on the skills and concepts in math and ELA they still need to master so they can catch up, keep up, or get ahead. The programs tailor learning to the needs of each student with a focus on building the confidence they need to move forward.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

N/A

Evidence-based educational practices to raise student achievement

N/A

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Families have access to the teacher, counselors and administrator to help support their child's goals while at Pioneer High.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The Edgenutiy service is provided by categorical funds.

Fiscal support (EPC)

Financial support is provided through the district through general funds.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At this time stakeholder involvement is on a case by case basis for a students who want to attend Pioneer High School. The stakeholders that are involved in the decision to enroll at PHS are the Site Principal, Counselor, Parent and Student. There two ways to enroll at Pioneer High School. One being that a student and parent want to voluntarily transfer because Pioneer is the best educational fit for the student. The second way is the student is deficient in credits and has no other option but to transfer to Pioneer to recovery lost credits. Both processes always involve both the student and parent to sign off on the voluntary transfer and the student who is in credit recovery can opt to stay at the comprehensive high school and risk graduating.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	3.7%			1
African American	9.09%	3.85%	3.7%	2	1	1
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	72.73%	76.92%	77.78%	16	20	21
Pacific Islander	%	%	0%			0
White	18.18%	11.54%	11.11%	4	3	3
Multiple/No Response	%	%	0%			0
Total Enrollment				22	26	27

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 10	3	2	
Grade 11	14	9	12
Grade 12	5	15	15
Total Enrollment	22	26	27

Conclusions based on this data:

1. Enrollment at Pioneer High School has increased over the last three years.
2. Student enrollment has a high number of Hispanic students.
3. Students who are considered white have decreased in enrollment and our Hispanic students have increased in enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	5	4	7	22.7%	15.4%	25.9%
Fluent English Proficient (FEP)	6	9	8	27.3%	34.6%	29.6%
Reclassified Fluent English Proficient (RFEP)		1	0	0	20.0%	0.0%

Conclusions based on this data:

1. English Learner students and Fluent Proficient students make up slightly more the half the student population at Pioneer High School.
2. English Learner enrollment has increased and FEP student enrollment has decreased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	21	22	*	16	15	*	16	15		76.2	68.2
All Grades	*	21	22	*	16	15	*	16	15		76.2	68.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	2415.	2460.	*	0.00	0.00	*	6.25	6.67	*	6.25	20.00	*	87.50	73.33
All Grades	N/A	N/A	N/A	*	0.00	0.00	*	6.25	6.67	*	6.25	20.00	*	87.50	73.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	6.67	*	18.75	40.00	*	81.25	53.33
All Grades	*	0.00	6.67	*	18.75	40.00	*	81.25	53.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	6.25	0.00	*	6.25	26.67	*	87.50	73.33
All Grades	*	6.25	0.00	*	6.25	26.67	*	87.50	73.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	6.67	*	43.75	53.33	*	56.25	40.00
All Grades	*	0.00	6.67	*	43.75	53.33	*	56.25	40.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	0.00	*	25.00	33.33	*	75.00	66.67
All Grades	*	0.00	0.00	*	25.00	33.33	*	75.00	66.67

Conclusions based on this data:

1. Only 15 of the 22 students enrolled participated in the CAASPP ELA test.
2. Of the 15 student who participated, 73% did not meet standard.
3. The two lowest performance areas were research/inquiry at 66.67% and writing at 73% below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	21	22	*	16	15	*	16	15		76.2	68.2
All Grades	*	21	22	*	16	15	*	16	15		76.2	68.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	2431.	2408.	*	0.00	0.00	*	0.00	0.00	*	0.00	0.00	*	100.0	100.0
All Grades	N/A	N/A	N/A	*	0.00	0.00	*	0.00	0.00	*	0.00	0.00	*	100.0	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	0.00	*	0.00	0.00	*	100.0	100.0
All Grades	*	0.00	0.00	*	0.00	0.00	*	100.0	100.0

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	0.00	*	20.00	6.67	*	80.00	93.33
All Grades	*	0.00	0.00	*	20.00	6.67	*	80.00	93.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	0.00	0.00	*	50.00	26.67	*	50.00	73.33
All Grades	*	0.00	0.00	*	50.00	26.67	*	50.00	73.33

Conclusions based on this data:

1. Of the 22 students enrolled, 15 participated in the CAASPP math test.
2. Of the 15 students who participated, 100% did not meet standard.

