

Pioneer High School

SELF-STUDY REPORT

1290 Blossom Hill Road

San José, CA 95118

San José Unified School District

March 1 - 4, 2026

WASC/CDE Focus on Learning Continuous Improvement Guide

2022 Edition

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Introduction (*1-2 pages maximum*)

Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.

Community

Since the last WASC full cycle visit in 2019-2020, there has not been a significant change in the student and community profile. Pioneer High School serves a geographic attendance area located in the Blossom Valley and Almaden Valley community zones at the southern edge of San Jose. The residential area consists of low-density single-family homes along with condominium, townhouse, and apartment developments. Built in the 1950s and early 1960s, Blossom Valley neighborhoods were historically home to the families of skilled blue-collar workers and civil servants. Almaden Valley neighborhoods, built largely in the 1960s and 1970s, were historically home to affluent families of college-educated, white-collar workers. While a socioeconomic distinction continues to exist between the areas, it is rapidly diminishing as both areas experience skyrocketing home values. New residents throughout the PHS attendance area are most likely to be dual-income families with at least one adult employed in the tech or tech services sectors. Legacy residents, however, are likely to be related to a home's original owners, which means a fair number of PHS students are the children of PHS alumni.

For the 2024-25 school year, the October CalPads Census Day total enrollment was 1394 students. Of this, 940 students (67%) live within the school boundary, 438 students live outside the school boundary but within SJUSD, and 16 students live outside the district boundaries. SJUSD has an open-enrollment, school-choice process for secondary schools. Students are guaranteed a space in their boundary high school, but they can attend any of the six high schools in the district. Non-boundary students receive a variety of preferences designed to promote socioeconomic diversity, keep siblings at the same school, and allow students to complete a variety of "vertical program strands," such as orchestra and two-way bilingual immersion, which are not available at all schools. Beginning with the top preference category and then category by category, students are randomly placed in an enrollment priority order. Students are then admitted in order until the school is full, or all students are assigned. While PHS enrolls students from the attendance boundaries of all five other SJUSD high schools, the vast majority come from Gunderson High School, whose attendance area is to the east of Pioneer's. Meanwhile, PHS loses some of its own attendance boundary students to other schools, primarily to Leland High School to the south. The net effect of this process improves the socioeconomic diversity of PHS, but it also diminishes some aspects of school connectedness, as some PHS students live far from school.

School Purpose and Goals SJUSD Mission and Vision

Vision Statement: Preparing today's students to be the thinkers, leaders, and creators of tomorrow.

Mission Statement: Uniting as one community, we elevate opportunities for all.

At the direction of the school board, all schools in San José Unified School District (SJUSD) share common mission and vision statements. The statements were developed by a team of district stakeholders who participated in a "visioning retreat" during the 2014 revision of the district's strategic plan. Input from 30 stakeholder focus groups was used to refine the statements. Pioneer High School (PHS) was not able to determine what, if any, current education research impacted its development. The final language was approved by the school board.

Schoolwide Learner Outcomes: PHS defines its SLOs in a set of five holistic "Mustang Way" attributes that all students and adults are asked to emulate in the classroom, in the community, and on the school grounds. The Mustang Way describes behaviors that would lead to fulfillment of the mission and vision. Known as RIFLO, the five Mustang Way attributes are: Respect, Inclusiveness, Flexibility, Listening, and Open-Mindedness. These are further defined in an indicator matrix that describes how each attribute should be seen in the classroom, community, and on school grounds. The matrix was developed by a team of teachers and administrators in 2016 and adopted in 2017. While discussed annually, the five attributes and the indicator matrix have not been altered or amended during this WASC cycle. Mustang Way Indicators Poster PHS School Profile 2024-25

Local Control and Accountability Plan Link to District LCAP

All goals, actions, and services in SJUSD's LCAP plan are associated with all 41 of the district schools. In general, the LCAP seeks to improve California Dashboard measurements for all underserved subgroups. Parent and community input was collected at the district's standing advisory committee meetings, principally the District English Learners Advisory Committee (DELAC), the Community Advisory Committee for Special Education (CAC-SE), the Budget Advisory Committee (BAC), and the Voluntary Integration Plan Committee (VIP).

Schoolwide strategies that promote diversity, equity, and inclusion

PHS utilizes the following strategies to promote DEI:

- Open enrollment process which encourages student attendance from outside our catchment area.
- Rich curriculum which strives to integrate writing, cross-cultural practices, and social justice.
- Growing variety of cross-curricular projects which are more inclusive and allow greater diversity of thought.
- Stronger development of inclusive instructional practices.
- Counseling initiatives to support all students, and especially those from traditionally underserved communities.
- Increased focus on well being and social emotional learning.
- A PBIS Characteristic within our RIFLO, "Inclusivity", students are explicitly taught with lessons during SEL, and then reinforced with incentives to increase positive characteristics
- Through our 504 and IEP processes, we mainstream as many of our IEP students as possible.

