



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
Pacheco High School	24 65755 0120923	December 14, 2021	February 10, 2022

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

The purpose of this School Plan for Student Achievement is to establish goals and expectations that focus on resource allocation, teacher preparation, student learning, and parent/community outreach on a schoolwide basis using federal funds. Each of these focus areas have specific goals, resources, and an action plan tied to them as a baseline expectation to ensure that the targeted objective is met.

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.

Pacheco High School's School Plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies)) can be referenced to the LCAP's intent. Pacheco High School's goals were developed through educational partners' input via Staff Leadership Meetings, a comprehensive needs assessment, Healthy Kids Survey data, district-level LCAP survey data, and the needs assessments conducted with the SSC and ELAC committees.

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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).

As part of the established LCAP process, the LBUSD Chief Academic Officer conducts a yearly needs assessment survey of the community's educational partners for each of the District's schools. The Pacheco High School Site Council (SSC) and English Language Advisory Council (ELAC) each conduct a needs assessment that drives improvement goals each year. Additionally, yearly 9th Grade and 11th Grade CHKS survey results are incorporated into the development of district-wide and school-wide plans. Information regarding the surveys and their results may be accessed by contacting the Los Banos Unified School District Main Office, or by visiting the District's web page located at <http://www.losbanosusd.org/>.

Classroom Observations

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

Los Banos Unified School District has a uniform procedure for conducting formal observations of its teachers. Each year teachers are required to attend a Stull Bill conference outlining their goals for the current school year. Depending upon their service time and credential status, formal observations are then conducted during the school year. Teachers that are in probationary status (Internship, PIP, and STPS) are formally observed twice a year, once prior to Christmas and once prior to March 15th. Tenured teachers with less than 10 years of District service are formally evaluated every other year. Each formal evaluation begins with a pre-observation conference; establishing goals and objectives for the observation. Then a post-observation conference is held to debrief after the observation. By mid-April, a formal evaluation conference is conducted with teachers where both observations and other matters are discussed. Additionally, the school administration conducts five unannounced, informal walk-through visits each week in classrooms utilizing a Depth of Knowledge (D.O.K.) walk-through tool to provide continuous feedback to the teaching staff. These walk-through forms are designed to assess teacher strengths and weaknesses in a formative manner. Similarly, the District conducts leadership walkthroughs comprised of district principals to assess the instructional practices taking place in the district in order to gather data and develop targeted professional development.

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)

Pacheco High School has created departmental benchmark assessments and performance tasks aligned to the Common Core State Standards for each of the core content areas as well as the academic foreign language classes. The development of these Units of Instruction (UoI) is developed and revised utilizing the Professional Learning Community (PLC) process. Data collected from department benchmark assessments and performance tasks are then reviewed, analyzed, and revised during Professional Learning Communities (PLC) meetings twelve times a year. The PDSA Cycle is the model used to analyze the data and make changes to instructional best practices. A similar process is used in the electives departments with the intent of driving instruction for those instructional areas.

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

Pacheco High School has created departmental benchmark assessments and performance tasks aligned to the Common Core State Standards for each of the core content areas as well as the academic foreign language classes. The development of these Units of Instruction (UoI) is developed and revised utilizing the Professional Learning Community (PLC) process. Data collected from department benchmark assessments and performance tasks are then reviewed, analyzed, and revised during Professional Learning Communities (PLC) meetings twelve times a year. The PDSA Cycle is the model used to analyze the data and make changes to instructional best practices. A similar process is used in the electives departments with the intent of driving instruction for those instructional areas.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Each year, Los Banos Unified School District has included two student non-contact days utilized for district-wide staff development. Additionally, Professional Learning Communities (PLCs) by the department also allow for professional development 12 times a year. In PLCs, department members engage in conversations about data, instruction, and improvement in their craft. Additional training and development opportunities have been given to various staff members in regards to specific programs and/or student achievement during the year. Identified staff members also participate in professional development training utilizing MAP assessment to gauge student growth and readiness for new content. The core subject areas of Math, English, Social Science, and Science meet within their departments to review curriculum offerings and to review assessment data to make changes where necessary. At the beginning of the 2019-2020 school year, Pacheco High School moved to a 1-to-1 student-to-device ratio process. At this time, every student at PHS has a Chromebook that they will utilize throughout their time at PHS to meet our Vision and Mission Statement goals. PHS School Leadership, administration, and department teachers will be attending a PLC conference in Las Vegas during the summer of 2022. This conference will provide additional professional development opportunities for PHS staff to better understand the PLC process.

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

Teachers at this School

2021-22

Teachers with Full Credential----- 74

Teachers without Full Credential (Internships, PiP, & STPS) ----- 5

1. Teachers with preliminary credentials (1st year & 2nd year) are enrolled in a district-provided Induction Program training with a District Coordinator to help them clear their credentials. They also receive site-wide mentor teachers in their identified subject area to assist them with the day-to-day rigors of being a teacher.
2. Teachers without preliminary credentials are provided site-wide mentor teachers in their identified subject area to assist them with the day-to-day rigors of being a teacher.

Instructional Materials

1. Every classroom teacher has a laptop and an LCD projector. Additionally, each student receives a textbook to assist them at home, as well as being assigned a Chromebook for their use throughout their time at PHS.
2. There is a fully functioning computer lab (MacBook Pro) to help students access the content and additional devices located in the library and Student Services area.
3. Every classroom has sufficient textbooks for students needed to meet the Williams Act requirements.

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

Each year, Los Banos Unified School District has included two student non-contact days utilized for district-wide staff development. Additionally, Professional Learning Communities (PLCs) by the department also allow for professional development 12 times a year. In PLCs, department members engage in conversations about data, instruction, and improvement in their craft. Additional training and development opportunities have been given to various staff members in regards to specific programs and/or student achievement during the year. Identified staff members also participate in professional development training utilizing MAP assessments to gauge student growth and readiness for new content. The core subject areas of Math, English, Social Science, and Science meet within their departments to review curriculum offerings and to review assessment data to make changes where necessary. At the beginning of the 2019-2020 school year, Pacheco High School moved to a 1-to-1 student-to-device ratio process. At this time, every student at PHS has a Chromebook that they will utilize throughout their time at PHS to meet our Vision and Mission Statement goals. PHS School Leadership, administration, and department teachers will be attending a PLC conference in Las Vegas during the summer of 2022. This conference will provide additional professional development opportunities for PHS staff to better understand the PLC process.

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

1. Teachers with preliminary credentials (1st year & 2nd year) receive district-provided Induction Program training with a District Coordinator to help them clear their credentials. They also receive site-wide mentor teachers in their identified subject area to assist them with the day-to-day rigors of being a teacher.
2. Teachers without preliminary credentials are provided site-wide mentor teachers in their identified subject area to assist them with the day-to-day rigors of being a teacher.
3. PHS has convened an Instructional Leadership Team comprised of an Assistant Principal and six classroom teachers. This Team is responsible for training current staff members in leadership, curriculum development, and instructional assistance to act as curricular mentor teachers.

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

The core subject areas of Math, English, Social Science, and Science meet during their Professional Learning Community (PLCs) by grade or subject level to help develop Units of Instruction (UoI) that align to the Common Core State Standards (CCSS) or Next Generation State Standards (NGSS). Additionally, each core department meets twelve (12) times during the year with colleagues to discuss, review, and modify curricular units through the PLC process. PHS School Leadership, administration, and department teachers will be attending a PLC conference in Las Vegas during the summer of 2022. This conference will provide additional professional development opportunities for PHS staff to better understand the PLC process.

Teaching and Learning

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

Pacheco High School uses state-adopted curricular materials that align with Common Core or NGSS. Through the use of 12 Professional Learning Community (PLC) days, teachers meet to discuss, refine, and align curricular materials to the Common Core State Standards. Additionally, research-based instructional strategies are discussed and modeled to ensure students are actively engaged and accessing the content.

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

Pacheco High School is a Comprehensive 9-12 High School. This requirement does not apply to Pacheco High School.

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

Pacheco High School is a Comprehensive 9-12 High School. This requirement does not apply to Pacheco High School.

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

Pacheco High School uses the California State Board of Education to adopt texts and instructional materials for all of its courses. Los Banos Unified School District allocates a significant amount of money in site funds and the LCAP budget to ensure a continuous cycle of textbook adoptions. Department requests for updated CBE texts are prioritized and placed in the cycle upon approval of the Secondary Curriculum Council. Additional site funds are used to purchase supplies and materials to augment the state-adopted materials its teachers use.