3. 100% of the student did not meet standard in concepts and procedures. Problem solving dropped from 80% to 93.3% with student not meeting standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10		*		*		*		*
Grade 11	*	*	*	*	*	*	*	4
Grade 12	*		*		*		*	
All Grades							*	5

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		*	*	*	*	*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		*	*	*	*	*	*	*	*	*
All Grades		*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

- No ELPAC scores due to Covid-19

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
26	92.3	15.4	3.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	15.4
Foster Youth	1	3.8
Socioeconomically Disadvantaged	24	92.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	3.8
Hispanic	20	76.9
Two or More Races	2	7.7
White	3	11.5






Conclusions based on this data:

1. Pioneer High has a high population of socio-economically disadvantaged and Hispanics students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  Orange
Mathematics  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. Suspension rate is in the Orange as 6.3% of the students have been suspended at least once.
2. Suspension rate percentage has maintained but Hispanic and socio-economically disadvantaged students population has increase slightly.

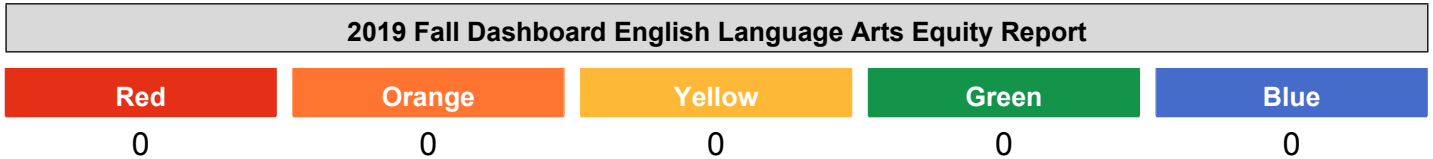
School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Foster Youth</p> <p>No Performance Color 0 Students</p>
<p>Homeless</p> <p>No Performance Color 0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p>Students with Disabilities</p> <p>No Performance Color 0 Students</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. Not enough data to report.

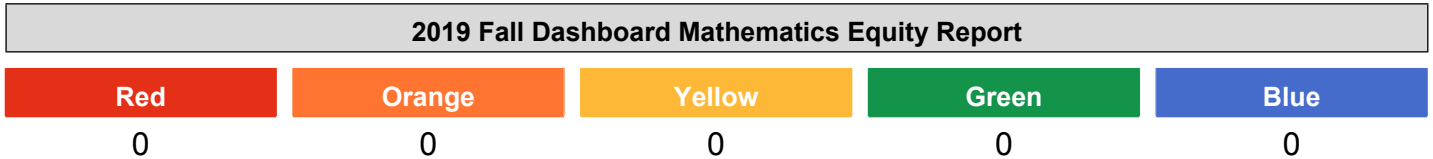
School and Student Performance Data

Academic Performance Mathematics

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






This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p>Students with Disabilities</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

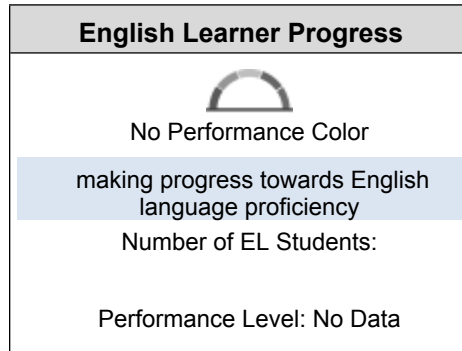
1. Not enough data to report.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. No data to report.

