



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John H. Pitman High School	50757395030283	5/9/24	6/4/24

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

# Plan Description

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

John H. Pitman High School meets the ESSA requirements in alignment with: Leadership Team, School Site Council, Professional Learning Communities, English Learner Advisory Council, and Stanislaus County Office of Education.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

#### Timeline

Date	Who	Activity
9/2024-5/2024	Leadership Team	PLCs and PLC refinement, WASC, Data, SMART Goals, MTSS (RTI Pyramid)
5/20/23 - 5/2024	SSC	Meetings for school updates, safety plan review, budget update, Dashboard
2/22/24	SSC	Comprehensive Safety Plan Review and Approval
5/18/24	WASC Meeting	Parent/Community Meeting for input on WASC Self-Study/Action Plan
4/08/24	Faculty	Dashboard Presentation/Activity
4/19/24	SPSA Support	SPSA Support Training
4/08/24	CAASPP Proctor	CAASPP Proctor Training
5/09/24	SSC	Review and Approval of Single Plan for Student Achievement

## Resource Inequities

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

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

Finding and retaining qualified Career Technical Education teachers.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Suspension, English learner progress, ELA, and Math

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

Red Group - ELs and Students with Disabilities; Orange group - Hispanic, Socio Economically Disadvantaged, and white students

## **Other Needs**

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

SBAC ELA - Met/Exceeded - Asian, Hispanic, white students. SBAC Math - Met/Exceeded - No groups

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.53%	0.53%	12	11	11
African American	2.0%	1.78%	1.78%	41	37	37
Asian	8.6%	8.72%	9.27%	181	181	193
Filipino	0.3%	0.34%	0.14%	7	7	3
Hispanic/Latino	54.2%	54.96%	54.08%	1,135	1141	1126
Pacific Islander	0.8%	0.63%	0.82%	16	13	17
White	31.0%	30.39%	30.16%	650	631	628
Multiple/No Response	1.3%	1.25%	1.3%	28	26	27
<b>Total Enrollment</b>				2,094	2076	2082

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	574	540	563
Grade 10	571	561	540
Grade 11	505	545	519
Grade 12	444	430	460
<b>Total Enrollment</b>	2,094	2,076	2,082

#### Conclusions based on this data:

1. Pitman High School African American population has remained steady at approximately 2.0% over the course of three years.
2. Pitman High School's Hispanic population has maintained in the 54% range the last three years.
3. In 2022-2023 Pitman High School's Asian population is 9.27%.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	306	295	313	14.60%	14.2%	15.0%
Fluent English Proficient (FEP)	635	628	588	30.30%	30.3%	28.2%
Reclassified Fluent English Proficient (RFEP)	38	28	27	12.4%	10.5%	26.50%

### Conclusions based on this data:

1. At Pitman we continue to have a steady English Learner population of approximately 300 students.
2. Over the course of three years, Pitman has decreased in number of FEP students by 2.1%.
3. Pitman has continued to reclassify a number of English learners over the course of two years, this past year, we reclassified 27 students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	481	484	469	446	477	449	446	477	447	92.7	98.6	95.7
<b>All Grades</b>	481	484	469	446	477	449	446	477	447	92.7	98.6	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	2597.	2602.	2564.	24.44	23.06	18.57	32.74	36.69	27.29	24.22	23.90	25.95	18.61	16.35	28.19
<b>All Grades</b>	N/A	N/A	N/A	24.44	23.06	18.57	32.74	36.69	27.29	24.22	23.90	25.95	18.61	16.35	28.19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	27.80	23.27	18.57	57.85	61.22	57.72	14.35	15.51	23.71
<b>All Grades</b>	27.80	23.27	18.57	57.85	61.22	57.72	14.35	15.51	23.71

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	27.13	25.79	22.37	47.53	57.23	50.56	25.34	16.98	27.07
All Grades	27.13	25.79	22.37	47.53	57.23	50.56	25.34	16.98	27.07

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	12.11	16.35	10.96	78.48	73.58	67.34	9.42	10.06	21.70
All Grades	12.11	16.35	10.96	78.48	73.58	67.34	9.42	10.06	21.70

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	26.23	23.90	19.02	63.23	65.83	62.64	10.54	10.27	18.34
All Grades	26.23	23.90	19.02	63.23	65.83	62.64	10.54	10.27	18.34

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**Conclusions based on this data:**

1. In 2022-2023 at Pitman, 45.86% of our students are meeting or exceeded the standards in English Language Arts.
2. At Pitman, in 2022-2023, 72.9% of our students are meeting or exceeding the standards for producing clear and purposeful writing.
3. In 2022-2023 we continued to see a decrease in students who are above standard for Research/Inquiry Investigating, analyzing, and presenting information.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	481	485	469	445	479	456	445	479	456	92.5	98.8	97.2
<b>All Grades</b>	481	485	469	445	479	456	445	479	456	92.5	98.8	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	2544.	2537.	2519.	6.74	8.98	5.26	17.75	13.36	13.82	28.76	26.30	21.93	46.74	51.36	58.99
<b>All Grades</b>	N/A	N/A	N/A	6.74	8.98	5.26	17.75	13.36	13.82	28.76	26.30	21.93	46.74	51.36	58.99

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	11.01	11.06	8.99	39.10	35.91	32.24	49.89	53.03	58.77
<b>All Grades</b>	11.01	11.06	8.99	39.10	35.91	32.24	49.89	53.03	58.77

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<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	10.79	9.60	5.92	66.74	64.30	66.89	22.47	26.10	27.19
<b>All Grades</b>	10.79	9.60	5.92	66.74	64.30	66.89	22.47	26.10	27.19

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<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	9.89	9.39	7.02	68.76	67.22	59.65	21.35	23.38	33.33
<b>All Grades</b>	9.89	9.39	7.02	68.76	67.22	59.65	21.35	23.38	33.33

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**Conclusions based on this data:**

1. In 2022-2023, 19.08% of our students are met or exceeded the standards in the area of Concepts & Procedures Applying mathematical concepts and procedures.
2. In 2022-2023, we have seen a slight increase in students at or near standard in the area of Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems.
3. At Pitman in 2022-2023 59.65% of students scored at or near the standard in the area of Communicating Reasoning Demonstrating ability to support mathematical conclusions.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1529.3	1538.9	1536.5	1525.5	1534.3	1538.8	1532.6	1543.0	1533.5	90	79	93
<b>10</b>	1524.5	1560.3	1543.7	1513.6	1564.5	1546.6	1534.9	1555.5	1540.4	81	84	84
<b>11</b>	1531.1	1549.9	1543.7	1522.3	1545.3	1541.2	1539.5	1553.9	1545.8	53	52	55
<b>12</b>	1539.0	1533.0	1546.3	1534.1	1536.1	1549.1	1543.6	1529.5	1543.1	36	44	57
<b>All Grades</b>										260	259	289

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	4.82	5.06	8.60	43.37	36.71	36.56	38.55	48.10	37.63	13.25	10.13	17.20	83	79	93
<b>10</b>	3.80	21.43	11.90	41.77	46.43	32.14	25.32	20.24	41.67	29.11	11.90	14.29	79	84	84
<b>11</b>	13.04	9.62	5.45	23.91	46.15	47.27	39.13	21.15	25.45	23.91	23.08	21.82	46	52	55
<b>12</b>	17.65	6.98	15.79	26.47	23.26	29.82	41.18	37.21	31.58	14.71	32.56	22.81	34	43	57
<b>All Grades</b>	7.85	11.63	10.38	36.78	39.53	35.99	34.71	31.78	35.29	20.66	17.05	18.34	242	258	289