- We support teachers with supporting our diverse student learning needs, building teachers differentiated learning experiences within the classroom to support students.
- Extensive number of student-led clubs, many focused on supporting our diverse population and growing our equity and inclusion.
- Support for our LGBTQ+ community by individual teachers who are allies with inclusivity in addressing our use of pronouns, creating Safe Spaces, and further supporting the RIFLO characteristic of “Inclusivity”.

Accreditation History Recap

In 2019-2020, PHS was granted a six-year term with a 2-day mid-cycle visit. Year 3 of the WASC cycle saw our Mid-Cycle visit which reaffirmed the current accreditation cycle through June 30, 2026, but which also asked us to complete a Progress Report. This report was submitted at the end of 2023-24 and we have continued to strive to meet our Critical Academic Needs.

Collaboration for Self-Study

Pioneer High School chose to perform the self-study process over 18 months, a radical departure from the school’s prior history of 4-6 month reviews. We began the self-study process in Fall of 2024 while also continuing our progress towards meeting our prior critical areas for growth. The WASC Leadership Committee consisted of our PHS Principal, our AP for Instruction, and our WASC Self-Study Coordinator. This committee trained over three separate sessions by attending the virtual WASC training, mapping out our strategy, and calendaring our process. Calendar for WASC Process

Each staff member worked in one Focus Group and with their Home Group (Department). Focus Group members were generally assigned randomly with a few exceptions for staff requests. Focus Group leaders were identified by open request. These leaders received a stipend and training based on WASC training guidelines. A request for parent volunteers to serve on the Focus Groups netted eight parents who served amongst the groups. A request for students to participate was made through announcements and a student meeting, but no students participated in the Focus Group process. Student voice was captured, however, through our annual PHS WASC Student Climate Survey. Focus Groups met over three meetings during our staff meeting time on Tuesday afternoons in the Spring of 2025. Home Groups generally met in the week after Focus Groups. Two Focus Groups, A and B, each required two additional meetings to complete their reviews. Due to constraints of their schedule, several staff members served on a panel to give input on the self-study rather than joining one of the self-study groups.

At the start of each self-study session, the WASC Self-Study Coordinator provided directions, guidance, structure and support for that day’s aspect of the self-study work. Self-study groups used Google Drive to organize their work and collection of evidence..

Our education partners played a role in the self-study process by participating in meetings which both discussed the process and reviewed the self-study report. Parent input was captured during our PTSA (Parent Teacher Student Association) and School Site Council

Chapter I: Progress Report (*2-5 pages maximum*)

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last self-study visit.**
- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**
- **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all growth areas for continuous improvement* from the last self-study and all intervening visits.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**
- **Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.**

Significant developments that have had a major impact on the school

Student Demographics

Over the six year term of this accreditation cycle, there has not been a significant change in student demographics despite a decrease in student enrollment. Pioneer's enrollment has declined by 12% during the term of accreditation, from 1600 to 1400 students. When PHS students transfer to another SJUSD school or another school district during the school year, their seats are usually filled at the start of the following school year with students from the waiting list or with a larger 9th-grade class. There have been no significant changes to the gender or ethnic makeup of PHS over the last six years. In our most recent SARC, 38% identify as White, 38% identify as Hispanic, 11% identify as Asian, 2% identify as Black or African American and 8% identify as multiethnic. PHS has less than 0.1% foster youth or homeless. 29% of students are socioeconomically disadvantaged; 7% of students are English Language Learners; and 8% are students with disabilities.

Staff and Wellness Center Developments

There have been significant changes in staffing since the 2019-20 school year. In the previous WASC cycle there were five administrators. Currently, however, PHS has three fully staffed administrators with one vacancy. This vacancy has been filled during the first semester of 2025-26 by retired principals as substitutes. Due to the maximum number of days that these substitute administrators can provide support, at this time PHS does not have daily support for the vacancy for the second semester. Over the course of this accreditation cycle, PHS has had three lead Principals, four Assistant Principals for Curriculum and Instruction, and four Assistant Principals for Student Services. With our declining enrollment, there are now 63.5 certificated staff, and 9.5 classified staff.

The flagship Wellness Center went through some changes during the 2023-24 school year as the grant which funded the social-emotional haven for students ended with the 2022-23 school year. Due to lobbying by administration and staff on behalf of the Wellness Center and its necessity, the San Jose Unified School District found new grants to reopen the Center. The reopening took place midway through the 2023-24 school year and enabled at least one

contract (non-employee) social-emotional counselor on site every day. During the 2024-25 school year, the staffing for the Wellness Center shifted as our PHS Counselors staffed the Wellness Center. Each counselor oversaw the space for one day per week, allowing the space to be open four days per week. Student needs outside of this time were overseen by counselors, health office staff and administration on an as-needed basis. Counselors provided mental health supports in their offices in the library in addition to the Wellness Center. During the 2025-26 school year, each counselor oversees the space one day per month, and the rest of the services are from their offices in the library.

Local Control and Accountability Plan (LCAP)

All goals, actions, and services in SJUSD's LCAP plan are associated with all 41 of the district schools. In general, the LCAP seeks to improve California Dashboard measurements for all underserved subgroups. Parent and community input was collected at the district's standing advisory committee meetings, principally the District English Learners Advisory Committee (DELAC), the Community Advisory Committee for Special Education (CAC-SE), the Budget Advisory Committee (BAC), and the Voluntary Integration Plan Committee (VIP). At the local level, PHS utilizes parent committees to help us guide and oversee our LCAP process.