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

Pacheco High School uses the following State Board of Education approved curricular materials.

Reading/Language Arts---

Literature 9, 2012

Literature 10, 2012

Literature American 11, 2012

Literature British 12, 2012

50 Essays a Portable Anthology 3rd Ed., 2011

Everything's an Argument 6th Ed., 2013

Bedford Introduction to Literature 10th Ed., 2013

Reflections Patterns for Reading and Writing 1st Ed., 2014

Visions Basic Language & Literacy, Thomson Heinle; 1 edition (April 2004)

Visions Book A (Green) Thomson Heinle; 1st edition (2004)

Inside the USA, National Geographic School Pub, 1st Ed., 2009

Edge Fundamentals: Reading, Writing, & Language, National Geographic School Pub, 1st Ed., 2009

Edge Level A: National Geographic School Pub, 1st Ed., 2009

Edge Level B: National Geographic School Pub, 1st Ed., 2009

English 3D, Houghton Mifflin Harcourt (HMH), Online ELD Support Software

Mathematics----

Algebra 2, CA Ed., 2005

Geometry, Concepts & Applications, 2002

Geometry, CA Ed., 2005

Calculus, 8th Ed., 2005

Adv. Math Concepts, 2005

The Practice of Statistics 2nd. Ed., 2003

Thinking Mathematically 6th Ed., 2015

Science----

Conceptual Physics, 11th Ed., 2011

Holes Essentials of Human Anatomy &

Physiology, 10th Ed., 2009

Chemistry in the Community, 4th Ed., 2005

Modern Chemistry, 2002

Earth Science 1st Ed., 2006

Biology: Principles & Explorations, 2001

Biology 10th 6th Ed., 2014

Living in the Environment 18th Ed., 2014

History-Social Science----

World Geography, 2009

History of Western Society Since 1300, 11th Ed., 2013

The American Pageant, History of the Republic, 14th Edition, 2009

Modern World History: Patterns of Interaction, 2003

The Americans, 2003

Psychology, 2010

Holt Economics, 1999
Economics: Principles, Problems, and Policies, 18th Ed., 2009
U.S. Government Democracy in Action 18th Ed., 2009
American Government and Politics Today 16th Ed., 2014
Human Geography 10th Ed., 2012
AP Psychology, 2nd, Ed., 2014

Foreign Language----

Nuestro Mundo, 2004
Dime-Dos, Spanish II, 1995
Discovering French, Level III, 2004
Bienvenue, French I, 2001
A bord, French II, 2001
Bienvenidos, Spanish I, 1999
Realidades-Spanish I, 2007
Realidades-Spanish II 1st Ed., 2008
Realidades-Spanish 2, 2008
Una Vez Mas, 2nd Ed., 2006
Reflexiones 1st Ed., 2013
Abriendo Puertas Tomo I, 2003
Abriendo Puertas: Antología de Literatura en Espanol Vol II, 2003
El Espanol Para Nosotros, 1st Ed., 2014
El Mundo 21, 2nd Ed., 2013

Health----

Health Care Science Technology, 1st Ed., 2003

Visual and Performing Arts----

Art Through the Ages, 12th Ed., 2007
Exploring Visual Design, 4th Ed., 2011
Art of Floral Design 2nd Ed., 2000
Focus on Photography, 2007
Foundations of Restaurant Management & Culinary Arts (level 1), 2011
Foundations of Restaurant Management & Culinary Arts (level 2), 2011

Opportunity and Equal Educational Access

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

Before and After school tutoring for core content areas is provided in the Library at Pacheco High School Monday through Thursday throughout the school year. A bilingual aide is utilized to ensure students with limited English proficiency can also benefit from the tutoring sessions. Additionally, each of the school's ten departments continues to identify intervention strategies that can be implemented and equitably accessed throughout the school day. Each department has been asked to establish two (2) S.M.A.R.T. goals with associated benchmarks that will be reviewed throughout the year. The intervention strategies are based on the RTI model and were developed during the 2020-2021 school year for implementation in 2021-2022. Departments have also been asked to identify potential additional after-school intervention strategies that can be used.

Evidence-based educational practices to raise student achievement

Pacheco High School has provided its teachers with Project-based Learning (PBL) professional development and Kagan Instructional Strategies training to ensure students can connect with the content in a variety of ways. Additional training has taken place in the use of Depth of Knowledge (D.O.K.) and Bloom's Taxonomy questioning strategies to raise the level of rigor and discourse utilizing the academic vocabulary in the classroom. From 2019 onward, teachers and administrators at Pacheco High School continue to receive training from Solution Tree in Professional Learning Community construction and data disaggregation. This focus on Professional Learning Communities will be a continuing focus going forward. PHS School Leadership, administration, and department teachers will be attending a PLC conference in Las Vegas during the summer of 2022. This conference will provide additional professional development opportunities for PHS staff to better understand the PLC process.

Parental Engagement

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

Pacheco High School directs students and families to Westside Family Services for counseling services and RAFT alcohol and drug counseling services for students and families dealing with various types of crisis issues. The University of Merced has been contracted to provide parent/student presentations on a variety of topics to help students access the school, district, and higher education institutions. The Parent Empowerment Program (PEP) provides information on everything from student counseling to FAFSA and college entrance requirements, and from A-G requirements to parent participation. Additionally, motivational speakers are contracted to discuss everything from drug abuse, bullying, and gang activity to suicide risk awareness and LBGTQ issues. Pacheco High School also utilizes the expertise of four PPS Counselors to provide initial intake services and periodic group counseling services on a variety of topics. In 2021 PHS hired a fourth academic counselor, a College & Career Counselor, and a Wellness Counselor. These counselors will be providing monthly parent nights on a variety of topics that affect their students.

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)

Educational Partners have direct access to school information and can provide needed feedback in a variety of ways. In addition to holding four School Site Council meetings and seven English Learner Advisory Committee meetings throughout the year, Pacheco High School also provides a variety of events eliciting feedback from our educational partners. Due to the COVID-19 Pandemic, all opportunities for parents to be involved are held via Zoom or Google Meets. These include the following:

- Academic Boosters
- AP Information Night
- Blackboard Teleparent
- Fall/Winter/Spring Sports Meetings
- FFA Ag. Booster Dinner & Danced
- FFA Back-to-School BBQ
- Freshman Orientation
- Open House and Multicultural Night
- PHS Marquee
- Panther Online Newsletter
- Panther Pounce
- Parent Portal
- Parent Empowerment Program (PEP)
- PHS Website
- Senior Parent Information Night

Funding

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

Pacheco High School receives Title I funds as part of its annual budget. These funds are used primarily for the purchase of new technology (Chromebooks), parent outreach, professional development, supplemental curricular supplies, staff professional development, and student tutoring services. Additional monies are used for parent outreach by contracting with the University of California at Merced (UC Merced) to provide parent training in accessing the higher education institutions. The Parent Empowerment Program (PEP) is a series of 10 parent information courses that provides information on everything from student counseling to FAFSA and college entrance requirements, and from A-G requirements to parent participation. Beginning in the spring of 2021, the online learning platform Edgenuity, by Houghton Mifflin Harcourt (HMH), is utilized for credit recovery for students deficient in either A-G completion or graduation credit requirements. In 2021, UC Merced has been contracted to provide graduating seniors services through their CCAP program for students looking to attend state universities.

Fiscal support (EPC)

Budget Code	Allocation	Budget Item
3010	\$153,720.00	Title I
Technology, Academic Support & Tutoring, Teacher Training, Parent Outreach, Professional Partnerships, etc.		
Total Allocation \$153,720.00		

Educational Partners Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement (SPSA) is developed by the Principal, the administrative team, and the school leadership team. The goals established are linked directly to the school's Vision & Mission Statements, the LCAP, and the WASC report to ensure alignment. Necessary resources, personnel, and processes are identified to accomplish each goal developed for the SPSA. Once developed the SPSA is presented at the first meeting of the School Site Council each year. At that meeting, the SPSA for the previous year is reviewed, and a comparison of the data for that year is analyzed with the goals established for the new year. Once that data is reviewed, the SSC decides whether or not the goals were met and whether to continue with that goal or establish a new one. Should the goal remain, then suggested changes and allocated resources are identified to meet the goal. If a new goal is established then resources are identified and a baseline for success is established. Additionally, the schoolwide Title I allocation is discussed and earmarked for expenditures that align with the SPSA. The changes to the SPSA are presented to the SSC again at the next regularly scheduled meeting. Once presented, the SPSA is voted on by the SSC and forwarded to other school committees for review. The other significant committee that reviews the SPSA is the English Language Advisory Council (ELAC). The SPSA is presented to ELAC and signatures are obtained. Once this process is completed, the SPSA is forwarded to the District Office where it is presented to the LBUSD School Board for approval.