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	24.10	15.19	23.66	42.17	59.49	35.48	27.71	16.46	26.88	6.02	8.86	13.98	83	79	93
<b>10</b>	24.05	40.48	21.43	34.18	40.48	50.00	17.72	10.71	17.86	24.05	8.33	10.71	79	84	84
<b>11</b>	17.39	32.69	23.64	41.30	38.46	40.00	23.91	11.54	23.64	17.39	17.31	12.73	46	52	55
<b>12</b>	38.24	23.26	29.82	32.35	37.21	36.84	11.76	18.60	14.04	17.65	20.93	19.30	34	43	57
<b>All Grades</b>	24.79	28.29	24.22	38.02	45.35	40.83	21.49	13.95	21.11	15.70	12.40	13.84	242	258	289

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	4.82	1.27	3.23	24.10	17.72	10.75	43.37	54.43	51.61	27.71	26.58	34.41	83	79	93
<b>10</b>	6.33	3.57	2.38	20.25	29.76	19.05	35.44	41.67	46.43	37.97	25.00	32.14	79	84	84
<b>11</b>	4.35	7.69	3.64	15.22	21.15	14.55	45.65	42.31	50.91	34.78	28.85	30.91	46	52	55
<b>12</b>	2.94	2.33	5.26	26.47	2.33	15.79	26.47	41.86	36.84	44.12	53.49	42.11	34	43	57
<b>All Grades</b>	4.96	3.49	3.46	21.49	19.77	14.88	38.84	45.74	47.06	34.71	31.01	34.60	242	258	289

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	3.70	2.53	8.60	76.54	87.34	68.82	19.75	10.13	22.58	81	79	93
<b>10</b>	5.06	3.57	13.10	68.35	82.14	73.81	26.58	14.29	13.10	79	84	84
<b>11</b>	6.52	7.69	7.27	65.22	67.31	63.64	28.26	25.00	29.09	46	52	55
<b>12</b>	0.00	0.00	8.77	73.53	55.81	59.65	26.47	44.19	31.58	34	43	57
<b>All Grades</b>	4.17	3.49	9.69	71.25	76.36	67.47	24.58	20.16	22.84	240	258	289

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	63.86	65.82	66.67	28.92	22.78	23.66	7.23	11.39	9.68	83	79	93
<b>10</b>	48.72	79.76	70.24	24.36	13.10	17.86	26.92	7.14	11.90	78	84	84
<b>11</b>	41.30	63.46	71.70	36.96	19.23	18.87	21.74	17.31	9.43	46	52	53
<b>12</b>	67.65	69.05	71.43	14.71	21.43	12.50	17.65	9.52	16.07	34	42	56
<b>All Grades</b>	55.19	70.43	69.58	26.97	18.68	18.88	17.84	10.89	11.54	241	257	286

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	9.76	8.86	7.53	48.78	45.57	43.01	41.46	45.57	49.46	82	79	93
<b>10</b>	13.92	13.10	11.90	37.97	45.24	38.10	48.10	41.67	50.00	79	84	84
<b>11</b>	8.70	7.69	5.45	50.00	53.85	41.82	41.30	38.46	52.73	46	52	55
<b>12</b>	8.82	4.65	5.26	41.18	20.93	33.33	50.00	74.42	61.40	34	43	57
<b>All Grades</b>	10.79	9.30	7.96	44.40	43.02	39.45	44.81	47.67	52.60	241	258	289

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	3.66	0.00	0.00	79.27	83.54	81.72	17.07	16.46	18.28	82	79	93
<b>10</b>	2.53	1.19	0.00	67.09	80.95	83.33	30.38	17.86	16.67	79	84	84
<b>11</b>	10.87	17.31	10.91	67.39	57.69	76.36	21.74	25.00	12.73	46	52	55
<b>12</b>	20.59	9.30	10.53	64.71	58.14	61.40	14.71	32.56	28.07	34	43	57
<b>All Grades</b>	7.05	5.43	4.15	70.95	73.26	77.16	21.99	21.32	18.69	241	258	289

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. In 2022-2023, 45.16% of our 9th graders scored a level 3 or 4.
2. In 2022-2023, 44.04% of our 10th graders scored a level 3 or 4.
3. In 2022-2023, 45.61% of our 12th graders scored a level 3 or 4.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>2082</b>	<b>59</b>	<b>15</b>	<b>0.2</b>
Total Number of Students enrolled in John H. Pitman High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	313	15
Foster Youth	4	0.2
Homeless	9	0.4
Socioeconomically Disadvantaged	1228	59
Students with Disabilities	197	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	1.8
American Indian	11	0.5
Asian	193	9.3
Filipino	3	0.1
Hispanic	1126	54.1
Two or More Races	27	1.3
Pacific Islander	17	0.8
White	628	30.2

**Conclusions based on this data:**

1. 59% of our students are socioeconomically disadvantaged.
2. 15% of our students are English learners.
3. Almost 10% of our students have disabilities.

# School and Student Performance Data

## Overall Performance







The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Orange		
<b>College/Career</b> Medium		



**Conclusions based on this data:**

1. Pitman has a high graduation rate at 94.8%.
2. Our suspension rate is high due to an increase in suspendable infractions, such as drug/alcohol use.
3. English Language Arts is orange, which places us below standard.

# School and Student Performance Data

## Academic Performance English Language Arts

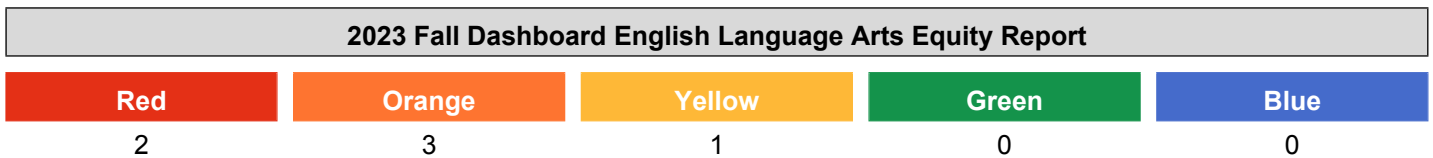
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>15.3 points below standard</p> <p>Decreased Significantly -36.6 points</p> <p>442 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>96.1 points below standard</p> <p>Decreased Significantly -22.4 points</p> <p>87 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>38.9 points below standard</p> <p>Decreased Significantly -38.6 points</p> <p>258 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>136.2 points below standard</p> <p>Decreased Significantly -73.6 points</p> <p>51 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  5 Students	Less than 11 Students  2 Students	 Yellow 17.8 points above standard Decreased Significantly - 43.7 points 57 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33.3 points below standard Decreased Significantly -47 points 239 Students	Less than 11 Students  7 Students	Less than 11 Students  3 Students	 Orange 0.4 points below standard Decreased Significantly - 22.9 points 125 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
128.9 points below standard Decreased -12.3 points 50 Students	51.9 points below standard Decreased Significantly -61.9 points 37 Students	9.9 points below standard Decreased Significantly -48.4 points 239 Students

**Conclusions based on this data:**

1. All students are 15.3 points below standard.
2. Our Hispanic students decreased 47 points and are not 33.3 points below standard.
3. Our reclassified English Learners are 51.9 points below standard.