Significant Developments: Strategic Professional Development and Curricular Programs

The mid-cycle WASC progress report and visit illuminated areas of strength and areas for growth for PHS. The collaborative work conducted during the 2022-23 school year resulted in the narrowing down of the original eight areas of growth from the 2019-2020 WASC cycle report and visit to five areas captured in the Action Plan. This narrowing was approved by our Mid-Cycle VC Chairperson. PHS began focusing on next steps to achieve the outcomes listed in the Action Plan as early as the Spring semester, 2023.

In the 2023-24 school year, the recalibration offered by the Mid-Cycle visit enabled a foundation to be built around a professional development arc. To address multiple layers of the Action Plan, administration, instructional coaches, teachers, and staff began training around Constructing Meaning as a pedagogical method. Further, we continued to address and support the implementation of the Uniform Grading Policy which is SJUSD's policy for equitable grading that began in the 2020-2021 SY. These two overarching pieces became more integrated as we worked to develop collaboration among course-alike teaching groups and develop teacher capacity to plan, analyze, reflect, and act upon instructional practices and student results.

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

SJUSD LCAP Goals and the PHS Strategic Plan

The San Jose Unified School District's LCAP goals require resources to be focused on the following areas: (1) rigorous curriculum that inspires all students to discover their own

greatness; (2) a unified community that elevates opportunities for all; (3) enhanced resources that make the extraordinary ordinary; (4) an efficient system that asks and answers the questions “why” and “what if?”; and (5) relationships and supports that motivate foster youth and connect them to school. The PHS Action Plan and areas of focus align with the district’s LCAP goals, as each of the five areas for growth can be connected back to the overarching goals of the school district.

The SPSA for PHS is anchored in the LCAP goals listed above and is interwoven throughout the Action Plan. For PHS, our resources are allocated to support achieving the goals outlined in the Action Plan. Each year, PHS administration reflects on the progress and processes toward Action Plan goals in tangent with the SPSA as planning for the following school year is always top of mind. During the spring 2023 semester, and throughout the WASC process, the PHS administration and staff reflected on the areas for growth, the work done with the staff and community, and the feedback from the visiting committee to develop next steps for the 2023-24 school year. The Professional Development calendars for the following school year are created during May, and the Action Plan implementation begins as soon as the PD is offered to teachers at the beginning of the school year. Minor adjustments are made depending on the outcomes experienced. In each adjustment, the goal remained the same: making incremental and sustainable progress on the Action Plan. PD Calendars

SPSA

With the School Plan for Student Achievement (SPSA), the district sets goals for academic achievement and student engagement. The first academic goal is in relation to Language Arts scores on the English section of the SAT and the ELA section of the SBAC. The 2024-25 school year goal was to increase scores by 5% in both areas. In 2024, our SBAC ELA scores decreased but our SAT ELA scores grew by 7%.

The second academic goal is in relation to Mathematics scores on the Math section of the SAT and the Math section on the SBAC. The 2024-25 school year goal was to increase scores by 5% in both areas, mirroring the ELA goals. In 2024, our SBAC Math scores decreased but our SAT Math scores grew by 7%.

The third academic goal is related to English Language Learners: 50% of English Learners will achieve one level of growth as measured on the ELPAC compared to the previous year. This goal was not met. (Please see graphical ELPAC results on the next page.)

For the 2022-23 school year, the fourth SPSA goal was related to Chronic Absenteeism, with the goal to decrease end-of-year chronic absenteeism by 3%, to less than 15% total. PHS continues to have a high chronic absenteeism rate. Hispanic students are nearly twice as likely to be absent, while Students With Disabilities are three times more likely to be absent.

While each of these SPSA goals are indirectly accounted for throughout the WASC progress report and current WASC Action Plan, PHS has moved to tie together the SPSA goals and WASC Areas for Growth as specifically as possible.

The 2024-25 SPSA can be found here: 2024-25 SPSA



Summary of Progress on Each Section of the Current Schoolwide Action Plan

As stated above, the PHS Action Plan has been used as a guiding light during the planning and implementation of the 2023-24 and 2024-25 school years. While each area is significant, the distribution of progress has not been equal. PHS acknowledges that we strive to make incremental progress in each critical area for growth, and some areas will be addressed earlier or more significantly in one school year than the next. Below is a summary of progress made on each part of the Action Plan. Please refer to the PHS Action Plan in its entirety for additional detail.

Area for Growth 1 – Students in underperforming student groups -- principally Hispanic, ELs, and SED, SWD, and families need appropriate and timely personal, academic, and college/career interventions to improve their academic performance and college/career readiness.

PHS Goal 1 – Increase underperforming student and family connection to school by improving inclusivity, communication and education regarding college and career readiness. Improve access to communication and increase participation at events.

PHS Goal 2 – Improve English Language Learner instructional support for teachers.