Resource Inequities

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

The Comprehensive Needs Assessment is conducted each spring and addressed at meetings of the Leadership Team, School Site Council, and English Language Advisory Committee. Although there are academic deficiencies in several areas, at this time, there are no identifiable resource inequities identified at PHS. Pacheco High School uses the California State Board of Education to adopt texts and instructional materials for all of its courses. Los Banos Unified School District allocates a significant amount of money in site funds and the LCAP budget to ensure a continuous cycle of

textbook adoptions. At this time, every student at PHS has a Chromebook that they will utilize throughout their time at PHS to meet our Vision and Mission Statement goals. Department requests for updated CBE texts are prioritized and placed in the cycle upon approval of the Secondary Curriculum Council. Additional site funds are used to purchase supplies and materials to augment the state-adopted materials its teachers use.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.34%	0.23%	0.3%	6	4	6
African American	2.16%	2.59%	2.1%	38	45	37
Asian	0.91%	0.92%	0.7%	16	16	13
Filipino	0.91%	0.69%	0.8%	16	12	14
Hispanic/Latino	87.56%	87.55%	87.5%	1,542	1,519	1,559
Pacific Islander	0.57%	0.63%	0.8%	10	11	15
White	6.81%	6.86%	7.1%	120	119	127
Multiple/No Response	0.57%	0.46%	0.6%	10	8	10
Total Enrollment				1,761	1,735	1,782

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	449	445	532
Grade 10	449	453	424
Grade 11	445	418	422
Grade 12	418	419	404
Total Enrollment	1,761	1,735	1,782

Conclusions based on this data:

1. The student enrollment at Pacheco High School increased year over year from 2019-2020 to 2020-2021 by about 2.6%.
2. The primary demographic group at Pacheco High School is Hispanic, making up around 84.5% of the student population.
3. White, non-Hispanic students are the only significant subgroup included in student enrollment at Pacheco High School, although the African American population continues to increase and may become a significant subgroup fairly soon.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	296	305	313	16.8%	17.6%	17.6%
Fluent English Proficient (FEP)	812	817	826	46.1%	47.1%	46.4%
Reclassified Fluent English Proficient (RFEP)	0	21	24	0.0%	7.1%	7.9%

Conclusions based on this data:

1. English Learner enrollment at Pacheco High School remained stagnant year-over-year, with just a slight increase in the percentage of EL students from 2019-2020 to 2020-2021, with over 300+ EL students.
2. As the English Learner enrollment at Pacheco High School remained stagnant year-over-year from 2019-2020 to 2020-2021, the percentage of Fluent English Proficient (FEP) students remained stagnant as well at just over 825+ students.
3. Pacheco High School has developed precise reclassification protocols that build upon those used by LBJHS and the elementary schools to reduce the number of students reclassified each year; thus we see an increased number of students resident at PHS that have been reclassified. The year-over-year change in reclassified students remained stagnant at just under 8.0%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	406	417	399	393	401	0	393	401	0	96.8	96.2	0.0
All Grades	406	417	399	393	401	0	393	401	0	96.8	96.2	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2572.	2578.		12.21	17.71		35.88	33.42		32.06	24.69		19.85	24.19	
All Grades	N/A	N/A	N/A	12.21	17.71		35.88	33.42		32.06	24.69		19.85	24.19	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	21.37	23.19		57.25	48.13		21.37	28.68	
All Grades	21.37	23.19		57.25	48.13		21.37	28.68	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.67	22.94		54.22	52.87		27.11	24.19	
All Grades	18.67	22.94		54.22	52.87		27.11	24.19	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	15.78	20.70		67.18	59.10		17.05	20.20	
All Grades	15.78	20.70		67.18	59.10		17.05	20.20	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	25.19	25.19		53.18	52.87		21.63	21.95	
All Grades	25.19	25.19		53.18	52.87		21.63	21.95	

2019-20 Data:

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

Conclusions based on this data:

1. The percentage of students that Met or Exceeded Standards on the English Language Arts portion of the CAASPP was 51.13%, meeting the 2018 SPSA Goal. However, due to the COVID-19 Pandemic, the annual CAASPP assessment was not given in the spring of 2019 or spring of 2020. Therefore, data conclusions are based solely on the 2018-2019 school year.
2. Pacheco High School consistently maintains a testing percentage over 96%, with 2018-2019 at 96.2%. However, due to the COVID-19 Pandemic, the annual CAASPP assessment was not given in the spring of 2019 or spring of 2020. Therefore, data conclusions are based solely on the 2018-2019 school year.
3. As of 2018-2019, roughly 1 in 2 students were still performing below expectations on the CAASPP test in English Language Arts. However, due to the COVID-19 Pandemic, the annual CAASPP assessment was not given in the spring of 2019 or spring of 2020. Therefore, data conclusions are based solely on the 2018-2019 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	406	417	399	389	402	0	389	402	0	95.8	96.4	0.0
All Grades	406	417	399	389	402	0	389	402	0	95.8	96.4	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2526.	2537.		2.83	7.46		11.31	10.95		33.16	29.35		52.70	52.24	
All Grades	N/A	N/A	N/A	2.83	7.46		11.31	10.95		33.16	29.35		52.70	52.24	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	6.94	11.44		30.08	28.61		62.98	59.95				
All Grades	6.94	11.44		30.08	28.61		62.98	59.95				

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	3.60	8.21		40.87	40.80		55.53	51.00	
All Grades	3.60	8.21		40.87	40.80		55.53	51.00	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.14	10.20		61.44	50.75		33.42	39.05	
All Grades	5.14	10.20		61.44	50.75		33.42	39.05	

2019-20 Data:

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

Conclusions based on this data:

1. The percentage of students that Met or Exceeded Standards on the Mathematics portion of the CAASPP was 18.41%, meeting the 2018 SPSA Goal. However, due to the COVID-19 Pandemic, the annual CAASPP assessment was not given in the spring of 2019 or spring of 2020. Therefore, data conclusions are based solely on the 2018-2019 school year.
2. Pacheco High School consistently maintains a testing percentage over 96%, with 2018-2019 at 96.4%. However, due to the COVID-19 Pandemic, the annual CAASPP assessment was not given in the spring of 2019 or spring of 2020. Therefore, data conclusions are based solely on the 2018-2019 school year.
3. As of 2018-2019, roughly 4 in 5 students were still performing below expectations on the CAASPP test in Mathematics. However, due to the COVID-19 Pandemic, the annual CAASPP assessment was not given in the spring of 2019 or spring of 2020. Therefore, data conclusions are based solely on the 2018-2019 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1529.9	1532.8	1537.0	1515.6	1532.8	1532.3	1543.8	1532.2	1541.1	73	62	87
10	1535.0	1560.1	1551.3	1521.6	1553.5	1552.4	1547.8	1566.2	1549.6	87	64	70
11	1548.4	1526.8	1534.7	1536.5	1510.3	1527.4	1559.9	1542.7	1541.5	59	64	56
12	1546.0	1557.5	1564.0	1540.4	1545.5	1551.0	1551.0	1569.0	1576.5	57	55	44
All Grades										276	245	257

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	17.81	9.68	8.05	32.88	35.48	36.78	30.14	38.71	31.03	19.18	16.13	24.14	73	62	87
10	26.44	26.56	12.86	26.44	37.50	41.43	24.14	17.19	28.57	22.99	18.75	17.14	87	64	70
11	20.34	6.25	7.27	44.07	23.44	29.09	27.12	48.44	40.00	*	21.88	23.64	59	64	55
12	24.56	14.55	18.18	40.35	36.36	40.91	22.81	40.00	25.00	*	9.09	15.91	57	55	44
All Grades	22.46	14.29	10.94	34.78	33.06	37.11	26.09	35.92	31.25	16.67	16.73	20.70	276	245	256