# School and Student Performance Data

## Academic Performance Mathematics

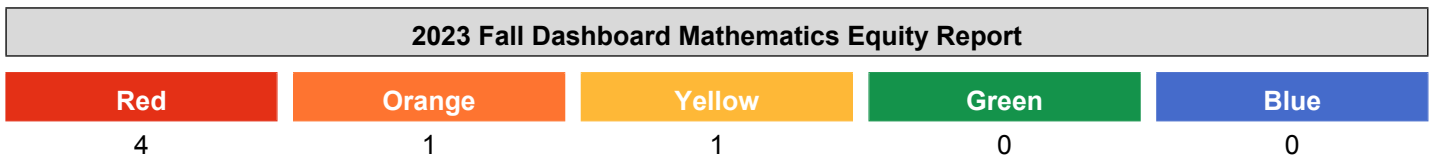
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>103.9 points below standard</p> <p>Decreased -15 points</p> <p>446 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>175.4 points below standard</p> <p>Decreased -6.8 points</p> <p>87 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>125.4 points below standard</p> <p>Decreased Significantly -16.1 points</p> <p>261 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>203.8 points below standard</p> <p>Decreased Significantly -28.4 points</p> <p>51 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  5 Students	Less than 11 Students  2 Students	 Yellow 55.5 points below standard Decreased Significantly - 37.6 points 58 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 126.2 points below standard Decreased Significantly - 16.9 points 240 Students	Less than 11 Students  7 Students	Less than 11 Students  3 Students	 Orange 79.8 points below standard Maintained -0.7 points 126 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
193.7 points below standard Maintained +1.6 points 50 Students	150.7 points below standard Decreased Significantly -33.3 points 37 Students	95.8 points below standard Decreased Significantly -15.8 points 241 Students

#### Conclusions based on this data:

1. All students are 103.9 points below the standard.
2. Hispanic students are 126.2 points below standard.
3. English learners are 193.7 points below the standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

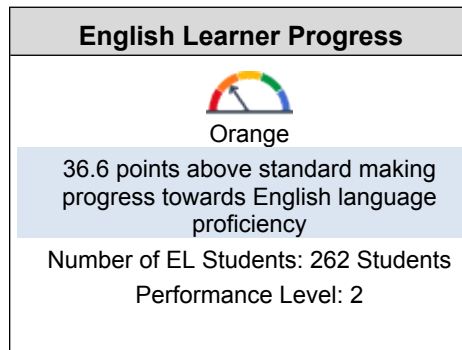
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 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.

### 2023 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
16.3	39.9	0	43.8

#### Conclusions based on this data:

1. 43.8% of our English learners progress at least one ELPI level.
2. 39.9% of our English learners maintained an ELPI level.
3. 16.3% of our English learners decreased one ELPI level.

# School and Student Performance Data

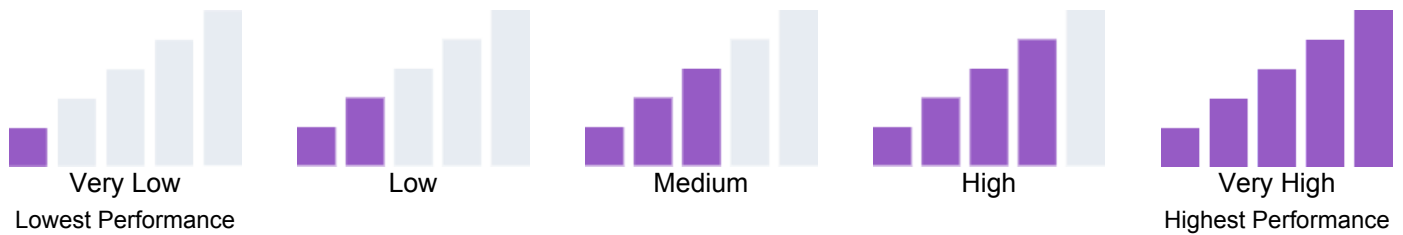
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

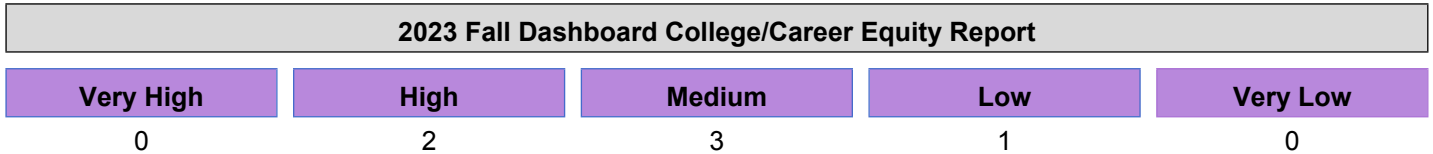
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

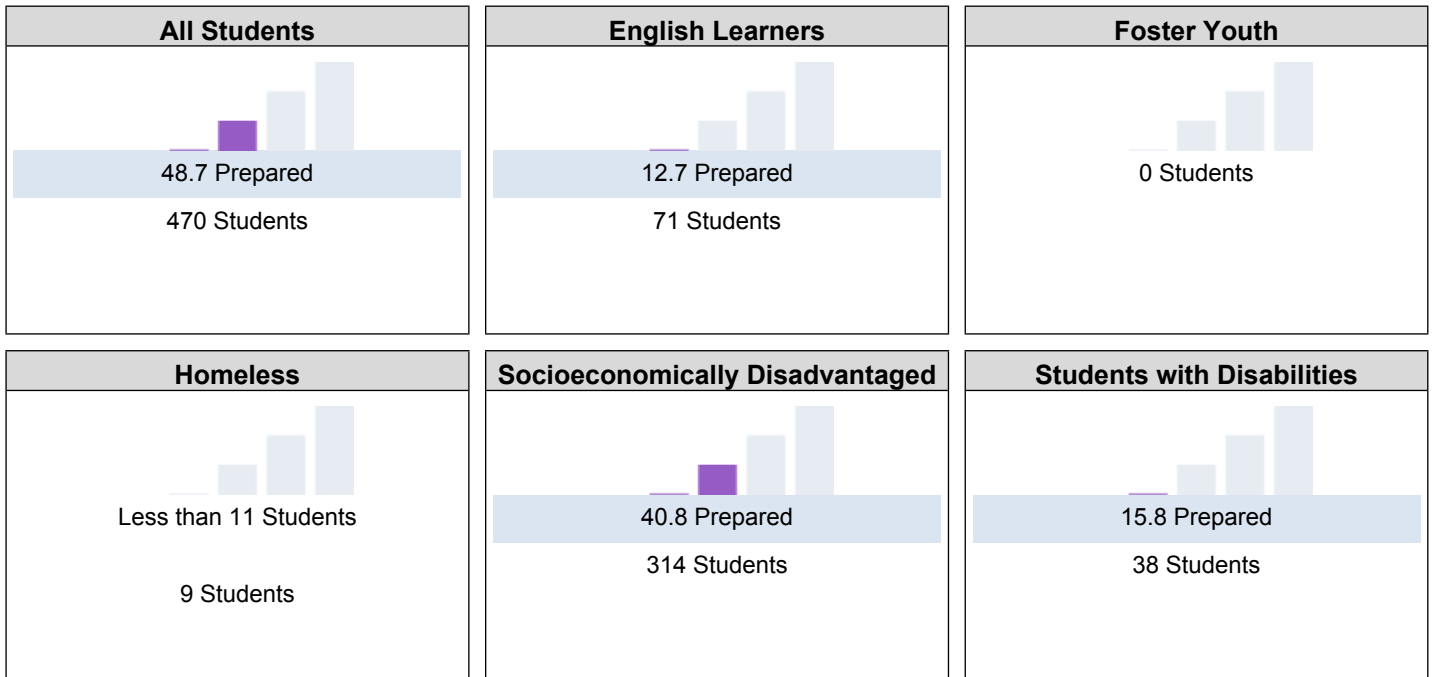


This section provides number of student groups in each level.

