School Year: **2020-21**

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
Phoenix High School	31-66951-3130036		November 3, 2020

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
Comprehensive Support and Improvement

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.

PHS has utilized CSI funding to hire a full time counselor. This position focuses on monitoring student performance in all 6 DASS indicators. In addition, the counselor works directly with all 12th grade students to develop an academic plan that leads to graduation. The goal of these efforts is to increase the annual graduation rate.

In response to the shelter-in-place from COVID during the spring of 2020, CSI funding was used to help purchase laptops for instructors so that they could continue providing academic instruction through distance learning. In addition, CSI funding was used to hire an intervention services provider in order to provide more follow up with students who were struggling academically due to the COVID shut down. This resulted in a record number for graduates (35 students) during the 2019-2020 school year. With the 2020-2021 school year opening in a distance learning format, it is anticipated that similar strategies will be needed to help students overcome the additional academic challenges associated with attending school remotely. As a result, a similar increase in the graduation rate is expected again this year.

Table of Contents

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).

Phoenix High School conducted parent and student surveys (CHKS) during the 2019-2020 school year. The results revealed that both parents and students feel that Phoenix High School provides a safe and orderly educational environment that helps individualize learning to help meet the needs of each student. Phoenix High school has also conducted student surveys about career interests and post-secondary college/career plans as well as asking for input on course schedules and the implementation of an intervention period. In addition, at the beginning of every school year, students are involved in developing a Phoenix Constitution. This process involves soliciting input from the entire student body.

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

Full-time teachers are observed formally every other year and responsible to prepare in writing their goals and objectives for the year. They are also observed informally with classroom visits and walk throughs. New teachers are formally observed are formally observed three times a year.

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)

PHS utilizes CAASPP testing results to monitor performance and make program/instructional adjustments. In addition, data from the Dashboard for Alternative Schools (DASS) is used to make program decisions such as selecting appropriate curriculum, implementing project based learning, providing additional academic intervention opportunities. Students are periodically re-assessed throughout the year to measure academic growth. During the 2019-2020 school, data collection through formative and summative assessments as well as state testing was disrupted by the need for distance learning due to the COVID outbreak.

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

Weekly Student Credit Sheet Analysis: 1) student grade levels 2) total credits needed to graduate 3) credits needed per week to graduate on time 4) whether or not students are planning to return to the comprehensive high school 5) total credits completed this year and 6) the students total credits earned for the current week. In addition, on-line curricular assessments are used to compare and analyze Language Arts/Math cluster or strand scores for teachers to develop targeted intervention strategies. Finally, on Early Release Mondays, PLC time is used for teachers to collaborate and discuss strategies that help struggling students become more successful. During the 2020-2021 school year, engagement logs were developed to document and analyze student progress each week. This information is reviewed and discussed during weekly PLC meetings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Phoenix High School 100% of the classes in the core academic subject content areas are taught by Highly Qualified Teachers.

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

All teachers have access to adopted instructional materials, professional development activities,and training whenever possible. Phoenix High School qualifies as a high poverty school and receives Title I funding which can be used for professional development.

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

The Staff periodically attend professional development workshops, conferences and training that address specific student and program needs. The District office has required administration and staff to attend mandatory common core state standards implementation and strategic planning seminars. Teachers are constantly monitoring student(s) credit completion on a weekly basis, always looking for better ways of motivating and providing students with a quality educational program. Teachers have been involved in designing project based learning and aligning these tasks with common core standards.

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

Phoenix High School utilizes textbooks from the local and state approved lists. In addition, all teachers have been involved in aligning instructional materials, projects and strategies with the California Common Core State Standards. During the 2019-2020 school year, teachers and staff attended various distance learning training.

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

Phoenix High School has Early Release every Monday set aside for two specific reasons: 1) Staff (teachers and administration) meet as a Professional Learning Community to work collaboratively on student achievement and program related issues. 2) To implement and monitor progress on the WASC action plan. This schedule was kept during the 2020-2021 school year in order to provide time to meet each week as a PLC group.

Teaching and Learning

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

All core curricular content areas are in the process of aligning with common core standards. All core courses have received a-g certification. Instructors have also attended Next Generation Science Standards training.