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	39.73	24.19	24.14	23.29	38.71	36.78	24.66	25.81	21.84	*	11.29	17.24	73	62	87
10	41.38	39.06	35.71	21.84	32.81	30.00	19.54	9.38	17.14	17.24	18.75	17.14	87	64	70
11	47.46	7.81	14.55	37.29	46.88	56.36	*	25.00	9.09	*	20.31	20.00	59	64	55
12	64.91	27.27	43.18	*	40.00	27.27	*	21.82	15.91	*	10.91	13.64	57	55	44
All Grades	47.10	24.49	28.52	24.64	39.59	37.50	16.67	20.41	16.80	11.59	15.51	17.19	276	245	256

2019-20 Data:

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	3.45	19.18	11.29	17.24	38.36	46.77	48.28	34.25	41.94	31.03	73	62	87
10	12.64	10.94	1.43	24.14	29.69	28.57	25.29	34.38	44.29	37.93	25.00	25.71	87	64	70
11	*	3.13	1.82	27.12	15.63	10.91	42.37	37.50	43.64	22.03	43.75	43.64	59	64	55
12	*	9.09	9.09	22.81	16.36	18.18	33.33	50.91	52.27	33.33	23.64	20.45	57	55	44
All Grades	10.14	5.71	3.52	23.19	18.37	19.14	34.06	42.04	46.88	32.61	33.88	30.47	276	245	256

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	26.03	3.23	2.30	49.32	67.74	64.37	24.66	29.03	33.33	73	62	87
10	39.08	10.94	10.00	39.08	67.19	64.29	21.84	21.88	25.71	87	64	70
11	22.03	1.56	1.82	64.41	45.31	65.45	*	53.13	32.73	59	64	55
12	35.09	3.64	2.27	49.12	61.82	79.55	*	34.55	18.18	57	55	44
All Grades	31.16	4.90	4.30	49.28	60.41	67.19	19.57	34.69	28.52	276	245	256

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	46.58	70.97	57.47	42.47	19.35	22.99	*	9.68	19.54	73	62	87
10	48.28	67.19	60.00	34.48	12.50	25.71	17.24	20.31	14.29	87	64	70
11	67.80	67.19	59.26	25.42	17.19	24.07	*	15.63	16.67	59	64	54
12	73.68	85.45	59.09	19.30	9.09	25.00	*	5.45	15.91	57	55	44
All Grades	57.25	72.24	58.82	31.52	14.69	24.31	11.23	13.06	16.86	276	245	255

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	4.84	9.20	36.99	40.32	49.43	52.05	54.84	41.38	73	62	87
10	12.64	21.88	5.71	39.08	53.13	58.57	48.28	25.00	35.71	87	64	70
11	*	4.69	5.45	42.37	40.63	40.00	52.54	54.69	54.55	59	64	55
12	*	12.73	9.09	31.58	54.55	61.36	54.39	32.73	29.55	57	55	44
All Grades	10.87	11.02	7.42	37.68	46.94	51.95	51.45	42.04	40.63	276	245	256

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	1.61	0.00	72.60	70.97	77.01	16.44	27.42	22.99	73	62	87
10	21.84	10.94	5.71	58.62	71.88	71.43	19.54	17.19	22.86	87	64	70
11	33.90	3.13	5.56	59.32	73.44	68.52	*	23.44	25.93	59	64	54
12	21.05	3.64	18.18	70.18	92.73	65.91	*	3.64	15.91	57	55	44
All Grades	21.38	4.90	5.88	64.86	76.73	71.76	13.77	18.37	22.35	276	245	255

2019-20 Data:

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

Conclusions based on this data:

1. The ELPAC data indicates that over 14% of PHS EL Students scored at Level 4 on the ELPAC and over 47% of PHS EL Students scored at the combined Level 3 & Level 4. However, due to the COVID-19 Pandemic, the annual ELPAC assessment was voluntary in the spring of 2020. Data for the ELPAC assessment was not available at the time of the creation of this SPSA. Therefore, data conclusions are based on the 2018-2019 school year.
2. Utilizing the Level 4 indicator on the ELPAC, it appears that Written Language and Reading are the two weakest subgroup areas that need to be addressed. However, due to the COVID-19 Pandemic, the annual ELPAC assessment was voluntary in the spring of 2020. Data for the ELPAC assessment was not available at the time of the creation of this SPSA. Therefore, data conclusions are based on the 2018-2019 school year.
3. Generally speaking, PHS has nearly half of its EL students scoring in Level 3 or 4 on the ELPAC. This includes the two weakest sub-groupings of Written Language and Reading. However, due to the COVID-19 Pandemic, the annual ELPAC assessment was voluntary in the spring of 2020. Data for the ELPAC assessment was not available at the time of the creation of this SPSA. Therefore, data conclusions are based on the 2018-2019 school year.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1782	70.9	17.6	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	313	17.6
Foster Youth	10	0.6
Homeless		
Socioeconomically Disadvantaged	1263	70.9
Students with Disabilities	204	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	2.1
American Indian or Alaska Native	6	0.3
Asian	13	0.7
Filipino	14	0.8
Hispanic	1559	87.5
Two or More Races	10	0.6
Native Hawaiian or Pacific Islander	15	0.8
White	127	7.1

Conclusions based on this data:

1. The data shows that the Socioeconomically Disadvantaged population on the campus of PHS is approximately 80%.

2. The vast majority of the student population on the campus of PHS are Hispanic, non-white.
3. The "White" population of students is the largest subgroup of students at 6.9%. However, although there are quite a few subgroups on campus none reach the State identified 10% "significant" threshold.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The suspension rates at PHS remain middle of the road with only a slight uptick of .3% of the overall population suspended on the equity report. However, due to the COVID-19 Pandemic, additional measurement for discipline data were not included in 2021. Therefore, data conclusions are based on the 2019-2020 school year.
2. PHS College and Career Readiness increased over 9.0% and has made its way into the "Green" category. However, due to the COVID-19 Pandemic, additional College & Career Readiness data was not available for 2020. Therefore, data conclusions are based on the 2019-2020 school year.
3. The Graduation Rate for Pacheco High School remains high and cannot be improved upon significantly enough to change our status on the equity report from the "Blue" category. However, due to the COVID-19 Pandemic, additional Cohort Graduation Data was not available for 2020. Therefore, data conclusions are based on the 2019-2020 school year.

School and Student Performance Data

Academic Performance English Language Arts

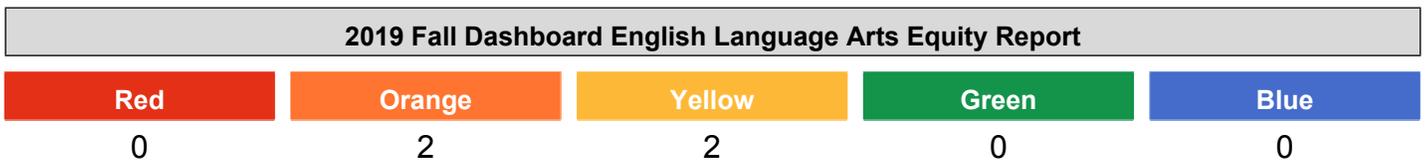
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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



This section provides number of student groups in each color.



This section provides 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> Yellow 3.5 points below standard Increased ++6.2 points 384	<p>English Learners</p> Orange 89.5 points below standard Increased ++5.4 points 93	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> Yellow 9.4 points below standard Increased ++5.1 points 318	<p>Students with Disabilities</p> Orange 119.9 points below standard Increased ++4.3 points 47

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 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.6 points below standard Increased ++6.6 points 337	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 24.5 points below standard Declined Significantly -42.3 points 22

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
132.7 points below standard Declined Significantly -17.1 points 56	24.9 points below standard Increased Significantly ++28.5 points 37	7.7 points below standard Declined -7 points 131

Conclusions based on this data:

- Every statistical category but two in English Language Arts increased their performance on the 2019 SBAC test. However, due to the COVID-19 Pandemic, the annual CAASPP assessment was not given in the spring of 2020 or 2021. Therefore, data conclusions are based on the 2018-2019 school year.
- Students with Disabilities increased significantly on the English Language Arts portion of the SBAC by 4.3 points. However, due to the COVID-19 Pandemic, the annual CAASPP assessment was not given in the spring of 2020 or 2021. Therefore, data conclusions are based on the 2018-2019 school year.
- Overall students increased by 6.2 points resulting in a 3% increase in the Standards Exceeded or Standards Met categories. However, due to the COVID-19 Pandemic, the annual CAASPP assessment was not given in the spring of 2020 or 2021. Therefore, data conclusions are based on the 2018-2019 school year.