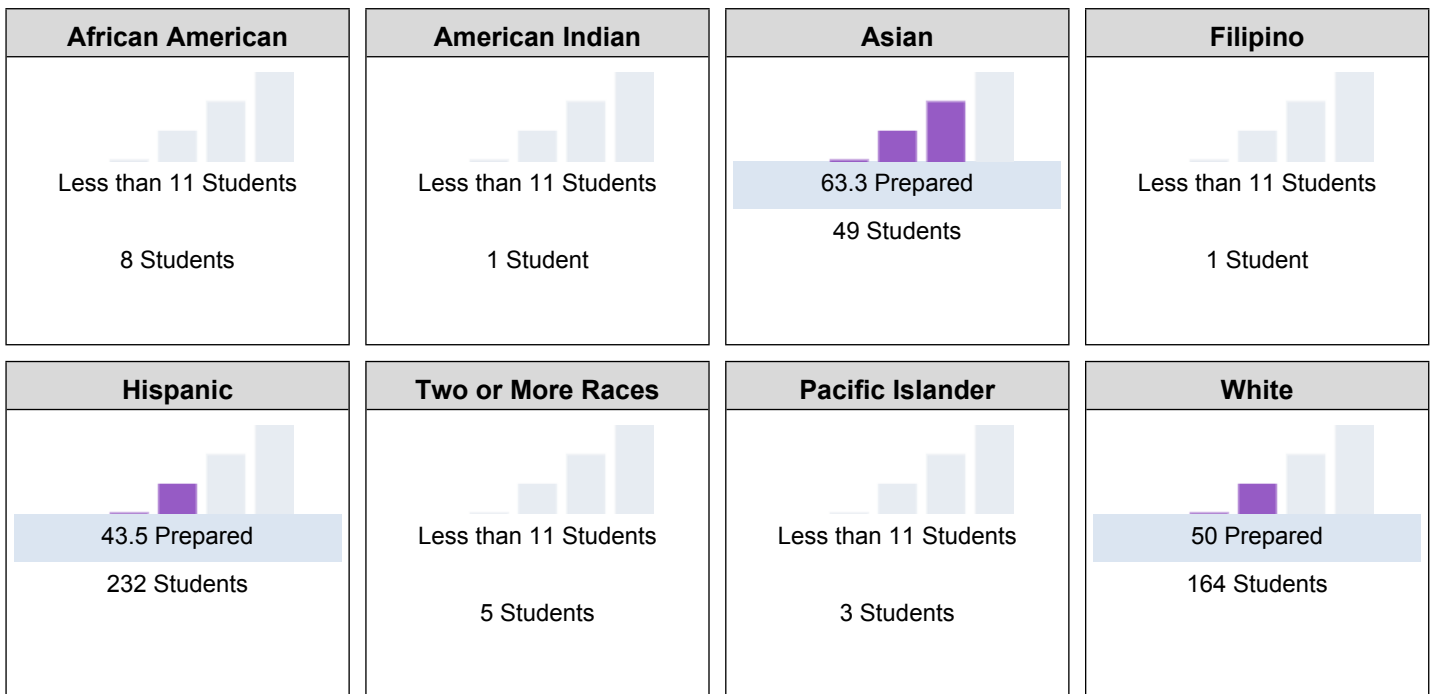


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

- 48.7% of our students are prepared for College/Career.
- 43.5% of our Hispanic students are prepared for College/Career.
- 63.3% of our Asian students are prepared for College/Career.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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











This section provides number of student groups in each level.



This section provides 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
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<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**Conclusions based on this data:**

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Academic Engagement Graduation Rate

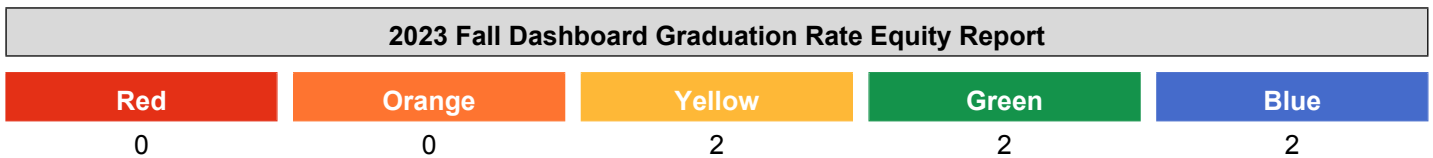
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Blue 95.8% graduated Maintained 0.1 473 Students	<b>English Learners</b>  Yellow 89% graduated Maintained -0.8 73 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Blue 95.3% graduated Maintained 0.8 317 Students	<b>Students with Disabilities</b>  Green 84.2% graduated Increased 4.6 38 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  8 Students	Less than 11 Students  1 Student	 Yellow 93.9% graduated Decreased -1.5 49 Students	Less than 11 Students  1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Blue 97% graduated Maintained 0.9 234 Students	Less than 11 Students  5 Students	Less than 11 Students  3 Students	 Green 94.5% graduated Maintained 0.2 165 Students

**Conclusions based on this data:**

1. 95.8% of all students graduated in 2023.
2. 89% of our English learners graduated in 2023.
3. 97% of our Hispanic students graduated in 2023.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

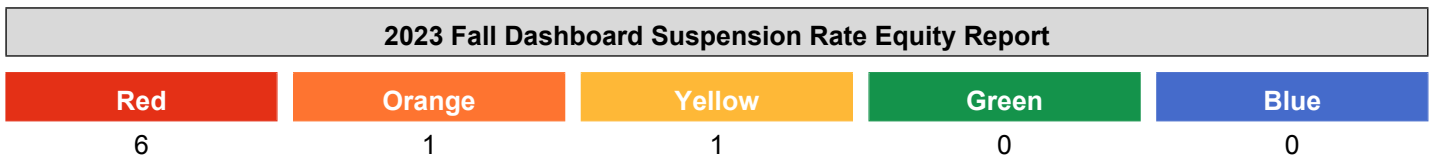
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">12.2% suspended at least one day</td> </tr> <tr> <td>Increased 2.7 2209 Students</td> </tr> </tbody> </table>	All Students	 Red	12.2% suspended at least one day	Increased 2.7 2209 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">18.2% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 7.4 357 Students</td> </tr> </tbody> </table>	English Learners	 Red	18.2% suspended at least one day	Increased Significantly 7.4 357 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 7 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 7 Students	
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">15.4% suspended at least one day</td> </tr> <tr> <td>Declined -10.9 13 Students</td> </tr> </tbody> </table>	Homeless	15.4% suspended at least one day	Declined -10.9 13 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">14.6% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 3.4 1388 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Red	14.6% suspended at least one day	Increased Significantly 3.4 1388 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">22.5% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 7.3 222 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Red	22.5% suspended at least one day	Increased Significantly 7.3 222 Students
Homeless													
15.4% suspended at least one day													
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Increased Significantly 3.4 1388 Students													
Students with Disabilities													
 Red													
22.5% suspended at least one day													
Increased Significantly 7.3 222 Students													

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 25% suspended at least one day Increased 8.3 40 Students	9.1% suspended at least one day Increased 9.1 11 Students	 Orange 4.4% suspended at least one day Increased 1.2 206 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 14.8% suspended at least one day Increased Significantly 5.1 1217 Students	 Red 12.7% suspended at least one day Increased 7.6 71 Students	0% suspended at least one day Declined -28.6 17 Students	 Yellow 9.5% suspended at least one day Declined -1.2 644 Students