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

Language Arts: (1) course (5 credits) per semester   Mathematics: (1) course (5 credits) per semester

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

PHS has added an advisory period to help provide academic assistance when needed during the instructional day.

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

All instructional materials and on-line curriculum are aligned with common core standards and available to all students in compliance of the Williams Act. Administration and staff are committed to providing up-to-date materials and utilizing their budget allocations wisely to secure proper and appropriate classroom materials.

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

Phoenix High School utilizes Odysseyware supplementary instructional materials that are aligned with common core.

Opportunity and Equal Educational Access

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

As part of the enrollment process, students and parents first meet with the principal. New students then meet with the counselor to develop an educational plan. In addition, every Monday student academic needs are discussed during PLC meetings. Due to the broad academic ranges unique to students at Phoenix High School, the staff regularly evaluate each student's program, making any adjustments needed to ensure academic success.

Evidence-based educational practices to raise student achievement

EDI, PLCs, on-line credit recovery classes, advisory intervention class, extending the academic day for struggling students, the use of quality school principles and YDI to facilitate intrinsic motivation.

Parental Engagement

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

Phoenix High School has the following resources available to assist its students and their families with support programs:
- The Effort - 24 hour Parent/Student Support Line
- Placer County Network of Care
- School Counselor On-Site – all day
- Dedicated Teaching Staff
- SCHOOLS Volunteer Tutoring – Monday --> Friday
- Special Education ELD services at LHS
- School Nurse - on call
- Afternoon, on-site, individualized instruction program
- Parent/School/Community Liaison

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)

Phoenix High School administration and staff work diligently to provide a program and school culture that welcomes parents and families. Teachers keep an open line of communication with parents by email or phone and are available for scheduled meetings before and after school. Throughout the year, follow-up automated calls are made to keep families informed about events at school, progress report/credit checks and graduation. Parents are also directed to the Phoenix High School's Website and social media sites for information about up-coming events and activities.

Funding

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

Phoenix High School utilizes Title I/Supplemental funding to provide on-line programs as another pathway to earn academic credits and improve core academic skills. In addition, categorical funds are used to help provide additional learning opportunities before, during, and after school.

Fiscal support (EPC)

Given the current California State Budget situation, District funds are being monitored frugally matching expenditures with expected revenues. The District is taking a conservative approach to the new budgeting process as a result of passage of Proposition #30. Phoenix High School does have discretionary funds available as well as federal Title 1/LCFF Supplemental and CSI funds.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Leadership students are involved in developing and reviewing the SPSA annually. Parents and staff members are also involved in this process. Typically, the site council meets every quarter. This year, the site council began meeting remotely through google meets as part of the regular student leadership meetings. The site plan is summarized by listing each goal along with a bulleted list of corresponding strategies that are listed in the plan. This provides talking points throughout the year so that any necessary adjustments can be made.

Resource Inequities

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

PHS is in need of seating and shade/rain protection structures for students in the quad. The school also needs chairs for the multipurpose area in rooms 2 & 3. Facilities are a concern at the school.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
100	**52.0**	**4.0**	**3.0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	4	4.0
Foster Youth	3	3.0
Homeless	2	2.0
Socioeconomically Disadvantaged	52	52.0
Students with Disabilities	1	1.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	4.0
Asian	1	1.0
Hispanic	37	37.0
Two or More Races	3	3.0
White	54	54.0

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. While the graduation rate increased, it did not surpass the required 67% threshold.

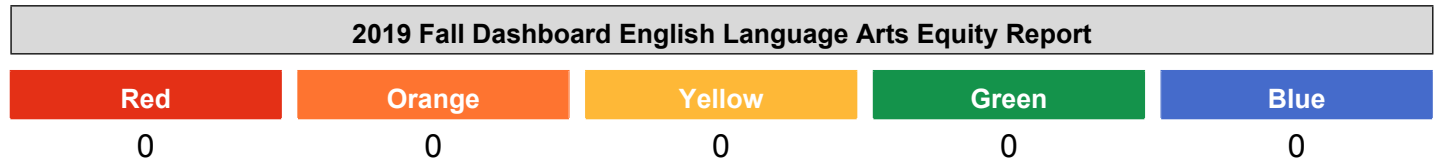**2.** PHS is working on submitting courses for a-g approval.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
40.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -21.3 points	5	1
29		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	62.2 points below standard	0 Students
2	14	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	38.8 points below standard
10			18