School and Student Performance Data

Academic Performance Mathematics

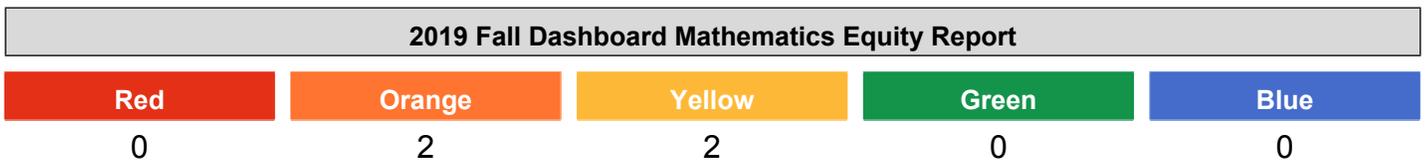
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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



This section provides number of student groups in each color.



This section provides 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> Yellow 89.6 points below standard Increased ++10.7 points 385	<p>English Learners</p> Orange 164.2 points below standard Increased ++9.4 points 95	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Yellow 94.3 points below standard Increased ++9.4 points 319	<p>Students with Disabilities</p> Orange 185.8 points below standard Increased Significantly ++35.8 points 48

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 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 90.3 points below standard Increased ++9.8 points 338	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 119.5 points below standard Declined Significantly -24.9 points 22

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
194.3 points below standard Declined -5.9 points 58	117.7 points below standard Increased Significantly ++26.6 points 37	101.9 points below standard Declined -10.2 points 131

Conclusions based on this data:

1. Every statistical group increased their math scores resulting in a 4% overall increase in the Math SBAC score. However, due to the COVID-19 Pandemic, the annual CAASPP assessment was not given in the spring of 2020 or 2021. Therefore, data conclusions are based on the 2018-2019 school year.
2. English Learners increased their overall Mathematics scores by 9.4 points. However, due to the COVID-19 Pandemic, the annual CAASPP assessment was not given in the spring of 2020 or 2021. Therefore, data conclusions are based on the 2018-2019 school year.
3. Students with Disabilities increased significantly on the Mathematics portion of the SBAC by 35.8 points. However, due to the COVID-19 Pandemic, the annual CAASPP assessment was not given in the spring of 2020 or 2021. Therefore, data conclusions are based on the 2018-2019 school year.

School and Student Performance Data

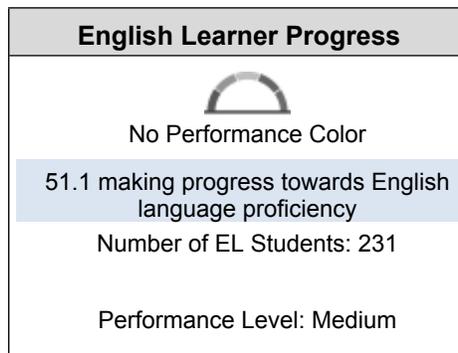
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.7	28.1	5.1	45.8

Conclusions based on this data:

- Just over 51% of EL students made progress on the most recent ELPAC assessment. However, due to the COVID-19 Pandemic, the annual ELPAC assessment was voluntary in the spring of 2020. Therefore, data conclusions are based on the 2019-2020 school year.
- Just over 45.8% of PHS EL students progressed at least one level on the ELPAC. However, due to the COVID-19 Pandemic, the annual ELPAC assessment was voluntary in the spring of 2020. Therefore, data conclusions are based on the 2019-2020 school year.
- PHS currently resides at the "Medium" overall performance level for English Learners. However, due to the COVID-19 Pandemic, the annual ELPAC assessment was voluntary in the spring of 2020. Therefore, data conclusions are based on the 2019-2020 school year.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	386	100
African American	12	3.1
American Indian or Alaska Native	3	0.8
Asian	3	0.8
Filipino	2	0.5
Hispanic	334	86.5
Native Hawaiian or Pacific Islander	4	1
White	27	7
Two or More Races	1	0.3
English Learners	56	14.5
Socioeconomically Disadvantaged	340	88.1
Students with Disabilities	51	13.2
Foster Youth	3	0.8
Homeless	8	2.1

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	24	6.2
African American	1	8.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	16	4.8
Native Hawaiian or Pacific Islander		
White	5	18.5
Two or More Races		
English Learners	2	3.6
Socioeconomically Disadvantaged	21	6.2
Students with Disabilities	0	0
Foster Youth		
Homeless		

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

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

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

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	18	4.7
African American	3	25
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	15	4.5
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	3	5.4
Socioeconomically Disadvantaged	17	5
Students with Disabilities	3	5.9
Foster Youth		
Homeless		

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

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	199	51.6
African American	5	41.7
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	172	51.5
Native Hawaiian or Pacific Islander		
White	16	59.3
Two or More Races		
English Learners	11	19.6
Socioeconomically Disadvantaged	172	50.6
Students with Disabilities	11	21.6
Foster Youth		
Homeless		

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

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	10	2.6
African American	2	16.7
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	8	2.4
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	9	2.6
Students with Disabilities	1	2
Foster Youth		
Homeless		

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	57	14.8
African American	1	8.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	44	13.2
Native Hawaiian or Pacific Islander		
White	9	33.3
Two or More Races		
English Learners	4	7.1
Socioeconomically Disadvantaged	49	14.4
Students with Disabilities	5	9.8
Foster Youth		
Homeless		

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	38	9.8
African American	1	8.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	29	8.7
Native Hawaiian or Pacific Islander		
White	6	22.2
Two or More Races		
English Learners	3	5.4
Socioeconomically Disadvantaged	34	10
Students with Disabilities	4	7.8
Foster Youth		
Homeless		

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	28	7.3
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	28	8.4
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	3	5.4
Socioeconomically Disadvantaged	25	7.4
Students with Disabilities	0	0
Foster Youth		
Homeless		

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

Conclusions based on this data:

1. Every statistical group showed an increase in the College & Career Readiness Indicator. However, due to the COVID-19 Pandemic, the Dashboard was not updated for the 2019-2020 school year. Therefore, data conclusions are based on the 2018-2019 school year.
2. PHS students who were categorized at the "Approaching Prepared" level remained at roughly 25.0%. However, due to the COVID-19 Pandemic the Dashboard was not updated for the 2019-2020 school year. Therefore, data conclusions are based on the 2018-2019 school year.
3. PHS has steadily increased the percentage of students that are considered College & Career Ready, increasing nearly 8% in 2019. Due to the COVID-19 Pandemic, the Dashboard was not updated for the 2019-2020 school year. Therefore, data conclusions are based on the 2018-2019 school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