PHS Goal 3 – Improve academic and college/career interventions for Hispanic, English Learners, Socioeconomically disadvantaged, and Students with Disabilities.

Summary of Progress Goal 1 & 3

The first and third goals under this area for growth have been largely guided by the counseling team at PHS. The counseling team has striven to increase underperforming student and family connections in the following ways:

a. The Counseling Team Newsletter – this is a quarterly newsletter that the counseling team developed. It is sent to staff, students, and families. The newsletter includes information about current and upcoming events, as well as important dates, deadlines, and resources.
b. Increased communication with parents via ParentSquare. This application automatically translates all communications to Spanish, with other languages also available.
c. Career Visions Presentation – this event is a presentation to students during FLEX/tutorial period during the school day and was presented again to families in the evening. Despite the budgetary constraints, one of our counseling team members contributed to make this event happen out of their own counseling budget.
d. Increased the number of college application workshops and orientations with college reps. The 2022-23 school year had 6; the 2023-24 school year had 17, and 2024-25 had 35 events.
e. Brought in representatives from UC, CSU, community college and private colleges to deliver information at our parent nights.
f. Targeted and monitored our current EL students' grades, post-secondary options, parent meetings, social-emotional needs, and path changes.
g. FAFSA application presentations for seniors both in classrooms and during FLEX
h. Career Fair during the school day for all PHS students.
i. Focus on Credit recovery in 9th and 10th grade years rather than waiting until 11th grade.
j. Invited new programs and community organizations to set up tables at lunch to greet interested students or presented during FLEX.
k. Army National Asset truck has visited Pioneer for military pathway visibility.
l. Overall increase in military visits and tabling for students.
m. Increase in site visits from college and university reps.

Each of these actions taken by the counseling team either built on and enhanced previous methods or were introduced during the 2023-24 school year to make progress on Goals 1 and 3 within the Area for Growth 1.

Summary of Progress Goal 2

The focus on Constructing Meaning pedagogical practices was introduced during 2023-24 to the PHS teaching staff as an entry point to improving instruction in support of English Language Learners. In building our PD calendar, the emphasis has been on building our teachers' capacity to support all students, ranging from EL to SWD and SED. Constructing Meaning training,

practice and refinement began from the first day of the 2023-24 school year with teachers attending a partial day PD around CM and best practices.

Beginning in August, 2023, with the help of the administrative team and instructional coach, PHS teachers were able to build on the Structured Student Talk practices that had been established in the 2022-23 SY. Such concepts were trained and practiced as High Leverage Vocabulary Strategies; CM Function Tools for Math; Task Analysis Documents; Explicit Language Instruction Practices; and rubrics to assist with alignment among course alike teacher groups. This PD around CM kicked off a two-year-long quest to learn about, train, practice and refine the strategies offered with the CM framework.

Further staff meetings have included opportunities for teachers to see their ELL student data, dive deeper into the meanings of ELL score reports, and reference specific tools and strategies for supporting ELL students. Teachers were also trained in the practical actions of accessing scores and resources to support long-term ELs as well as Newcomers who have been in the United States for three years or less.

This work coincided with the additional layering of the Uniform Grading Policy practices as set forth by SJUSD. The CM and UGP implementation complement each other. Through the CM practices, teachers are better able to align their processes such as offering common performance tasks, analyzing student work, reflecting on instructional practices, and agreeing on re-teaching and re-assessing methods. With additional collaboration time built into the PHS PD calendar, a strong foundation has been set in terms of making progress on WASC Area for Growth 1.

Area for Growth 2 – School leadership develops and implements research-based shared understanding of Multi-Tiered Systems of Support to ensure academic success, social-emotional well-being, and sense of belonging. Students need increased support, skills, and services to improve their mental health and well-being and to minimize the stress impact of school and to manage stress in other environments.

PHS Goal 1 – Multi-Tiered instructional strategies will be used in every classroom during instruction and FLEX. Teachers will be aware of the concurrent existence of Positive Behavior Intervention Strategies to establish a safe learning environment, enabling appropriate instructional support.

PHS Goal 2 – Students need increased support, skills, and services to improve their mental health and well-being and to minimize the stress impact of school and to manage stress in other environments.

Summary of Progress Goal 1

PHS has a positive school culture and climate which is rooted in our SLOs, known as the Mustang Way. Respect, Inclusivity, Flexibility, Listening, and Open Mindedness (RIFLO) are the framework with which our staff and students approach their behavioral expectations,

boundaries, and expectations. Students, staff and any adults on campus are also expected to demonstrate these values, and the RIFLO matrix can be found in classrooms and offices across campus.

Progress on Goal 1 has been made through the efforts of the Student Services aspect of the administrative team, in collaboration with teachers, as part of the Climate Committee. Two significant areas of progress around this goal have been made. First has been to enhance the RIFLO culture at PHS with the Mustang Bucks reward system and second has been to celebrate student success on a regular basis with staff nominations, certificates, and pizza parties.