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**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	49.7 points below standard
3	2	Declined Significantly -37.2 points
		19

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance					Highest Performance
Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
162.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -22.7 points	5	1
29		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy	175.1 points below standard	
2	14	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color			
Less than 11 Students - Data Not Displayed for Privacy			
1			

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color			No Performance Color
Less than 11 Students - Data Not Displayed for Privacy			152.1 points below standard
10			18

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	165 points below standard
		Declined Significantly -24.3 points
3	2	19

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0
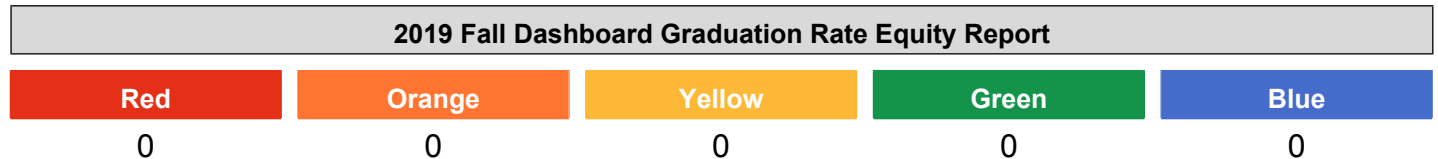
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
52.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.8	1	1
51		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	53.1	0 Students
1	Declined -12.1	
	32	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
2			1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
42.3	Less than 11 Students - Data Not Displayed for Privacy	0 Students	70
Maintained +2.3			Declined -5
26	2		20

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
58.7	52.9

Conclusions based on this data:

1. While there was an 8.7% increase in the graduation rate, this did not meet or exceed the 67% threshold required to achieve satisfactory performance.

2. 75% of White students graduated compared to 40% of Hispanic students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	0
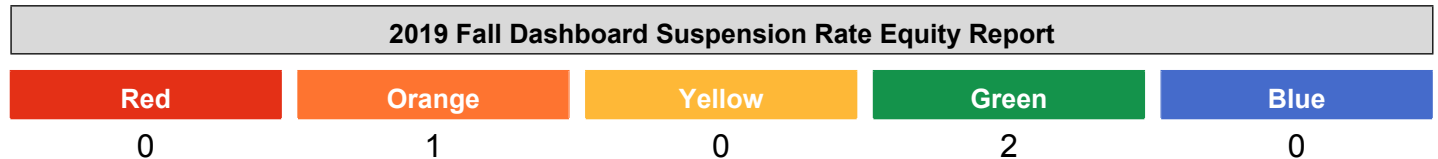
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
3.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.9	5	3
124		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	3.1	Less than 11 Students - Data Not Displayed for Privacy
4	Declined -5.6	1
	64	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4		1	1

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color		Green
4.1	Less than 11 Students - Data Not Displayed for Privacy		3.1
	5		
Increased +0.4			Declined -7.5
49			64

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.1	3.2

Conclusions based on this data:

1. While the data indicates that PHS scored in the Orange range of the dashboard for suspensions, review of the number of suspensions for the year was approximately the same number as the year previously. Furthermore, the number of suspensions as decreased significantly the past several years.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

All students will meet or exceed grade level standards in core academic areas.

Goal 1

Focus on the continual delivery of quality instruction and streamline systems to provide more educational options.