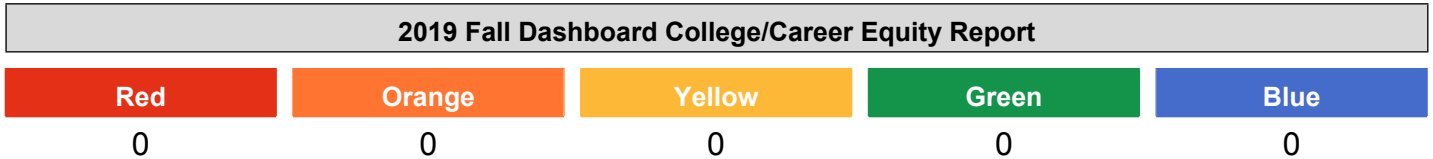
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Foster Youth</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>
<p>Homeless</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
6.7 Prepared	6.7 Prepared	Prepared
6.7 Approaching Prepared	6.7 Approaching Prepared	Approaching Prepared
86.7 Not Prepared	86.7 Not Prepared	Not Prepared

Conclusions based on this data:

1. No data to report in regards to students prepared after high school.

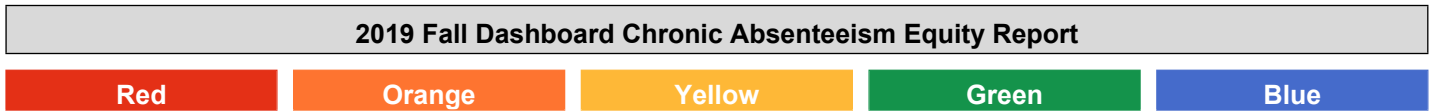
School and Student Performance Data

Academic Engagement Chronic Absenteeism

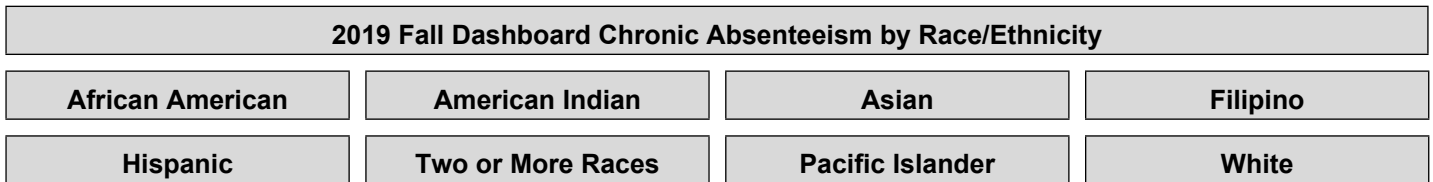
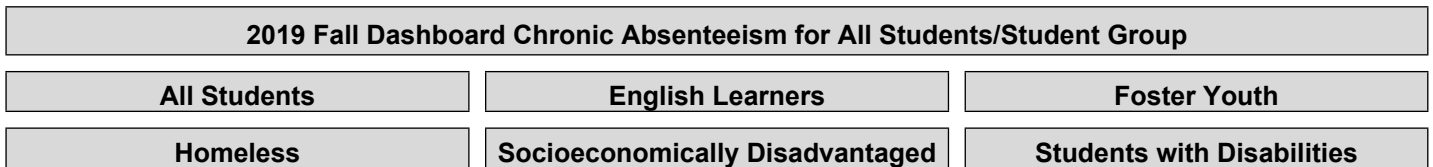
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. No data to report.