The Climate Committee developed the Mustang Bucks system to provide short term and long-term incentives for students to increase positive contributions to our community. There is a menu of items that the Mustang Bucks can be used to redeem via a QR code on the Buck for all students to see. Teachers and staff are encouraged to give out Mustang Bucks to students who are demonstrating RIFLO values, for example, to a student who is picking up trash around campus or to students being inclusive of others. Each department (English, Math, etc.) has their own image on the back of the buck, and departments who are consistently using the Bucks will be rewarded through raffles. This movement took most of the 2023-24 school year to plan and Bucks distribution began midway through spring 2024. Results indicate that students highly value this reward system. Additionally, for the 2025-26 school year, a grant was applied for and awarded to expand the offerings in our RIFLO store. One of the expansions includes a student design contest within the Art Department to be printed on clothing for sale within the RIFLO store.

Another successful method to address Goal 1 is for teachers and staff to nominate students who they felt are deserving of recognition, not for their academic pursuits, but instead for their character and treatment of others. Each month, staff was asked to nominate students they felt best demonstrated the RIFLO spirit. Following the nominations, students were notified and called into student services to be awarded their certificate with their name and why they were nominated. The students who were nominated were also invited to eat pizza as a celebration for their recognition. This program has continued in the 2024-25 school year.

Summary of Progress Goal 2

While the specific action steps identified in the PHS Action Plan have not yet been met, progress has occurred around Goal 2. The 2023-24 school year began with the lack of Wellness Center staffing. The WC had been open and available to counsel students in a range of crisis situations, whether they required immediate mental health assistance or a quiet place to work out their emotional issues before returning to class. The WC had opened 3 years prior due to the funding provided from a grant for emotional support for students, and the grant expired at the end of the 2022-23 school year. Further, staff funding for PHS between the 2022-23 and 2023-24 school years also resulted in the loss of a counselor position, reducing the PHS counseling team from five to four. Of these four, one was out on maternity leave for the first two and a half months of 2023-24.

With the opening of the 2023-24 school year, the WC was unstaffed. While the administrative team and staff understood and acknowledged the value that the WC provided, the funding to keep it open was not available. To provide increased support, skills, and services to improve their mental health and well-being and to minimize the stress impact of school and to manage stress in other environments, the counseling team and the school's nurse were activated as the front line of emotional management.

Teachers were briefly trained around strategies to help students who were struggling in class, and if they were unable to support a student, the student would be sent to the counselor for further evaluation. The counselor team was trained by the district's Student Services department around practices and evaluation strategies to determine the range of a student's crisis, and next steps. The counselor would determine how immediate is the need for professional help. Students can then be referred to additional counseling or involve the Student Services onsite administrator and school nurse to support the student in need. While this system was unexpected going into 2023-24, it enabled additional staff members and the school's nurse to be involved in the process of working with students in various emotional stages.

The system of teacher to counselor to administrator was in place from the beginning of 2023-24 until the spring semester, when, through the efforts of the administrative team, funding was provided by the district to re-open the WC. The WC went through a number of transitions as staffing from a third party changed throughout the semester. By the end of 2023-24, PHS officially had funding for the WC and a third party to staff it for the next two school years (2024-25, 2025-26). This funding was contingent upon the relocation of the WC from the library to a room next to the nurse's office, room 301.

Our tiered system of support begins with students' primary teacher. Should the tier 1 level of support not be successful, teachers will send the student to their assigned counselor for further review. The counselor will determine what resources are needed, and if necessary, send the student to the Wellness Center for additional support. This system, process and expectations are clearly communicated with all staff.

Area for Growth 3 – Teachers expand connections to real-world and relevant curricula to support student engagement and academic achievement for all students, including those less motivated by traditional textbooks and materials. All teachers employ a repertoire of research-based and responsive instructional strategies to improve student engagement and achievement for all students.

PHS Goal 1 – Teachers will plan lessons that include references to other content areas (where applicable) in order to demonstrate connections across subjects. Teachers will use multiple instructional methods to reach all students, including those who are less motivated by traditional teaching methods.

PHS has made progress in this area, although it remains an area for growth. The number and design of PHS courses which incorporate integration between and amongst subjects are growing. At an important first level, all courses integrate writing into their curricula and assessments. We would like to add further curricular concepts to unite the four main core subjects in 10th grade. PHS has begun to catalog our more formal Cross Curricular Projects here. Some examples include:

- AP Calculus BC Multimedia Project
- Sophomore year English and Social Studies are integrated through the cross-curricular Sophomore Project; it has been expanded to include the integration of science concepts
- The new Ethnic Studies Literature course and the newly-introduced AP World History course have been expanded to include student involvement in civic action and service learning. This has expanded the scope of the academic connections and allowed more students to engage in the curriculum.

PHS Goal 2 – Teachers will enhance personal relevance through asset-based classroom activities in order to improve student engagement and thereby academic achievement for all students.

Summary of Progress

While PHS has made significant progress in the first two WASC Areas for Growth, the third Area for Growth leaves much progress to be made. The 2023-24 school year was focused on creating the structures, systems, and collaboration tools needed to elevate the overall professional development of staff to reach the action items listed in Area for Growth 3. In professional development that was delivered in the 2024-25 school year, teachers were encouraged to build relationships and classroom communities with specific strategies. The work around CM served as an entry point for adding additional layers to the pedagogical practices of PHS teachers including structured student engagement. While teachers in some classrooms are intentional in making connections between academic content and personal relevance to students, Pioneer still does not have a uniform approach for all classrooms.