**Conclusions based on this data:**

1. 12.2% of our students have been suspended at least one time.
2. 25% of our African American students were suspended at least one day.
3. 22.5% of our students with disabilities have been suspended at least once.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

### Identified Need

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

Our District and school vision and fundamental belief is that all students can learn and grow academically and social-emotionally with school-wide and classroom supports.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA - SBAC	School-wide Dashboard ELA Data - 15.3 points below standard	By May 2025, School-wide CAASPP ELA Data - 10 points above standard
English Learners - SBAC	English Learner Dashboard ELA Data - 96.1 points below standard	By May 2025, English Learners CAASPP ELA Data - 86.1 points below standard
Math - SBAC	School-wide Dashboard Math Data - 103.9 points below standard	By May 2024, School-wide CAASPP Math Data - 93.6 points below standard
iReady ELA	9th - 29%; 10th 23%, 11th - 24% on grade level	Increase percentage on grade level to at least 35%.
iReady Math	9th - 37%; 10th - 7%; 11th 8% on grade level	Increase percentage on grade level to at least (9th 40%; 10th 10%; 11th 10%)
College/Career	48.7% prepared for College/Career	Continue to increase college/career readiness
Percentage of Students Earning a C or higher	75% of students are earning a C or higher	Increase percentage of students earning a C or higher to 78%
Graduation Rate	95.8% of our students graduated in 2023	Increase graduation percentage by 1%
EL Progress Indicator 2023 Dashboard Data	36.6% of our students are making progress towards English proficiency	Increase EL progress by 10%

Reclassification Rates	27/276 English learners have been reclassified as English Proficient	Increase number of reclassified students by 5%
AP Data	66% of our students scored an average of 3 or higher on AP Exams	Increase average of scoring 3 or higher by 4%
CAST Data	27.9 % of our students are meeting or exceeding the standards on the CAST test	Increase percentage of students meeting or exceeding standards on the CAST by 10%
California Healthy Kids Survey	School Connectedness - 59% (9th); 51% (11th)	Increase student connectedness to 65%
California Healthy Kids Survey	Caring Adult Relationships - 60% (9th); 58%(11th)	Increase caring adult relationships to 65%
California Healthy Kids Survey	Feel Safe at School - 61% (9th); 57%(11th)	Increase feeling safe at school by 65%
California Healthy Kids Survey	Promotion of Parent Involvement - 51% (9th); 37% (11th)	Increase parent involvement at school to 55%
Aeries Attendance Rates	Average Daily Attendance (ADA) - 93.62%	Increase ADA by 3%
CARES Clinician Referrals	2023-2024 40 CARE Referrals	Continue to provide mental health services to our students
Counseling Referrals	Since October 2023 - 3210 counseling referrals	Continue to provide support to our students, both academically and social emotionally

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Instruction:</p> <p>9th - 11th grade students will be assessed through iReady testing to determine reading level</p> <p>9th and 10th grade students will receive Tier III reading interventions</p> <p>All students will be given math instruction with a focus on academic discourse</p> <p>English learners will be identified for extra support during Tier I instruction</p> <p>All students will have the opportunity to enroll in Career Technical Education courses to complete pathways towards college/career</p> <p>All students will be provided extra time and support for all enrolled courses through Pride Time intervention/enrichment</p> <p>Tier I Instruction - First Dose Instruction</p> <p>Tier II Instruction - Differentiated Instruction during first dose and Pride Time</p> <p>Tier III Instruction - Pride Time/Tutorial/Support classes</p> <p>CFAs developed by collaborative teams</p> <p>Daily opportunity for technology use that supports the 4Cs (collaboration, communication, creativity, critical thinking)</p> <p>Educational Rounds</p> <p>Community Based Instructional Support (CBI)</p> <p>Plan for differentiation during first-dose instruction</p>	<p>All students will be assessed throughout the year through the following measures:</p> <ul style="list-style-type: none"> <li>iReady Testing</li> <li>Interim Assessments</li> <li>Collaborative Team/PLC Common Formative Assessments</li> <li>State Testing (11th only)</li> </ul> <p>Students in special populations will be provided with intervention/enrichment instruction based on their individual needs.</p>	<p>2,000</p> <p>Study Trips LCAP Goal 3/Action 11</p> <p>Student Study Trips</p> <p>CBI Vans</p> <p>31,932</p> <p>ESS</p> <p>Materials and Supplies</p> <p>Supplemental Materials to Support Core Curriculum</p> <p>150,051</p> <p>General Fund</p> <p>Materials and Supplies</p> <p>Department Budgets (Art, Athletics, Business, Con./Family, Counseling, English, World Lang., Math, Music, Sped, PE, Science, Social Science)</p>



	<p>Student writing tutors</p> <p>College and Career Counselor targets each grade level with specific supports for college and career; college/career field trips</p> <p>Special education support for students with qualifying disabilities</p> <p>Annual 504 meetings for students who qualify for and/or on a 504 plan</p> <p>Edgenuity for college preparation courses not met during regular semester</p> <p>Edgenuity for credit recovery (both during the school day and after school hours)</p> <p>Independent Study Program</p> <p>Academic Espionage for student enrichment</p> <p>Departments align and gain clarity on essential standards, vocabulary, and instructional strategies</p>		
<b>1.2</b>	<p>Curriculum and Supplemental Supports:</p> <p>Adopted Curriculum materials</p> <p>Core supplemental materials</p> <p>Programs to support student learning (e.g. Albert.io, Go Guardian)</p> <p>Structured English learner classes based on proficiency levels</p> <p>Specially Designed Academic Instruction in English (SDAIE) courses for core subjects</p> <p>Articulation Agreements with local Junior Colleges</p> <p>Zero period CSUS college course</p> <p>Zero period course offerings - may change each year (Honors Math II/, AP Pre-Calculus, Spanish II, Strength and Conditioning, Resource/Tutorial, Jazz Band)</p> <p>Vertical Articulation with feeder schools</p> <p>Purchase library selections that represent all cultures and languages at Pitman</p>	All students will have access to adopted curriculum and supplemental supports.	10,000 ESS Materials and Supplies
<b>1.3</b>	<p>Collaborative Team SMART Goals</p> <p>Weekly collaborative team meetings</p> <p>Collaborative teams will ensure that students are provided with systematic interventions/enrichment based on their mastery of essentials standards</p> <p>Provide opportunities for teachers to observe one another</p> <p>Analyze data from Enriching Students to determine quality of labs, student attendance, and engagement</p> <p>Strategically planned Homeroom lessons geared towards college and career</p> <p>Collaborative Team observations to determine next steps for leadership</p> <p>Advanced Placement conferences</p> <p>Professional Development - teacher, collaborative team, and site specific (virtual/in-person outside of school day)</p> <p>Quarterly Department Meetings</p>	All students will benefit from PLCs and teacher/staff Professional Development	18,179 Site Collaboration Certificated Extra Duties PLC Collaboration
<b>1.4</b>	<p>Academic counselor meetings</p> <p>Counselor support for emotional needs</p> <p>Student reports of bullying - NO Bully</p> <p>Jessica's House groups</p>	All students will have social emotional supports provided to them.	3,107 Other