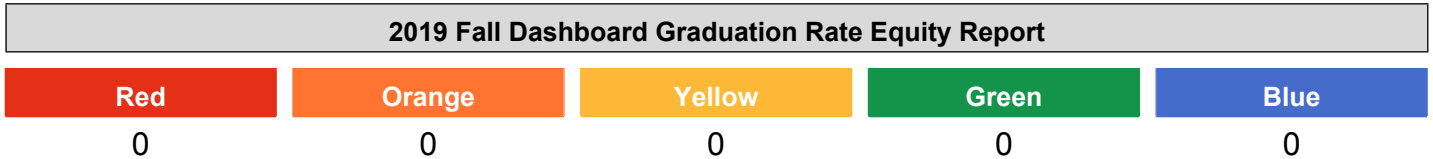
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p>English Learners</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>Foster Youth</p>  <p>No Performance Color 0 Students</p>
<p>Homeless</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>	<p>Students with Disabilities</p>  <p>No Performance Color 0 Students</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
100	

Conclusions based on this data:

1. No data to report.

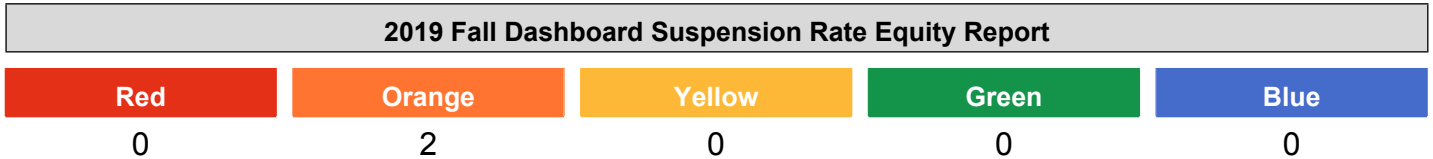
School and Student Performance Data

Conditions & Climate Suspension Rate







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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>6.3</p> <p>Maintained -0.1</p> <p>63</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>12.5</p> <p>Increased +6.6</p> <p>16</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>7.5</p> <p>Increased +0.7</p> <p>53</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1		 No Performance Color Less than 11 Students - Data 1	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.1 Increased +1.3 56	 No Performance Color Less than 11 Students - Data 2		 No Performance Color Less than 11 Students - Data 3

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.5	6.3

Conclusions based on this data:

- The suspension rate at PHS is 6.3% and is in the Orange.
- English Learners and SED students increased in suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement in English Language Arts and Mathematics

LEA/LCAP Goal

Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.

Goal 1

For the 2021-2022 school year Gustine High School will improve in ELA by 5% on students meeting or exceeding standard from 55% to 60% on ELA CAASPP.

Gustine High School will improve in Math by 5% on students meeting or exceeding standard from 20.5% to 25.5% on Math CAASPP.

Develop a plan for goal setting to track progress throughout the course.

Identified Need

All student performance on the CAASPP will improve yearly as Pioneer High students work on their courses for graduation as well as performing above mastery in their course work.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	ELA percent proficient 54%	59% proficient
CAASPP Math	Math percent proficient 20.5%	25.5% proficient
Increase the number of CTE and College and Career courses taken with the school year.	Students enrolled in 1 course per year	Students enrolled in 2 courses per year
Goal setting during online learning	Master 2 of 4 end of the unit assessment with 70% mastery in the first attempt	Master 3 of 4 end of the unit assessment with 70% mastery in the first attempt
GHS will use the 2020-2021 iReady Diagnostic #3 scores to evaluate the % of students scoring at grade level in ELA.	24% or 31 students are on or above grade level in ELA Reading Diagnostic.	15% increase in students who will be on or above grade level in ELA Reading Diagnostic.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
GHS will use the 2020-2021 iReady Diagnostic #3 scores to evaluate the % of students scoring at grade level in Math	10% or 13 students are on or above grade level in Math Diagnostic.	10% increase in students who will be on or above grade level in Math Diagnostic.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Targeted intervention and support for ELA and Math and all courses taken using the Edgenuity online learning program and program supports.

Teacher

College and Career Readiness - High school counselors will host a senior night in which Pioneer High students are able to attend. This event will guide seniors through the application process of college and financial aid.