Area for Growth 4 – School and district leadership support consistent contact between counselors, students, and families to build connections to school and strengthen understanding of all post-secondary options.

PHS Goal 1 – Build and maintain internal tracking systems that will demonstrate communication between academic counselors, students, and families and attendance to informational events.

PHS Goal 2 – Host college, career, and military weeks in November to educate all students about all post-secondary options.

Summary of Progress Goal 1

The counseling team began 2023-24 with the establishment of the Quarterly Counselor Newsletter. The Newsletter was sent to students, families and staff and acts as an informative measure. Included in the Newsletter is important information about who the counselors are,

how the students are grouped with a counselor, what events are coming up, and what deadlines are approaching. In addition to the creation of the Newsletter, the counselors also increased their communication to families and students via ParentSquare, the communication platform that was introduced to SJUSD in the fall of 2023. PHS added students as an audience in the spring of 2024. Counselors are able to post messages to parents and students with important information, as well as including a copy of the Newsletter as an attachment. The ParentSquare service also enables translation in Spanish, Mandarin, and Cantonese. In addition to the ParentSquare platform, the counseling team continued to utilize their Canvas page, to which all students are invited. The Canvas page is a student-centered information platform that is used by their teachers, so all students are familiar with and comfortable checking their Canvas for important messages and updates. Counselors have also built a digital tracking system for students and parents to check in at their events. PHS has purchased Five Star to communicate with students, track which students are participating in school-wide events, and track daily bathroom passes and attendance in Flex and SEL periods.

Summary of Progress Goal 2

2023-24 saw a rise in the visibility of military pathways on campus throughout the year. The counseling team worked to invite the military branches to be present for a variety of events, which increased significantly since the 2022-23 school year. The Army, Navy, Marines, and Coast Guard have been invited to table in the quad at lunch once a month during the school year. This enabled their representatives to get in front of PHS students and answer questions while promoting the military pathways. All five military branches have been present at the Community College and Career Fairs and the Army National Asset truck has visited Pioneer each January during lunch.

In addition to military presence on campus, the counseling team has also increased college presentations. These have included UC Davis to University of Portland, ASU, UC Merced, MIT, UCLA, and Saint Mary's College, among others. The counseling team has done an excellent job of bringing representatives on site during the school day and in the evening to enable equitable student access to these events.

Area for Growth 5 – PHS teachers in their course-alike collaboration use common summative and frequent formative assessments (such as Springboard) so that they can analyze the data to drive their instructional decisions to ensure that all students are meeting the learning targets.

PHS Goal 1 – Teachers will work in course-alike teams following each 6-week grading period to develop, implement, and analyze assessments, and create instructional plans to address areas for growth in their classes.

PHS Goal 2 – Create and implement school wide structure for common assessment practices and protocols.

Summary of Progress Goals 1 & 2

Significant progress has been made regarding the first goal in the final WASC Area for Growth. To enable increased collaboration among course alike teacher teams, the PHS PD calendar includes additional times for course alike meetings. Teachers would still like more time together. The SJUSD's Uniform Grading Policy lends itself to increased collaboration. Combining the UGP expectations with the work done around CM, teachers in course-alike teams have worked on common task analysis, practiced analyzing student work, and began reflective data protocols around their instructional strategies.

Staff have received professional development around the final pieces of CM and have been given time to develop a common performance task in course-alike teams. Teachers developed the common task, delivered it by due date, and held a data protocol collaborative discussion within a specific timeframe. Teachers were trained around various re-teaching and re-assessment strategies and each course-alike team chose one reteach and reassess method to deliver in their course-alike classes by preset due dates. After concluding the cycle (teach, performance task, work analysis, reflection, discussion, re-teach, reassess), the staff have shared best practices in staff meetings. As additional support, our instructional coach worked with teachers and course-alike teams based on their responses reported on their data protocols. Significant progress has been made on both subgoals for WASC Areas for Growth 5 and has set the stage for continued development and progress in the near future.

Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students

Our prior accreditation findings, both Critical Areas for Growth and Focus Group findings, have led us to develop our goals for our Action Plan. This Plan is aligned to our SPSA in many areas and forms the basis for our Professional Development cycle. While we have significant Areas for Growth which remain, we are strongly on our way toward school improvements which better ensure high achievement for all students.

Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.

PHS has made significant progress on all five Critical Areas for Growth in the current Action Plan, yet many will remain into our next WASC cycle. These include:

- Continuing to improve support for students in underperforming student groups -- principally Hispanic, ELs, SED, and SWD, both personally and academically.
- Continue our growth in teachers' utilization of research-based and responsive instructional strategies to improve student engagement and achievement for all students.
- Continue to grow in utilizing course-alike data analysis to drive growth in instruction to improve learning outcomes for all students.
- Continue to develop and implement our Multi-Tiered Systems of Support to ensure academic success and a sense of belonging.