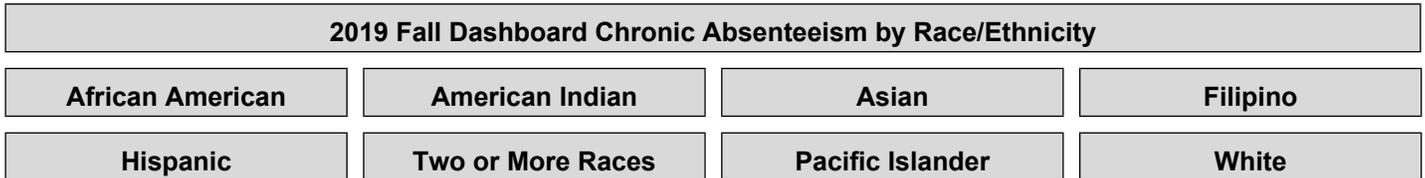
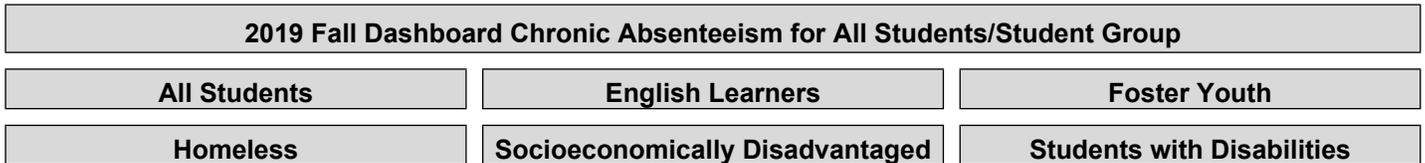
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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. There is no current data for this Equity Report indicator. Data is not expected to be included in the report until the spring of 2020 when the new report is released. However, due to the COVID-19 Pandemic, the annual data was not given in the spring of 2020. Therefore, no conclusions can be drawn in this area.
2. There is no current data for this Equity Report indicator. Data is not expected to be included in the report until the spring of 2020 when the new report is released. However, due to the COVID-19 Pandemic, the annual data was not given in the spring of 2020. Therefore, no conclusions can be drawn in this area.
3. There is no current data for this Equity Report indicator. Data is not expected to be included in the report until the spring of 2020 when the new report is released. However, due to the COVID-19 Pandemic, the annual data was not given in the spring of 2020. Therefore, no conclusions can be drawn in this area.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	386	366	0	94.8
English Learners	56	49	0	87.5
Foster Youth	3		0	
Homeless	8		0	
Socioeconomically Disadvantaged	340	321	0	94.4
Students with Disabilities	51	39	0	76.5
African American	12	11	0	91.7
American Indian or Alaska Native	3		0	
Asian	3		0	
Filipino	2		0	
Hispanic	334	319	0	95.5
Native Hawaiian or Pacific Islander	4		0	
White	27	25	0	92.6
Two or More Races	1		0	

Conclusions based on this data:

1. Pacheco High School continues to maintain a significantly high graduation rate, nearly 15% higher than the state average. Due to the COVID-19 Pandemic, the Dashboard was not updated for the 2019-2020 school year. Therefore, data conclusions are based on the 2018-2019 school year.
2. The graduation rate for our EL students increased 3.2 %. Due to the COVID-19 Pandemic, the Dashboard was not updated for the 2019-2020 school year. Therefore, data conclusions are based on the 2018-2019 school year.
3. Special Education graduation rates declined by 3%, but will always be skewed due to Education Laws allowing students to remain until the age of 22. Students who choose to do so are not counted as a graduate at any point in their matriculation. Due to the COVID-19 Pandemic, the Dashboard was not updated for the 2019-2020 school year. Therefore, data conclusions are based on the 2018-2019 school year.

School and Student Performance Data

Conditions & Climate Suspension Rate

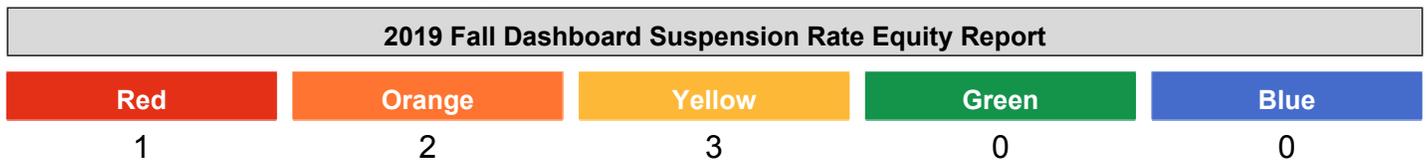
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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>6.7</p> <p>Increased +0.3</p> <p>1892</p>	<p>English Learners</p> <p>Yellow</p> <p>6.5</p> <p>Declined Significantly -3.2</p> <p>323</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>25</p> <p>Increased +7.4</p> <p>16</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>7.2</p> <p>Increased +0.3</p> <p>1507</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>8.2</p> <p>Declined -0.8</p> <p>232</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 11.9 Increased +6.3 42	 No Performance Color Less than 11 Students - Data 7	 No Performance Color 0 Maintained 0 16	 No Performance Color 6.3 Increased +6.3 16
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.6 Increased +0.4 1658	 No Performance Color 0 14	 No Performance Color Less than 11 Students - Data 10	 Yellow 7.8 Declined -0.9 129

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.4	6.7

Conclusions based on this data:

1. Suspensions at PHS rose only slightly (.3%) even with increased enrollment. However, this slight increase caused a shift in colors to "Orange." Due to the COVID-19 Pandemic, the Dashboard was not updated for the 2019-2020 school year. Therefore, data conclusions are based on the 2018-2019 school year.
2. Suspension rates, although dropping, are still too high as a percentage of the total student body at just slightly over 6.0%. Due to the COVID-19 Pandemic, the Dashboard was not updated for the 2019-2020 school year. Therefore, data conclusions are based on the 2018-2019 school year.
3. The most significant drop in subgroup suspensions was for Students with Disabilities and EL Students. Due to the COVID-19 Pandemic, the Dashboard was not updated for the 2019-2020 school year. Therefore, data conclusions are based on the 2018-2019 school year.

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

LCAP Goal #1 - Closing the Achievement Gap

LEA/LCAP Goal

LCAP Goal #1 - Promote the educational success of all students in reading and mathematics by closing the achievement gap and using best practices to attain proficiency or better.

Goal 1

1. Increase the CAASPP passage rates for all students in significant subgroups (EL, SPED, SED) to match or exceed county-wide averages in math and English. PHS was looking for an increase of 3% for the 2019-2020 school year. However, due to the COVID-19 Pandemic, the Dashboard was not updated for the 2019-2020 or 2020-2021 school year. Therefore, data conclusions are based on the 2018-2019 school year. The goal for the 2021-2022 school year is to match the pre-COVID passage rate for each subgroup.

Identified Need

The targeted subgroups of (EL, SPED, SED) will be addressed in the push for increased academic achievement. Additional allocation of resources should be focused on providing supports to these subgroups in order to increase overall scores for the school. Due to the COVID-19 Pandemic, PHS will maintain the same goals for the 2021-2022 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP ELA Proficiency - EL, SPED, & SED	At or Above Standards (ELA) 2017-2018 = Overall 48%/ EL = 5%; SPED = 5%; SED = 46%	2021-2022 = Overall 51% (ELA) EL = 7%; SPED = 12%; SED = 44%
CASSPP Math Proficiency - EL, SPED, & SED	2018-2019 = Overall 51% EL = 7%; SPED = 12%; SED = 44%	2021-2022 = 18% (Math) EL = 3%; SPED = 3%; SED = 13%
	At or Above Standards (Math) 2017-2018 = Overall 14%/ EL = 0%; SPED = 0%; SED = 13%	
	2018-2019 = Overall 18% EL = 0%; SPED = 2%; SED = 13%	

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 with an emphasis on targeted subgroups (EL, SPED, SED).

Strategy/Activity

Continue aligning the Curriculum to CCSS & NGSS to match the State CAASPP Blueprints.
Continue the schoolwide focus on developing Daily Learning Targets
Conduct Interim Block Assessments in English and Math to drive instruction.
Utilize MAP Assessments to target deficiencies and develop strategies to address those deficiencies.

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)

Title I
4000-4999: Books And Supplies
Purchase of Software and Professional Development for the Special Education Department and Success 101 teachers to provide additional support to underperforming students in the emphasized subgroups.

5,000.00

Title I
1000-1999: Certificated Personnel Salaries
Additional teacher compensation for curriculum alignment and development activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on targeted subgroups (EL, SPED, SED).

Strategy/Activity

Increase the number of teachers participating in the PHS site Professional Learning Community (PLC) development team. Including PLC leadership training in Las Vegas in June of 2022.
Provide release time for teachers to meet in grade-level or subject-level teams to create and revise Common Core lesson plans or curricular development.
Provide departmental Professional Learning Community (PLC) time for planning and curricular development.
Provide continuing Professional Development Activities.
Provide continuing Professional Learning Community (PLC) training.

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)
15,000.00	Title I 5000-5999: Services And Other Operating Expenditures Travel & Conference for Professional Learning Community (PLC) training
10,000.00	Title I 5000-5999: Services And Other Operating Expenditures Professional Development Conference Fees with Solution Tree for Summer Training Institute

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.

Targeted instructional practices, emphasis on Professional Learning Communities, and allocation of resources have shown minimal gains in the academic improvement in English and Math, especially for targeted subgroups (EL, SPED, SED). Additional professional development and curricular training are needed to help support "best practices" initial teaching to achieve academic growth.