Identified Need

The delivery of quality instruction and the development of more educational options was reinforced the 2019 WASC visit and corresponding VC report.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator (ELA & Math SBAC)		Increase number of students who achieve Standard Met or Standard Exceeded
Graduation Rate Indicator		Increase graduation rate to exceed 67%

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

Progress Monitoring:
1. Weekly review of credits
2. Reconciling credit sheets and recording academic progress-making this available to parents electronically
3. Research and graph credit trends
4. Research and reconcile student transcripts

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	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries Extra time for credit sheet reconciliation

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

Interventions
1. Have core subject instructors proctor SBAC test
2. Utilize SBAC test results to make placement decisions

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)
1300.00	Title I 1000-1999: Certificated Personnel Salaries Substitute costs

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Seniors

Strategy/Activity

Intervention:
1. Provide intervention periods before outside the regular instructional day

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)
1,260.00	Title I

	1000-1999: Certificated Personnel Salaries 0 period intervention teacher
1,126.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries 0 period intervention teacher

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

Organize credit sheets and classes to match both academic and credit needs.

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)
500.00	Title I 1000-1999: Certificated Personnel Salaries Utilize substitutes so that staff can plan courses based on academic and credit needs.
3370	LCFF-Supplemental (Site Fund)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development & Collaboration:
1. Provide substitutes for staff collaborative planning time to create additional project based mini/direct instruction courses

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)
2000	Title I 1000-1999: Certificated Personnel Salaries

	Utilize substitutes to plan more project based learning opportunities

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Instruction:
Focus on providing more electives as supported by WASC report and parent/student input.
1. Spanish
2. PE
3. Leadership
4. Project Based Learning

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)
1500.00	Title I 2000-2999: Classified Personnel Salaries Examine the possibility of providing tutoring particularly for Spanish classes.
1500.00	Title I 1000-1999: Certificated Personnel Salaries Examine the possibility of implementing leadership class.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase of instructional site licenses for on-line curriculum. Purchase chromebook replacement

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)

20,000.00	LCFF-Base (District Fund) 4000-4999: Books And Supplies Purchase of site-licenses

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.0 FTE temporary school counselor to assist with intensive case management of seniors to ensure graduation. Position will also provide academic, mental health, and social-emotional support to all students.

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)
85,000.00	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Salary for 1.0 FTE temporary school counselor

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.0 FTE -- Intervention Service Provider: provides English and Math intervention for credit-deficient students, prioritizing and 5th grade seniors, to aid students in graduating on time.

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)
55,000.00	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries 1.0 FTE - ISP

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Due to COVID, the site has a need to increase technology options for both students and staff, particularly seniors on InterCONNECT.

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	Comprehensive Support and Improvement (CSI) 6000-6999: Capital Outlay Instructional technology

Annual Review

SPSA Year Reviewed: 2019-20

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.

During the 19-20 school year, these strategies helped achieve a record number of graduates by the end of the school year. By carrying these strategies forward as well as offering even more opportunities for intervention, it's anticipated that the graduate rate will continue to increase. Moreover, although SBAC testing was cancelled last year due to COVID, it is expected that students will perform at peak potential when testing resumes.

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

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

Continue to work with the district office to examine the potential of re-classifying the grade level for credit deficient students as allowed by CDE.

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

English Learner Acqusition

LEA/LCAP Goal

All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.

Goal 2

Focus on the continual delivery of quality instruction and streamline systems to provide more educational options.

Identified Need

During the 2018-2019 school year, 5 English learners were enrolled at PHS. All 5 students have been enrolled long-term in WPUSD. However, because they have not achieved adequate progress in the English language arts class, they have not yet been redesignated. As a result, PHS is focused on credit recovery, particularly in the area of ELA for English learners enrolled at the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator (ELA & Math SBAC)		Increase number of students who achieve Standard Met or Standard Exceeded
Graduation Rate Indicator		Increase graduation rate to exceed 67%
English Learner Progress Indicator (ELPAC)		Increase the number of students who achieve levels 3 & 4

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)

EL students

Strategy/Activity

Progress Monitoring:
Quarterly review of performance and earned credits. Review ELA academic work in order for students to obtain a passing grade needed to be re-classified.

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)
200.00	Title I 1000-1999: Certificated Personnel Salaries Sub time to allow staff to discuss the academic performance of EL students particularly in ELA courses

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Co-enroll students within LHS courses as needed.

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)
1000.00	Title I 1000-1999: Certificated Personnel Salaries Additional counseling time to meet with students and make recommendations for enrollment

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Parent Education:
Utilize Parent Liaison to assess needs of families and review academic progress.