Chapter 2: School Profile and Supporting Data and Findings

All of PHS's collected, disaggregated, graphed, and analyzed data may be found tabled together in one location, here: PHS WASC Data

Additionally, CDE profiles, SARC, and dashboard data may be found here:

Pioneer High School CDE Profile Page

Folder with 2019-20 to 2024-25 School Profiles

CDE Dashboard for Pioneer High School

Pioneer High School School Accountability Report Card (SARC)

A. Description of School Programs

1. General Education Program

PHS offers classes in a seven period bell schedule. The core of the academic day occurs during Periods 1 through 6, and the majority of students are scheduled for six classes during those periods. Approximately 400 students take a Period 0 class, and all departments offer at least one course during Period 0. Of the students with Period 0, the majority take six classes and end their day with Period 5.

PHS classes meet four times each week, twice for 55 minutes, once for 50 minutes, and once for a block period of 100 minutes. Block classes meet on Wednesdays and Thursdays. On each block day, PHS also has a 44-minute Flex Period, when students can determine which class to attend. Most teachers hold office hours or structured review sessions during Flex Period, although some teach SAT Prep, ELPAC Prep, or single-session classes.

2. College and Career Preparation

The default SJUSD graduation requirements include the UC/CSU A-G admission requirements. The average PHS student takes four years of English, mathematics, and science; three years of social studies; two years of PE and Spanish; and two years of visual, performing, or applied arts. Of the students who graduated with the Class of 2024, 53% met UC A-G admissions with a GPA of 3.0 or higher, and 59% were CCRI "Prepared". The 30 percent of graduates who do not fulfill the A-G requirements generally fall into one of two categories. First, students enrolled in Alternative Education or Special Education may receive a diploma under a graduation plan that does not fulfill the A-G requirements. Second, students who receive a D in an A-G class earn credit toward SJUSD graduation requirements but not toward A-G requirements.

PHS offers a large range of Advanced Placement Courses.

PHS offers a small number of courses in career pathways onsite, including two-course sequences in computer science, and multimedia. The bulk of the CTE pathways available to

PHS students are with our partner, the regional Silicon Valley Career Technical Education (SVCTE) campus, which is operated by a joint powers agreement between six area school districts. About 30 PHS students are dual enrolled in the Silicon Valley Technical Education program. In addition, San Jose City College (SJCC) offers dual enrollment classes on the PHS campus and online. PHS also provides online classes to PHS students in need of credit recovery or grade improvement through Edgenuity. The SVCTE, SJCC, and Edgenuity courses are cross-listed on PHS transcripts and appear in the PHS A-G course list, but the courses are administered by their sponsoring institutions.

3. Summary of Support Programs

PHS staff includes four counselors who have an average caseload of approximately 350 students. Augmenting that core staff are two Destination College Advising Counselors (DCAC) and a variety of contracted social-emotional counselors who serve students in groups and individually. In aggregate the contract counselors make up slightly more than three full-time counselors. PHS has a full-time health clerk and a registered nurse shared with another school. (Nurses in SJUSD have a district-wide caseload average of 1250 students, but specific caseloads are weighted by health needs.)

Over 100 students at PHS are classified as English Learners, and they are roughly evenly distributed across all four grade levels. These students receive ELD in four overlapping situations. Depending on English Proficiency, students are either in Designated ELD or Designated ALD. ELD students receive instruction by proficiency level in two courses, Reading and Writing, and Speaking and Listening. Designated ALD is a Grade-Level English and A-G Approved for 9th and 10th grade English for students who have either been in ELD for three years, or have an ELPAC score of 2 or above. Our 11th and 12th grade students are in a cohort that is placed within a grade-level English Class where the teacher provides specific individualized support through small group instruction. Data from the last three years indicate that while PHS EL students are increasingly likely to pass their classes with a C or higher, they have not been reclassifying at similar rates.

Targeted support for low income students is inherently challenging because the characteristic is not included in most student records, preventing most front-line staff from providing direct interventions. The SJUSD and PHS support plans have tended to provide indirect support in two ways. First, they attempt to remove barriers to academic success. For example, SJUSD provides a PSAT and an SAT administration for free. PHS pays the full cost of an AP exam for all students.

PHS has almost no foster youth. SJUSD provides centralized support for migrant and homeless youth through its award-winning McKinney-Vento office. The office coordinates a variety of services, including medical and dental care, clothing assistance, supportive housing assistance, social work, and counseling. The most challenging part of deploying these resources is identifying the students who qualify. PHS student services personnel are trained to identify potentially homeless students and forward their names to the district office.

4. Programs and services available for students designated with special learning needs.

Students with learning disabilities are accommodated principally through a Section 504 plan, through a Multi-Tiered System of Support (MTSS), or ultimately through the IEP process. All 504 plans are case-managed by the Assistant Principal for Guidance and the Assistant Principal for Student Services. Approximately 120 students have IEPs and they are served by three programs. PHS has approximately 84 RSP students served by three RSP teachers. RSP students are fully included for five or six periods. Most RSP students have one period of Think, Lead, Create, Curriculum (TL2C), a support class during the school day. PHS also has two SDC Non-Categorical (SDC-NC) classes, one SDC Categorical (SDC-C) class, and one SDC Therapeutic program. The SDC-C program is self-contained, apart from mainstreaming, but the SDC-NC program teachers share students. Students in the SDC-Therapeutic program range from fully mainstreamed to fully SDC .