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

There were no major differences in intended implementation and budget strategies or activities. However, the COVID-19 Pandemic closed schools in March (2020) which hampered our implementation of identified goals. These goals and activities will carry over to the 2021-2022 school 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.

Changes to this goal include specific targeting of subgroups (EL, SPED, SED) to increase student academic achievement on the CAASPP English and Math assessments. Additionally, professional development in the area of Professional Learning Communities (PLC) and the 2022 summer

conference to improve data disaggregation and Learning Target development will help increase academic achievement. The metric for this improvement in academic achievement will be a return to pre-pandemic passage rates, with a 3% increase for all subgroups (EL, SPED, SED). These changes can be identified in Goal #1 of this SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal #2 - A-G Requirements

LEA/LCAP Goal

LCAP Goal #2 - Assure all students have access to a broad curriculum that ensures they graduate from high school having completed a clear pathway of A-G requirements and are ready to enter a four year university or have completed a vocational pathway and are ready to enter a technical school or the workforce.

Goal 2

1. Increase A-G readiness graduation rates for all students in significant subgroups to match or exceed County averages. Due to the COVID-19 Pandemic, PHS will maintain the same goals for the 2021-2022 school year.
2. Increase the variety and number of CTE Pathway completers as an alternative to A-G readiness. Due to the COVID-19 Pandemic, PHS will maintain the same goals for the 2021-2022 school year.

Identified Need

The targeted subgroups (EL, SPED, SED) need additional opportunities to meet either A-G or CTE pathway requirements. Additional allocation of resources should be focused on providing supports to these subgroups in order to increase the college readiness indicator at Pacheco High School. Due to the COVID-19 Pandemic, PHS will maintain the same goals for the 2021-2022 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Readiness Rate	A-G Readiness Rate 2017-2018 = 48.48% 2018-2019 = 48.72% 2020-2021 = 51.55%	2021-2022 A-G Readiness Rate = 54.0%
CTE Pathway Completers	CTE Pathway Completers 2017-2018 = 6 2018-2019 = 30	2021-2022 Pathway Completers = 40

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 with an emphasis on targeted subgroups (EL, SPED, SED).

Strategy/Activity

Identify additional strategies to review transcripts, counsel, and properly place students in A-G or CTE Pathway courses and provide for remedial and accelerated opportunities to complete the A-G pathway or CTE pathway of their choice.

Utilize the California College Guidance Initiative (CCGI) dashboard to monitor student progress in meeting A-G requirements or CTE Pathway completion, allowing counselors to address these deficiencies and remediate required coursework.

Purchase and utilize Houghton Mifflin Harcourt (HMH) Edgenuity online learning platform to remediate course deficiencies.

Contract with UC Merced to provide CCAP services for PHS Seniors.

Utilize MCOE Career Tech Services

Hire an additional College & Career Counselor

Additionally, resources need to be allocated for student tutors and certificated staff to provide tutoring services for students with the possibility of completing either pathway.

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)
30,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures PHS will contract with UC Merced to provide a CCAP college advising services for seniors looking to enter the UC system after high school.
32,550.00	Title I 4000-4999: Books And Supplies PHS will refurbish its computer lab with updated equipment to help facilitate student college FAFSA documents and applications to colleges.
15,370.00	Title I 7000-7439: Other Outgo Transfer Indirect Costs
700.00	Title I 4000-4999: Books And Supplies Colored Paper, Copy Paper, Pens, Pencils, and other supplies necessary to meet this goal.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on targeted subgroups (EL, SPED, SED).

Strategy/Activity

Provide Core and Supplemental curriculum in the form of printed materials, software, and supplies to conduct targeted interventions. Provide lab computers for students to attend FAFSA workshops and complete online CSU & CU applications.
 Provide professional development to provide support for Core and Supplemental curriculum development.

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)
10,000.00	Title I 4000-4999: Books And Supplies Provide curriculum aligned novels in Spanish at the request of the English Language Acquisition Committee (ELAC) who feel these novels will help develop the language skills of EL students and provide better opportunity to become A-G compliant.

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.

Current instructional practices and the allocation of resources have shown minimal gains, if any, in the academic improvement for targeted subgroups (EL, SPED, SED). Therefore, there needs to be a shift in focus in order to address these shortcomings.

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

There were no major differences in intended implementation and budget strategies or activities. However, Due to the COVID-19 Pandemic many of the activities identified under this goal had to be postponed due to school closure. These goal activities will carry over to the 2021-2022 school 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.

Changes to this goal include targeting identified subgroups (EL, SPED, SED) for additional resource allocation and support to increase academic success and to help increase A-G or CTE Pathway completion. A change was made to include the purchase of updated computers for the H-

8 Computer Lab. Approval obtained from School Site Council on May 6, 2021. These changes can be identified in Goal #1 and Goal #2 in this SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Create and sustain inspirational learning environments that are safe, drug free and conducive to learning.

LEA/LCAP Goal

LCAP Goal #3 - Inspirational Learning Environment & School Culture

Goal 3

1. Reduce the Chronic Truancy Rate below District Levels in order to match or surpass the County average. Due to COVID-19, PHS will maintain the same goals for the 2021-2022 school year.
2. Reduce the Suspension Rate below District Levels in order to match or surpass the County average. Due to COVID-19, PHS will maintain the same goals for the 2021-2022 school year.
3. Reduce the Expulsion Rate below District Levels in order to match or surpass the County average. Due to COVID-19, PHS will maintain the same goals for the 2021-2022 school year.

Identified Need

There is a need to continue working on the culture of Pacheco High School to create a positive environment that entices students to improve attendance and reduce disruptive behaviors that take away from academic success. We have hired an additional Student Counseling Advocate and a Mental Health Counselor to help with this process. Additionally, continuing to expand our student recognition system and adding additional club and organization offerings will help foster a more positive on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Truancy Rate	Truancy Rate	2021-2022 = 11.0%
Suspension Rate	2017-2018 = 14.2%/	2021-2022 = 5.0%
Expulsion Rate	2018-2019 = 13.3%	2021-2022 = .25%
	Suspension Rate	
	2017-2018 = 6.40%/	
	2018-2019 = 6.66%	
	Expulsion Rate	
	2017/2018 = .43%/	
	2018-2019 = .42%	

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

Continue to utilize the services of a Counseling Student Advocate and Mental Health Counselors to help support student services.

Create Peer Groups for the purposes of addressing conflict resolution, social and emotional wellness, and other counseling advocacy services.

Provide additional targeted presentations to enhance student wellness and provide targeted information to parents.

Complete the implementation of a Positive Behavior Intervention & Supports (PBIS) program by providing professional development to a core PBIS Leadership team. Targeted implementation will be the 2022-2023 school year.

Utilize the contracted services of Firehouse to provide counseling and intervention services to at-risk youth.

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)

Title I

4000-4999: Books And Supplies
Purchase Schmoop PBIS software as part of the strategy to reduce student attendance, suspension, and expulsion rates. The software will be utilized in our In-House as part of our in-school suspension program to change student behavior.

1,000.00

Title I

4000-4999: Books And Supplies
Provide supplies, materials, lunch incentives, for counselor to conduct peer group presentations and mental health presentations for targeted students.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase School Club/Organization Participation

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)
1,000.00	Title I 4000-4999: Books And Supplies Continue to increase the number of club and organization offerings on campus. Highlight student activities during Club Rush week and provide sign-up tables at Panther Pounce in August.
500.00	Title I 4000-4999: Books And Supplies Renew 5-Star Student Recognition Software as part of the Student Recognition System used to create and maintain the school culture and reduce truancy and discipline issues.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop an "at-risk" academic intervention process and hire student tutors to serve as peer tutors during mandatory before, during, and after school tutoring sessions.

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)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to build upon the school-wide Student Recognition Program - Panther Rewards

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)
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5,000.00

Title I

4000-4999: Books And Supplies

A school-wide recognition program (Panther Rewards) was created to recognize students for academic success, school spirit, and attendance. Additional components of the program will be identified and implemented throughout the school year.

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.

Pacheco High School has actively pursued each of the stated goals in this SPSA to develop and foster a positive school culture. We continue to develop additional ways of addressing the needs of our students to actively engage them in their education. Personnel requests and the hiring of tutors will enhance our efforts in this area. Additional funds will be allocated for these purposes.

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

There were no major differences in intended implementation and budget strategies or activities. However, due to the COVID-19 Pandemic, many of the activities identified in this goal were not pursued. These activities will be undertaken during the 2021-2022 school 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.