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)

100.00	TItle I - Parent Involvement 4000-4999: Books And Supplies Ongoing meetings with parents to review academic progress.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The PHS counselor attends weekly PLC meetings with Lincoln High counselors. This has helped establish better communication between the two high schools as well as design support services that better meet the needs of EL students.

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

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.

Currently, the number of enrolled EL students enrolled at PHS do not make up a statistically significant sub-category. Performance will be measured on graduation rate, suspension rate, college/career indicator, chronic absenteeism.

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

College & Career Readiness

LEA/LCAP Goal

All students will graduate from high school college and career ready

Goal 3

Focus on the continual delivery of quality instruction and streamline systems to provide more educational options.

Identified Need

Career planning is one of five school Expected School-Wide Learning Results established at PHS. As part of this process, the school counselor meets with all students to survey career interest and provide consultation for developing post-secondary college/career options. The counselor also organizes an annual career fair on campus (when there is in-person attendance). The ASVAB is held on campus several times a year. Nevertheless, many students are unaware of potential careers and how to best prepare for them.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate Indicator		Increase graduation rate to exceed 67%
College/Career Indicator (completion of a-g courses & CTE)		Increase the complete rate of a-g courses & CTE courses
Chronic Absenteeism Indicator		Reduce the number of students who are absent 10% of the year or more

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

Career Readiness:
Conduct ASVAB testing on campus.

The school counselor conducts individual meetings with students in all grade levels. Currently, with distance learning in place, the counselor conducts these meetings remotely through google-meets.

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)
200.00	Title I 1000-1999: Certificated Personnel Salaries Utilize substitutes so that certificated staff can assist with organizing/proctoring/interpreting results for the ASVAB assessment.

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

Career Readiness:
Conduct school field trips to observe and learn about training and employment opportunities within various career sectors.

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)
600.00	Title I 1000-1999: Certificated Personnel Salaries Substitutes to cover for certificated staff to attend field trips
400.00	LCFF-Supplemental (Site Fund) 5700-5799: Transfers Of Direct Costs Provide transportation for students to attend career field trip.

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

College Readiness:
Schedule field trip to college campuses - Sierra College; CSU Sacramento

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)
200.00	Title I 1000-1999: Certificated Personnel Salaries Substitutes to cover for certificated staff to attend field trips

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

College/Career Readiness:
Transportation for college/career field trips.

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)
600.00	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Transportation for field trips to collegess.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Career Readiness:
Research and field-test career readiness curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800.00	Title I 4000-4999: Books And Supplies Update curriculum

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

College/Career Readiness: Organize and conduct college and career fair on campus 1. Include parents as part of back-to-school open house 2. Provide breakfast to students and parents.

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 1000-1999: Certificated Personnel Salaries Utilize substitutes to provide time for staff organization.
500.00	LCFF-Supplemental (Site Fund)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Career Readiness: Conduct career interest assessment - Strengths Finder

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)
500.00	Title I 5000-5999: Services And Other Operating Expenditures Match students with potential careers

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

College Readiness:
1. Work on aligning all courses with a-g certification
2. Utilize counselor FTE to assist with a-g advisement

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)
500	Title I Provide substitutes so that staff can work on writing courses to match a-g requirements.

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Career Readiness:
1. Explore offering CTE courses on PHS campus
2. Co-enroll students in district CTE courses
3. Utilize counselor FTE to assist with CTE enrollment

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)
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

Emphasis will be placed on achieving a-g certification for as many courses as possible. In addition, emphasis will be placed on CTE both on campus as well as co-enrolling students in district operated programs.

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

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.

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

Culture & Climate

LEA/LCAP Goal

All students will be safe and actively engaged at school

Goal 4

Focus on addressing the social-emotional needs of students.

Identified Need

There has been an increase in the social emotional needs of students. More background information (counseling, behavior, anxiety, grades, skills, etc) is needed when students are referred to PHS. More services are needed to address the social-emotional needs of students. As part of the WASC action plan, a goal has been established for developing and implementing social-emotional support programs for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate Indicator		Increase graduation rate to exceed 67%
Chronic Absenteeism Indicator		Reduce the number of students who are absent 10% of the year or more
Suspension Rate Indicator		Reduce suspensions to achieve "Very Low" indicator

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

Collaborative Decision Making:
Utilize PLC format to discuss needs and services. Standardize referral/enrollment process
1. Referrals
2. Co-enrollments

3. Mental health needs

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	LCFF-Base (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Ongoing meetings to discuss student transitions.