	Pride Time Groups (counselors) Mental Health Clinicians CHS Substance Abuse Program CSUS Mentors HARRT NAMI PBIS		NAMI pamphlets, training, and supplies for students
1.5	Through PHAST and HARRT clubs, students will engage in lessons, demonstrations, and learn strategies to handle real-life issues they are faced with drugs, alcohol, and positive relationships.	All students will be educated about the effect of tobacco and drugs and positive relationships.	3,250 TUPE Materials and Supplies Informational pamphlets, training, and supplies for students
1.6	Never Settle, Never Quit...Roll Pride! - awards Student of the Month - Rotary Digital Citizenship/Cyber Security/Bullying/Social Media lessons Student Attendance Review Team (SART) Meetings CSUS Mentors Career Navigator TUSD Spring Character Recognition for students and staff iReady Growth Recognition AP Score Recognition Scholarship Night/Award's Night Pride Ambassadors Jessica's House ASB/Cabinet Club Pride	All students are academically and emotionally prepared to become responsible citizens after high school.	13,448 General Fund Materials and Supplies
1.7	Visual and Performing Arts opportunities Multiple Clubs on Campus CTE Pathways TUPE Grant/PHAST Club Science Olympiad Character and Health Education Course - 9th graders College and Career Seminar - 9th graders MTSS/RTI Pyramid	All students will be provided academic supports through various avenues, which include intervention and enrichment opportunities.	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

The activities listed will be monitored through Educational Rounds, Collaboration observations, and leadership. The leadership team, along with administration will determine the next steps to achieve these goals.

Social/emotional supports continue to improve each year. Our counselors and administration continue to stay updated on meeting the social emotional needs of students. We monitor email activity that picks up keywords that could mean

that a student is having academic and/or social/emotional problems. We use an application called Stopit., where students can anonymously report any safety incidences. Both of these tools have been useful to quickly intervene in situations that arise. Programs like our CTE pathways, TUPE, drama, band, and extra-curricular supports have been successful programs to ensure students feel confidence within a team. These programs have challenged them academically and also given them support to feel a sense of belonging, friendship, etc. The HARRT, NAMI, and cultural clubs have really empowered many of our students to take a stand for their personal rights, feelings, and attitudes.

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

In 2023-2024 a cohort of 9th and 10th grade students engaged in Tier III reading intervention. 19 Students have been targeted for intensive Tier III support. 4/19 have moved out of the Tier III due to high level of improvement; 6/19 have improved their English overall grades; 4/19 have increased at least one grade level; overall 14/19 have made growth.

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 with the reading intervention to improve SBAC ELA data, students' reading level, and overall English class grade.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

### Identified Need

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

Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Clubs on Campus	2023-2024 41 Clubs on Campus	Continue to provide and increase student-based clubs on campus
Number of Students Involved in Clubs	Over 50% of our students are involved in one or more clubs	Continue to provide and increase inclusivity opportunities for students
Number of Students Involved in Sports	2023-2024 410 athletes	Continue to provide and increase athletic opportunities for students
Number of Students Involved in Performing Arts	Students involved in Performing Arts (Drama 93, Band 94, Choir 113, Orchestra 56)	Continue to provide and increase number of students in performing arts
Number of Students Involved in FFA	453 Students involved in FFA	Increase student involvement by 5%
Number of Students Engaged in a Work Experience Related to School Coursework	49 Students engaged in work experience through the school	Continue to provide work experience opportunities for students during the school day
Number of Articulated Courses	943 enrolled in articulated courses	Increase the number of students who complete articulation by 3%
Suspension Rate - Dashboard 2023	12.5% of our students have been suspended at least once within the school year	Decrease the number of students suspended by 5%
Staff Demographics	Asian (3%); Black/African American (2%); Hispanic (21%); White (72%); Other (1%)	Continue to hire highly qualified staff that represents our student demographics
Suspensions August 2023-March 15	113 Student Suspensions	Continue to provide supports for students for other means of corrections

		to reduce and prevent student suspensions
Discipline Referrals August 2023-May 8	2,172 Discipline Referrals	Reduce discipline referrals by 10%

**Strategies/Activities**

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Counselors work with their caseloads to support students' class needs and interests to build the greatest capacity in each student. All staff will engage in a collective effort to ensure that students have the curriculum, technology supports, and appropriate materials to learn at high levels.	All students will be provided an equitable experience at Pitman High School through course offerings, clubs on campus, athletic teams, and/or extra-curricular opportunities.	10,966 ESS Materials and Supplies  12,830 Study Trips LCAP Goal 3/Action 11 Student Study Trips College/Career Study Trips
2.2	Students will have access to a variety of courses to meet their individual needs.	All students will have the opportunity to join clubs/groups on campus.	
2.3	Continued focus on Equitable Grading Practices Culturally Responsive School Leadership Team Culture Week Alternative Pathway to Graduation for special education students who qualify	All staff will observe and report any inequitable opportunities provided to all students with a focus on English learners, Special Education students, and students of various ethnic backgrounds.	

**Annual Review**

**SPSA Year Reviewed: 2023-24**

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

**Analysis**

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

At PHS we will continue to focus on providing a variety of courses and student initiated club opportunities to meet the needs of all learners. This past year we added the Cultural Diversity Club and Pan-Asian Heritage Society. In the 2024-2025 school year, we will also focus on reducing suspensions through PBIS, mental health clinician support, and other means of correction.

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

Student suspensions 2022-2023 August - March 15th - 368; 2023-2024 August - March 15th - 113.

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

We will continue with the goal of reducing suspensions through the various systems in place noted above.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

### Identified Need

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

Our District and school vision and fundamental belief is that all students can learn and grow academically with school-wide and classroom supports.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA - CAASPP	School-wide CAASPP ELA Data - 15.3 points below standard	By May 2025, School-wide CAASPP ELA Data - 10 points above standard
English Learners - ELA CAASPP	English Learners CAASPP ELA Data - 96.1 points below standard	By May 2025, English Learners CAASPP ELA Data - 86.1 points below standard
Math - CAASPP	School-wide CAASPP Math Data - 103.9 points below standard	By May 2025, School-wide CAASPP Math Data - 93.6 points below standard
iReady ELA	9th - 29%; 10th 23%, 11th - 24% on grade level	Increase percentage on grade level to at least 35%.
iReady Math	9th - 37%; 10th - 7%; 11th 8% on grade level	Increase percentage on grade level to at least (9th 40%; 10th 10%; 11th 10%)
Physical Fitness Test	Participation Rates: Aerobic Capacity (95.84%); Abdominal Strength and Endurance (95.12%); Trunk Extensor and Strength and Flexibility (95.3%); Upper Body Strength and Endurance (94.76%); Flexibility (95.3%)	Increase percentage of PFT participation to 97%
AP Course Enrollment	435 Students Grades 9-12 Enrolled in AP Course	Continuous growth in AP course enrollment
CTE Course Enrollment	1074 Students Grades 9-12 Enrolled in CTE Course	Continuous growth in CTE course enrollment

English Learners - ELPAC	42.2% of students are making progress towards English proficiency	By May 2025, 45% of our students will make progress towards English proficiency
Ed Round Data on use of adopted and/or district approved supplemental curriculum	55% of observations showed that teachers used adopted or district approved supplemental curriculum	75% of observations show that teachers are using adopted or district approved supplemental curriculum