There are no planned changes to these goals other than to continue increasing the opportunities for students to participate in school activities and to reduce the unwanted attendance and behavior distractions. The description of these goals and activities may be found under Goal #3 of this SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal #5 - Highly Qualified Teachers

LEA/LCAP Goal

LCAP Goal #5 - Provide the best educational environment for students by employing and retaining qualified staff prepared to implement CCSS instruction at highly effective levels.

Goal 4

1. Provide targeted Professional Development for Professional Learning Communities (PLC). Due to COVID-19 PHS will maintain the same goals for the 2021-2022 school year.

Identified Need

Pacheco High School continues to seek out highly qualified instructional staff and support personnel to replace or supplement existing personnel. Additionally, we feel the need to provide continued professional development for all staff. We also need to develop a properly functioning Professional Learning Community (PLC) process at the site that focuses on data disaggregation, the development of Learning Targets, and the creation of a Cycle of Inquiry.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. The number of teachers involved in curriculum development.	Teacher Participation 2017-2018 Two (2) teachers from each of the core subject departments/ 2018-2019 Increased participation (varying) from the core subject departments and other electives departments as well.	2021-2022 Participation by Core Subject Department Chairs and the other six (6) Department Chairs for a total of ten (10) teachers.
2. Continuation of the PLC process.	Formal Data Disaggregation Process 2017-2018 None 2018-2019 PLC Formally introduced to the Leadership Team.	2021-2022 A formal PLC process established school-wide with appropriate Leadership and teacher training.

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

1. Pacheco High School will utilize the two district-wide contact professional development days to offer targeted training in all content areas in order to supplement the work being conducted during twelve (12) PLC meetings, including curriculum development.
2. Identify and recruit personnel to serve on grade-level and subject-level curriculum teams.

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)

5,000.00

Title I
1000-1999: Certificated Personnel Salaries
Structured PLC meeting time outside of the school day to review current curriculum implementation and develop best practices for classroom instruction.

2,000.00

Title I
4000-4999: Books And Supplies
Provide software and curriculum materials for teachers to develop lesson plans and assessments for utilization with best practices pedagogy.

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.

Targeted professional development is necessary for the creation of a properly functioning Professional Learning Community (PLC) process to conduct grade-level and subject-level review of the curriculum and the creation of learning targets that meet the CAASPP focus areas and growth goals established in Goal #1 & Goal #2 of this SPSA.

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

There were no major differences in intended implementation and budget strategies or activities. However, due to the COVID-19 Pandemic, activities identified under this goal were stopped due to school closures. These activities will be re-initialized during the 2021-2022 school 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.

Changes to this goal include specific targeting of professional development needs to increase the effectiveness of the teaching staff. This includes staff requesting additional training on the proper implementation of PLC protocols and Pre-AP. These changes can be identified in Goal #4 of this SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal #6 - Effective Communication & Parent Engagement

LEA/LCAP Goal

LCAP Goal #6 - Maintain an effective communication system throughout the District and community to inform on academic progress and to extend educational opportunities for students.

Goal 5

1. Increase the avenues of parent communication utilized by the school. Due to COVID-19 PHS will maintain the same goals for the 2021-2022 school year.
2. Provide additional opportunities for parent and student involvement in school activities. Due to COVID-19 PHS will maintain the same goals for the 2021-2022 school year.

Identified Need

A School-wide needs assessments conducted by the School Site Council (SSC) and English Language Advisory Committee (ELAC), as well as the yearly CHKS Survey, and LCAP Survey conducted by the District, have contained requests from parents for more opportunities to become involved in school activities. The needs assessment and survey have also indicated that different communication options should be explored.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. 2021-2022 CHKS Report & 2018 Hanover Research Survey	Parent Participation in Surveys 2019-2020 Limited participation 2020-2021 Limited Participation	2021-2022 Increase participation by parents in completing surveys
2. 2021-2022 SSC/ELAC Needs Assessments	Parent Participation in SSC/ELAC & Other Stakeholder Meetings 2020-2021 Limited participation in SSC & ELAC as well as other educational partners' meetings (FFA, MESA, Senior Parent Club, etc.)/ 2020-2021 Increased participation in SSC by all school educational partners as well as other meetings (FFA, MESA, Senior Parent Club, etc., not so much in ELAC.	2021-2022 Increase participation by all educational partners in both SSC & ELAC, as well as other stakeholders meetings (FFA, MESA, Senior Parent Club, etc.) by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

1. Provide incentives to increase parent and community participation in the School Site Council (SSC) and English Language Advisory Committee (ELAC).
 - Provide additional graduation tickets to family members who attend all meetings throughout the year.
2. Explore other opportunities for parent and community engagement throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300.00	Title I 4000-4999: Books And Supplies Pacheco High School will identify additional avenues that will encourage parents to become more involved in school activities. These will include the creation of additional information nights, a student-created, web-based newsletter, increased Parent Square notifications, parent recruitment tables at school events, and expansion of the Senior Parent Club.
300.00	Title I 5900: Communications Pacheco High School will communicate to our various educational partners all activities undertaken for the purposes of community outreach.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue Utilizing the Parent Empowerment Program (PEP)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9,000.00

Title I
5800: Professional/Consulting Services And Operating Expenditures
Pacheco High School will continue to contract with UC Merced to provide parent education classes through the program known as Parent Empowerment (PEP). This is a series of 10 sessions on a variety of subjects to help parents navigate high school and college and career readiness. The current contract with UC Merced is suspended due to the COVID-19 Pandemic. The annual \$9,000.00 contract price will be renewed for next year.

1,000.00

Title I
2000-2999: Classified Personnel Salaries
Stipend agreement with UC Merced to compensate Bilingual Clerical Support during the recruitment of PEP participants and during workshop events.

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.

Each year Pacheco High School identifies methods of communicating with parents and other educational partners. The avenues created and utilized for this purpose have had a tremendous positive effect on the relationship between our parents and the school. Although we have made tremendous strides in this area, we continue to look for other avenues as well.

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

There were no major differences in intended implementation expenditures and budgeted strategies for these activities. However, due to the COVID-19 Pandemic, activities identified under this goal were not pursued because of school closures. These activities will be re-initialized during the 2021-2022 school 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.

Title 1 funding for the Parent Empowerment Program (PEP) was reduced by \$1,000.00 to a contractual price of \$9,000.00. The reasoning behind this change was to shift the payment of the classified support personnel stipends away from UC Merced to the LEA school site. This results in an additional delineated expenditure of \$1,000.00 identified in another area of the Title 1 budget. This change in budget allocation can be found in Goal #5 of this SPSA.

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	\$153,720.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$153,720.00

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	\$153,720.00

Subtotal of additional federal funds included for this school: \$153,720.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$153,720.00

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
Title I	153,720.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	153,720.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,000.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	63,050.00
5000-5999: Services And Other Operating Expenditures	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	39,000.00
5900: Communications	300.00
7000-7439: Other Outgo	15,370.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	10,000.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	63,050.00
5000-5999: Services And Other Operating Expenditures	Title I	25,000.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	39,000.00
5900: Communications	Title I	300.00
7000-7439: Other Outgo	Title I	15,370.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,000.00
Goal 2	88,620.00
Goal 3	12,500.00
Goal 4	7,000.00
Goal 5	10,600.00

School Site Council Membership

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

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

Name of Members	Role
Amanda Hazan-Sanchez	Principal
Cruz Berumen-Flores	Classroom Teacher
Jessica Brockman	Classroom Teacher
Brittney Herrera	Classroom Teacher
Mike Arballo	Other School Staff
Tamara Hill	Other School Staff
Lori Tovar	Parent or Community Member
Tanya Jorge	Parent or Community Member
Amy Pikas	Parent or Community Member
Veronica Anguiano	Parent or Community Member
Jayden Caesar	Secondary Student
Angel Silva 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



English Learner Advisory Committee

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 12/14/21.

Attested:



Principal, Mr. Daniel F. Sutton, Principal on 12/14/21



SSC Chairperson, Mrs. Lori Tovar on 12/14/21

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partners Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partners Involvement

Meaningful involvement of parents, students, and other Educational Partners is critical to the development of the SPSA and the budget process. 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 Partners 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Partners 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 Partners Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with Educational Partners (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partners Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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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