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

Intervention:
The school counselor will conduct orientation for all new students.
The counselor will also conduct individual and group counseling sessions for students and parents.
Contract with Wellness Together, to provide mental health counseling.

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 Materials needed for orientation

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

Parent Education:
Define the role of PHS as an option for students in need of a more customized learning environment.
Provide counseling resources to parents.

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)
400.00	Title I 4000-4999: Books And Supplies Supplies (brochures) needed for communicating mission and enrollment information

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

Youth Development: Develop and communicate positive image of the school. 1. Engage students through community service projects. 2. Collaborate with students to identify and complete projects. 3. Continue to develop outdoor education projects and field trips. 4. Collaborate with students to facilitate the weekly assembly called "The Huddle".

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)
1,274.00	Title I 1000-1999: Certificated Personnel Salaries Substitutes to provide time for teachers to supervise projects.
300.00	LCFF-Supplemental (Site Fund) 6000-6999: Capital Outlay Purchase of supplies for projects.
1000.00	LCFF-Base (Site Fund) 5000-5999: Services And Other Operating Expenditures Transportation for outdoor education field trips.
300.00	LCFF-Base (Site Fund) 4000-4999: Books And Supplies Update sound system for weekly huddle assembly

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Youth Development:
Develop and implement alternative means of correction for student behavior other than suspension.

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)
684.00	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Registration fees and substitute coverage for staff to attend restorative justice training

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Youth Development:
Develop a "Memory Book" that highlights all of the student activities for the year.

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

Amount(s)	Source(s)
600.00	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Produce Memory Books - 1 for each student to be handed out at the end of the school year.

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Youth Development:
Create opportunities for students to attend outdoor education field trips

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)
1000.00	LCFF-Base (Site Fund) 1000-1999: Certificated Personnel Salaries Provide substitutes so that staff can take students on out door education field trips.

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Youth Development:
Leadership retreat to Southern California

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)
4000.00	Title I None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

These strategies will be used to help students connect with school.

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

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.

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

Learning Environment

LEA/LCAP Goal

All students will receive instruction in up-to-date and well-maintained environments.

Goal 5

Focus on facility improvements and school safety

Identified Need

There is need to continually update the facilities. The PE class is in need of supplies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate Indicator		Increase graduation rate to exceed 67%
Chronic Absenteeism Indicator		Reduce the number of students who are absent 10% of the year or more
Academic Indicator (ELA & Math SBAC)		Increase number of students who achieve Standard Met or Standard Exceeded

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

Need additional seating and umbrellas/shade/rain protection in the quad

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)
1100.00	LCFF-Base (Site Fund) 6000-6999: Capital Outlay Need additional seating & shade in the quad

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

The development of social media to communicate events at the school.

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)
400.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Substitute time so that staff can work with students on the project.

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

Core Curriculum & Resources: Purchase of materials needed for common core instruction. 1. Science lab Wednesdays 2. Mini-courses/project based learning for science and math. 3. PE class

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)
1500.00	LCFF-Base (Site Fund)

	4000-4999: Books And Supplies Purchase of materials needed for core academic instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

All parents will be actively engaged in their child's learning and school community.

Goal 6

Focus on the continual delivery of quality instruction and streamline systems to provide more educational options.

Identified Need

There is a school-wide belief that every parent wants their child to succeed and that every parent is trying their best withing their own circumstances and available resources. With this view, every effort is made to connect with parents and encourage school/parent partnerships. Although it is difficult at times for parents to get involved in the traditional schedule of school activities, PHS encourages informal involvement whenever parents are able to attend. Moreover, with a full-time school counselor, the school is able to reach out to parents on a consistent basis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate Indicator		Increase graduation rate to exceed 67%
Chronic Absenteeism Indicator		Reduce the number of students who are absent 10% of the year or more
Suspension Rate Indicator		Reduce suspensions to achieve "Very Low" indicator
Academic Indicator (ELA & Math SBAC)		Increase number of students who achieve Standard Met or Standard Exceeded

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

Provide additional counseling time to review academic progress and communicate status with parents. In addition, include extra clerical time to track and communicate attendance.