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
<b>3.1</b>	<p>Best Instructional Practices:</p> <p>Tier I Instruction - First Dose Instruction</p> <p>Tier II Instruction - Differentiated Instruction during first dose and Pride Time</p> <p>Tier III Instruction - Pride Time/Tutorial/Support classes</p> <p>CFAs given at least 1 per two weeks of instruction or 2 per unit of study</p> <p>Daily opportunity for technology use that supports the 4Cs (collaboration, communication, creativity, critical thinking)</p> <p>Educational Rounds</p> <p>Community Based Instruction (CBI)</p> <p>Study Trips (In person or Virtual)</p> <p>Edgenuity for credit recovery (both during the school day and after school hours)</p> <p>Continued math walks for consistency and math trends</p>	<p>9th - 11th grade students will be assessed through iReady testing to determine reading and math levels</p> <p>9th and 10th grade students will receive Tier III reading interventions</p> <p>All students enrolled in math will be given instruction with a focus on academic discourse</p> <p>English learners will be identified for extra support during Tier I instruction</p> <p>All students will have the opportunity to enroll in Career Technical Education courses to complete pathways towards college/career</p> <p>All students will have the opportunity to enroll in Advanced Placement Courses</p> <p>All students will be provided extra time and support for all enrolled courses through Pride Time</p>	<p>12,150</p> <p>Credit Recovery/Low Performing</p> <p>Teacher Extra Duties</p> <p>Teacher salary and supplies to support credit recovery students</p> <p>24,516</p> <p>Credit Recovery/Low Performing</p> <p>Service Contracts and Professional Services</p> <p>Edgenuity Program for Credit Recovery and Bridge Program</p> <p>6,500</p> <p>District Funded</p> <p>Professional Service Contracts</p> <p>Enriching Students Software</p> <p>150,051</p> <p>General Fund</p> <p>Materials and Supplies</p> <p>Department Budgets (Art, Athletics, Business, Con./Family, Counseling, English, World Lang. Library, AV, Math, Music, Sped, PE, Science, Social Science)</p>
<b>3.2</b>	<p>Professional Development:</p> <p>Collaborative Team SMART Goals</p> <p>Weekly collaborative team meetings</p> <p>Departments align and gain clarity on essential standards, vocabulary, and instructional strategies</p> <p>Provide opportunities for teachers to observe their colleagues</p> <p>Site collaboration</p> <p>Various PD that supports side/district goals</p> <p>MTSS/RTI Pyramid</p> <p>Core subjects and/or leadership attend RTI Conference</p>	<p>All students will benefit from teacher/staff professional development and programs.</p>	<p>2,000</p> <p>ESS</p> <p>Professional Development</p>



	Reading intervention training for English teachers Math vertical articulation with Solution Tree Coach - focus on essential standards, rigorous assessments and equitable grading Intervention training for math teachers		
<b>3.3</b>	Courses/Staff:  Designated ELD courses Standard Support Materials ELD paraprofessional support (1) Adopted Core Curriculum Supplemental materials to support adopted curriculum Community Based Instruction Support (CBI) 0.60 FTE ELD Teacher 0.20 Math Site Based Intervention Substitutes Add AP Pre-calculus to master schedule Add mariachi to master schedule Add additional Dual Enrollment courses (courses depend on student enrollment)	All students will be supported through adopted curriculum. English learners will be identified for extra support.	10,966 ESS Materials and Supplies
<b>3.4</b>	Staffing:  ELD paraprofessional support (1 site funded) Special Education Teacher Support for IEPs	All English learners/Students on an IEP will receive support.	9,822 SPED-LCAP Goal 3/Action 26 Substitutes Teacher IEP work 1.5 days each 48,886 ESS Classified Support ELD Paraprofessional

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

Collaborative teams are continuing to engage in the right work as outlined in the Four Essential Questions of a PLC: What do we want students to learn? How do we know if they learned it? What do we do if they didn't learn it? What do we do if they did learn it? There is continued work being done on developing the capacity of our teams by strengthening their focus on ensuring all students learn the essential standards at high levels and are provided the extra time and support based on their needs. During the 2023-2024 school year, we had a commitment to use adopted materials and/or district approved supplemental curriculum.

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

Ed Round data shows that 55% of observations showed that teachers used adopted or district approved supplemental curriculum.

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

We will continue with the expectation and commitment that teachers are using the adopted core curriculum.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

### Identified Need

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

Research has demonstrated that the higher the level of parent and community involvement and engagement, the higher the level of student success.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	81% feel welcomed; 15.1 neutral - 84% feel the office staff is helpful; 13.7% neutral - 73.8% feel they have access to student counselor; 20.7% neutral - 74.2 feel admin respond within 48 hrs. of email/phone; 19.6% neutral - 68% feel teachers respond within 48 hrs. of email/phone; 25.2% neutral - 78% feel they can access the website; 11% neutral - 75.2% feel they can share concerns with admin.; 17.7 neutral - 68.2% feel there are opportunities for parents to be involved; 24.1 neutral - 80% feel PHS addresses student's academic needs; 12.4 neutral - 68.8% feel their student is support by the teacher if they do not understand a concept; 22.9 neutral - 88.4% understand what Pride Time is; 8.9 neutral - 78.6% feel PHS has a positive culture; 19.3 neutral - 45.2% believe PHS consistently implements PBIS; 45.2 neutral - 63.4% feel PHS values identities of individual students; 30.3 neutral	Continuous improvement on parent survey
Social Media Followers	Instagram - 4288; Facebook - 4,500	Increase social media followers by 5%
Aeries Family Link Accounts	1865 Accounts	Increase Aeries Family Link Accounts by 10%

California Healthy Kids Survey	2023-2024 Data: 88% Promotion of Parent Involvement	Increase school promotion of parent involvement by 5%
ELAC Meetings	2023-2024 10 families are involved in ELAC; approximately 4 show each meeting	Increase parent attendance at ELAC
SSC Meetings	Approximately 7-11 members attend School Site Council Meetings	Increase attendance to 95% of SSC members
Parent Empowerment Program (PEP)	In 2023-2024 school year, 17 parents engaged in 8 PEP workshops	Continue to provide opportunities for parent engagement through PEP

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Parent Empowerment Program (PEP) School Site Council (SSC) English Learner Advisory Council (ELAC) Parent Information Nights Parent Meetings/phone conferences Aeries Family Link College Night Financial Aide Night Spratling Information Night (incoming freshmen) ESL courses offered at various sites Back to School Night Freshman Orientation Sports Information Night Math Curriculum support for parents (check out in library) Training/counseling classes for SARB Parent education through Modesto Police Department for the Wake-up Program Communication through school website and social media Communication through Blackboard Communication (phone calling system) SMORE Newsletters Adult Education Classes on Campus (after school hours/night) Center for Human Services Parent/Counselor Student Substance Abuse Support Pitman Pride Booster Club Pitman Aquatics Booster Club Pitman Baseball Booster Pitman Band Booster FFA Booster Club	All parents/guardians are provided the opportunity to participate in school events, meetings, activities, and have input on decisions made at the school site.	1,000 General Fund Parent Engagement Additional Parent Nights

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

## **Analysis**

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

We have a strong participation rate in the following parent outreach programs: PEP, SSC, Aeries Family Link, Back to School, Frosh Orientation, Parent Square, TIP. ELAC continues to have low parent numbers attend; this is an area of focus as we continue to encourage opportunities for parents to be involved.

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

2023-2024 10 families are involved in ELAC; approximately 4 show each meeting.