Effective support in Edgenuity - The Pioneer teacher will continue to support all students who are taking courses on the Edgenuity online learning program. Along with A-g courses offered, students can enroll in CTE and College and Career Readiness courses.

Goals will need to change after students have begun working toward meeting them, so it's best for both student and teacher to monitor progress and make adjustments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,490.00	LCFF 4000-4999: Books And Supplies
2,720.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
9,695.00	Title I 4000-4999: Books And Supplies
1,385.00	Other

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The overall collaboration between the district secondary site is to enhance its supports to students who are enrolled in the online program so they are successful throughout the school year and during state testing.

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

No changes at this time.

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.

None at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and healthy learning environment

LEA/LCAP Goal

GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

Goal 2

Pioneer High will ensure a safe learning environment for all students and staff and to ensure the school is prepared to effectively respond to emergencies.

Identified Need

Upgrade communication systems between secondary sites and upgrade safety procedures

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Fit Report outcomes	85%	90%
Parent and student feedback survey forms	20% of parents respond	25% of parents respond
Attendance rate	60% positive attendance	70% positive attendance

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Implement PBIS program and safety initiatives for students

Conduct safety drills on campus.

Principal

Teacher

Increase follow up for students with poor attendance

Principal

Teacher

Continue to supervise students on distance learning
Principal
Teacher

Utilize counselors and behavioral supports for students
Principi
Teacher
Counselors

MTSS - Administration and teacher will produce an attendance incentive at the end of grading periods to reward students who have shown improvement in attendance and have adhered to consistent attendance for academic success

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

LCFF
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Pioneer would like to implement parent events into its calendar to engage families.

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

No major differences.

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 will continue to provide schoolwide information to families so students feel supported.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent engagement

LEA/LCAP Goal

GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.

Goal 3

Pioneer High administration and teacher will work with parents and community members to create a positive culture and climate.

Identified Need

Increase the communications between home and school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent engagement and communication via Parent Square, phone or email	90% of parents will receive communications from school about events and general messages.	95% of parents will receive communications from school about events and general messages.
Parent/Teacher conferences	academic and college and career conference set up 3 times per year	academic and college and career conference set up 3 times per year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Enhance PBIS on campus

Principal

Teacher

Home to school communications for all supports on campus.

Principal

Teacher

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We plan to implement monthly or bimonthly parent communications to families in regards to student performance.

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

No major differences.

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.

Continue to reach out to parent and community to be involved at Pioneer High school.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$36,290.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$11,695.00

Subtotal of additional federal funds included for this school: \$11,695.00

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 (\$)
LCFF	\$20,490.00
Lottery: Instructional Materials	\$2,720.00
Other	\$1,385.00

Subtotal of state or local funds included for this school: \$24,595.00

Total of federal, state, and/or local funds for this school: \$36,290.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	20,490.00
Lottery: Instructional Materials	2,720.00
Other	1,385.00
Title I	11,695.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	36,290.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	20,490.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,720.00
4000-4999: Books And Supplies	Other	1,385.00
4000-4999: Books And Supplies	Title I	11,695.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,290.00
Goal 2	5,000.00

Goal 3

2,000.00

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
- 6 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Adam Cano	Principal
Brian Chubon	Other School Staff
Andrea Verdin	Other School Staff
Yaneli Ledezma	Classroom Teacher
Melody Noceti	Classroom Teacher
Alan Ward	Classroom Teacher
Melanie Gomes	Parent or Community Member
Sarah Thommen	Classroom Teacher
Patricia Zavala	Parent or Community Member
Maria and Gerzayr Alapizco	Parent or Community Member
Chandra Brace	Parent or Community Member
Barbara Azevedo - President	Classroom Teacher
Selena Lopez	Secondary Student
Emily Fulgeuras	Secondary Student
Yahira Hernandez	Secondary Student
Yadira Hernandez	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

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 November 30, 2020.

Attested:



Principal, Adam Cano on May 28, 2021



SSC Chairperson, Barbara Azevedo on May 28, 2021