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)
5,644.00	Title I 1000-1999: Certificated Personnel Salaries Additional Counseling Time

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

Communicate with parents about attendance and academic progress. Communicate expectations for parents, students and school.

Copies and postage to increase communication with parents who may lack the resources to fully utilize online platforms.

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)
200.00	Title I 5000-5999: Services And Other Operating Expenditures Provide written materials for parents
300.00	Title I 5000-5999: Services And Other Operating Expenditures Provide postage to mail communication to parents.

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

Create open house/showcase events that include opportunities for staff/students/parents to participate in activities together.
1. Career fair in fall
2. Art show in the spring.

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.

168.00	TItle I - Parent Involvement 5000-5999: Services And Other Operating Expenditures As proposed by student/parent representatives, create an open house/showcase events for staff/students/parents to participate together.

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
LCFF-Supplemental (Site Fund)	7,980.00	0.00
Title I	16,630.00	-7,848.00
TItle I - Parent Involvement	168.00	-100.00
Comprehensive Support and Improvement (CSI)	155,123.00	123.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	155,000.00
LCFF-Base (District Fund)	20,000.00
LCFF-Base (Site Fund)	5,200.00
LCFF-Supplemental (District Fund)	300.00
LCFF-Supplemental (Site Fund)	7,980.00
Title I	24,478.00
TItle I - Parent Involvement	268.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,370.00
1000-1999: Certificated Personnel Salaries	103,804.00
2000-2999: Classified Personnel Salaries	56,500.00
4000-4999: Books And Supplies	23,400.00
5000-5999: Services And Other Operating Expenditures	4,052.00
5700-5799: Transfers Of Direct Costs	400.00
5800: Professional/Consulting Services And Operating Expenditures	300.00
6000-6999: Capital Outlay	16,400.00

| None Specified | | 4,000.00 |

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	85,000.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	55,000.00
6000-6999: Capital Outlay	Comprehensive Support and Improvement (CSI)	15,000.00
4000-4999: Books And Supplies	LCFF-Base (District Fund)	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base (Site Fund)	1,000.00
4000-4999: Books And Supplies	LCFF-Base (Site Fund)	1,800.00
5000-5999: Services And Other Operating Expenditures	LCFF-Base (Site Fund)	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Base (Site Fund)	300.00
6000-6999: Capital Outlay	LCFF-Base (Site Fund)	1,100.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (District Fund)	300.00
	LCFF-Supplemental (Site Fund)	500.00
	LCFF-Supplemental (Site Fund)	3,370.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	1,526.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	1,884.00
5700-5799: Transfers Of Direct Costs	LCFF-Supplemental (Site Fund)	400.00
6000-6999: Capital Outlay	LCFF-Supplemental (Site Fund)	300.00
	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title I	15,978.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	1,500.00
5000-5999: Services And Other Operating Expenditures	Title I	1,000.00
None Specified	Title I	4,000.00

| 4000-4999: Books And Supplies | TItle I - Parent Involvement | 100.00 |
| 5000-5999: Services And Other Operating Expenditures | TItle I - Parent Involvement | 168.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	187,856.00
Goal 2	1,300.00
Goal 3	4,600.00
Goal 4	10,158.00
Goal 5	3,000.00
Goal 6	6,312.00

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

1 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

4 Secondary Students

Name of Members	Role
Chuck Whitecotton	Principal
Mary Hayes	Other School Staff
Clint Nelson	Classroom Teacher
	Parent or Community Member
Mikaela Zimmerman	Other School Staff
Travis Lapp	Secondary Student
Lee Jessup	Secondary Student
DJ Lee	Secondary Student
Levi Hobbs	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on September 29, 2020.

Attested:

Principal, Chuck Whitecotton on September 29, 2020

SSC Chairperson, Travis Lapp on September 29, 2020