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

We will continue to provide opportunities for our English learner parents to be involved and supported through ELAC in the 2024-2025 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 5

### Title and Description of School Goal

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

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

### Identified Need

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

Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	School Connectedness - 59% (9th); 51% (11th)	Increase student connectedness to at least 65%
California Healthy Kids Survey	Caring Adult Relationships - 60% (9th); 58%(11th)	Increase caring adult relationships by 65%
California Healthy Kids Survey	Feel Safe at School - 61% (9th); 57%(11th)	Increase feeling safe at school by 65%
California Healthy Kids Survey	Promotion of Parent Involvement - 51% (9th); 37% (11th)	Increase parent involvement at school to 55%
Suspensions 2022-2023	Unduplicated suspensions - 270 students	Decrease the number of suspensions by 10%
Suspensions 2022-2023	Alcohol, Drugs, and Drug Paraphernalia - 166 students	Decrease the number of Alcohol, Drug and Paraphernalia by 10%
Suspensions 2022-2023	Fighting/Mutual Combat - 37 students	Decrease the number of Fighting/Mutual Combat by 10%
Stopit! 2023-current	25.4% Drug/Alcohol/Vaping	Decrease the number of incidences of drug/alcohol/vaping by 5%
Stopit! 2023-current	2.8% Harassment/Intimidation	Decrease the number of incidences of harassment/intimidation by 5%
Stopit! 2023-current	14.1% Bullying/Cyberbullying	Decrease the number of incidences of bully/cyberbullying by 5%

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Monitor and reinforce the locked door and gate policy</p> <p>Check student IDs to teach expectations of the importance of carrying identification</p> <p>Monitor staff to ensure they are wearing a Pitman or TUSD badge</p> <p>Ensure adequate supervision at school events during school and non-school hours</p> <p>Behavior intervention and counseling support, if needed</p> <p>Wake Up Program through Modesto Police Department if suspended for aggressive behavior</p> <p>Tobacco Intervention Program (TIP)</p> <p>CSU, Stanislaus mentor upon returning to campus from suspension</p> <p>"Do Not Contact Contract" as a first step to prevent student to student confrontation</p> <p>Stopit Application for reporting safety issues</p> <p>Center for Human Services Substance Abuse Counselor</p> <p>Site Counselors</p> <p>Mental Health Clinicians</p> <p>Restorative Circles</p> <p>Other Means of Correction (e.g. apology letter, detention/work detail, restrictions on outside of school activities)</p>	All students are provided with supports based on their emotional and academic needs to support and prepare them for post-secondary.	
5.2	Through PHAST and HARRT clubs, students will engage in lessons, demonstrations, and learn strategies to handle real-life issues they are faced with drugs, alcohol, and positive relationships.	Educate students about the effects of tobacco and drugs and positive relationships.	3,250 TUPE Materials and Supplies Informational pamphlets, training, and supplies for students
5.3	Overtime for Athletic Trainer at various sporting events	Most sport events will be provided with an Athletic Trainer.	9,300 General Fund Classified Support Athletic Trainer Overtime
5.4	Data entry efficiency/clerical support to ensure updated data on school systems	All students will have updated data for efficiency and safety.	7,415 Clerical-LCAP Goal 3/Action 10/C Clerical Data Entry
5.5	Administrators, Campus Supervisors, and School Staff at school events (e.g. sports, dances, trips)	All students provided with extra supervision at school events.	3,000 Safety LCAP Goal 2/Action 7 Additional Hours for Campus Supervisors
5.7	Homeroom lessons based on current issues with digital citizenship, education on cultures on campus	All students will engage in Digital Citizenship	
5.8	Reduce the number of students who vape in the school bathrooms with vape sensor monitors	All bathrooms will have vape sensors installed.	District Funded

			Security
5.9	All students and staff will engage in site created videos to learn rules, routines, and expectations in all areas on campus.	PBIS Training Videos for Students	

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

In the 2023-24 school year our campus supervisors had specific routes to conduct safety checks. They checked locked gates, staff ID badges/student IDs; unscheduled IDs. They also have bathroom schedules to monitor activity in bathrooms. The staff has ongoing refresher trainings for No Bully and PBIS. The counseling and administration stay current on counseling practices and behavior intervention for students who have mental health issues. It is also important to have sufficient supervision at sporting events, school dances, etc. to ensure safety of students. PHS this past school year improved their process and systems for PBIS and other means of corrections for students.

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

Alcohol, Drugs, and Drug Paraphernalia - 166 students; we would like to decrease the number of Alcohol, Drug and Paraphernalia by 10%.

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

As a site, we will continue to provide interventions for students who are using drugs, alcohol, etc. to teach and prevent use on and off campus.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$544,619.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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 (\$)
Clerical-LCAP Goal 3/Action 10/C	\$7,415.00
Credit Recovery/Low Performing	\$36,666.00
District Funded	\$6,500.00
ESS	\$114,750.00
General Fund	\$323,850.00
Other	\$3,107.00
Safety LCAP Goal 2/Action 7	\$3,000.00
Site Collaboration	\$18,179.00
SPED-LCAP Goal 3/Action 26	\$9,822.00
Study Trips LCAP Goal 3/Action 11	\$14,830.00
TUPE	\$6,500.00

Subtotal of state or local funds included for this school: \$544,619.00

Total of federal, state, and/or local funds for this school: \$544,619.00



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Clerical-LCAP Goal 3/Action 10/C	7,415.00
Credit Recovery/Low Performing	36,666.00
District Funded	6,500.00
ESS	114,750.00
General Fund	323,850.00
Other	3,107.00
Safety LCAP Goal 2/Action 7	3,000.00
Site Collaboration	18,179.00
SPED-LCAP Goal 3/Action 26	9,822.00
Study Trips LCAP Goal 3/Action 11	14,830.00
TUPE	6,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
Additional Hours for Campus Supervisors	3,000.00
Certificated Extra Duties	18,179.00
Classified Support	58,186.00
Clerical Data Entry	7,415.00
Materials and Supplies	383,914.00
Parent Engagement	1,000.00
Professional Development	2,000.00
Professional Service Contracts	6,500.00
Service Contracts and Professional Services	24,516.00
Student Study Trips	14,830.00
Substitutes	9,822.00

Teacher Extra Duties	12,150.00
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### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Clerical Data Entry	Clerical-LCAP Goal 3/Action 10/C	7,415.00
Service Contracts and Professional Services	Credit Recovery/Low Performing	24,516.00
Teacher Extra Duties	Credit Recovery/Low Performing	12,150.00
Professional Service Contracts	District Funded	6,500.00
Classified Support	ESS	48,886.00
Materials and Supplies	ESS	63,864.00
Professional Development	ESS	2,000.00
Classified Support	General Fund	9,300.00
Materials and Supplies	General Fund	313,550.00
Parent Engagement	General Fund	1,000.00
	Other	3,107.00
Additional Hours for Campus Supervisors	Safety LCAP Goal 2/Action 7	3,000.00
Certificated Extra Duties	Site Collaboration	18,179.00
Substitutes	SPED-LCAP Goal 3/Action 26	9,822.00
Student Study Trips	Study Trips LCAP Goal 3/Action 11	14,830.00
Materials and Supplies	TUPE	6,500.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	231,967.00
Goal 2	23,796.00
Goal 3	264,891.00
Goal 4	1,000.00
Goal 5	22,965.00

# School Site Council Membership

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

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

Name of Members	Role
Angela Freeman	Principal
Doug Reimers	Classroom Teacher
Will Creighton	Classroom Teacher
Vicente Rosales	Classroom Teacher
Sara Smith	Classroom Teacher
Alexandra Perez	Secondary Student
Rebecca Moreno	Secondary Student
Jonathon Woodill	Secondary Student
Lisa Narciso	Other School Staff
Scott Russell	Parent or Community Member
Natalie Rowell	Parent or Community Member
Alma Valencia	Parent or Community Member

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 5/9/2024.

Attested:

*Angela Freeman*  
*Scott L. Russell*

Principal, Angela Freeman on 5/9/24

SSC Chairperson, Scott Russell on 5/9/24