Through our 504 process, the team reviews and implements 504s within classrooms to develop accommodations and provide support for students with impairments to access our curriculum. The number of 504s is approximately 150, or roughly 12%, as seniors graduate and incoming freshmen are identified.

5. Online instruction, programs and/or course

PHS offers online courses through Edgenuity for Credit Recovery, and through SJCC for additional courses not offered through PHS.

B. Schoolwide Learner Outcomes/Graduate Profile

PHS defines its SLOs in a set of five holistic Mustang Way attributes that all students and adults are asked to emulate in the classroom, in the community, and on the school grounds. The Mustang Way describes behaviors that would lead to fulfillment of the mission and vision. Known as RIFLO, the five Mustang Way attributes are: Respect, Inclusiveness, Flexibility, Listening, and Open-Mindedness. These are further defined in an indicator grid that describes how each attribute should be seen in the classroom, community, and on school grounds.

PHS has conducted an annual Student Survey. Some of the questions probe students' understanding of The Mustang Way, RIFLO, and our growth in demonstrating the attributes. In the 2025 Survey, 84% of students state "I know RIFLO". This is an increase of over 30 percentage points from 2023 and reflects our successful efforts to promote and communicate our Schoolwide Learning Objectives, showing that students are becoming more aware of these behavioral goals.

PHS utilizes the Mustang Way as the foundation for our PBIS awards. These awards consist of Mustang Bucks and the end-of-year RIFLO Awards. Developed by our Climate Committee, Mustang Bucks are PHS currency which students can redeem at the Student Store for a range of products. The Bucks are awarded by teachers and staff to students who demonstrate the attributes of RIFLO in their classes, on school grounds, or on the playing fields. Teachers are provided with a quarterly summary of the number of Bucks awarded by each department.

Mustang Way Description on PHS Website ; Mustang Way Menu

When a teacher or staff member notices a student displaying a Mustang Way value, they can nominate them for an award. Each award includes the specific effort put forth by the student to improve Pioneer's high school community experience. Giving recognition in the five core values changes students' mindset and empowers them to better themselves and enrich their interactions with fellow students and teachers. At the conclusion of each school quarter, students (and their parents) are then notified of the student's nomination and invited to a Mustang Way Lunch celebration with the Assistant Principal.

C. Course enrollment patterns disaggregated by student groups.

PHS Advanced Placement Enrollment by Subgroup

Approximately 55% of our AP exam takers are female and 45% are male. Over the last three years, male students have outperformed their female counterparts by about 5%, although this may be because the male students are taking less risk by examining in fewer AP courses.

With our overall student population being about 37% Hispanic, 37% White and 10% Asian, one can see that our Hispanic students are represented about 10% less amongst AP exam takers, while Asian students are represented at double their PHS enrollment percentage. White and Two-Or-More Races students' representation in AP exams nearly matches their overall percentage at PHS.

D. Demographic Data

Student Demographics Data

PHS has seen a 12% decline in enrollment since 2018-19, especially post-pandemic. The percentage of ethnicities has remained relatively stable, with a 4% increase in Hispanic students and slight decreases in Asian, White, and Two-Or-More races. There has been an increase in the number of English Language Learners and Students with Disabilities. Student enrollment is nearly equally balanced between grade levels and genders. The most common non-English language spoken at home is Spanish.

PHS parents are generally well educated. Approximately 30% have a graduate degree, 35% have a four-year degree, 15% have a two-year degree or some academics at a four-year college, 10% have a high school diploma, and 10% have no high school diploma.

The percentage of PHS students who qualify for free and reduced-price meals (FRM) has remained relatively consistent during the term of accreditation, fluctuating between 25% and 30%.

Student Graduation Data

The PHS overall Graduation Rate is very strong and compares favorably to both San Jose Unified School District and the State of California. The graduation rates for many significant subpopulations dropped significantly in 2022-23, but rebounded strongly in 2023-24 and 2024-25. This is of note for our Hispanic students as well as our English Learners, Students with Disabilities, and Socio-economically Disadvantaged. The PHS Dropout Rate compares very favorably with San Jose Unified School District and the State of California.

Student Engagement Data

The PHS Suspension Rates (percentage of students who have been suspended at least once) were significantly higher than both the district and State, but this trend changed over the last two years to be more aligned with PHS's historical average. Our Hispanic and Black population is significantly more likely to be suspended compared to the school average, while English Language Learners and Students with Disabilities are three times more likely to be suspended. Suspension rates fell dramatically between 2022 and 2024. The PHS Expulsion Rate is at 0.0%.

PHS has a significant challenge with Chronic Absenteeism. Hispanic students are nearly twice as likely to be absent, while English Learners and Students with Disabilities are three times more likely to be absent.

Pioneer High School ELPAC Results and Analysis

Pioneer High School has a growing ELL population, from 89 students in 2019 to 115 in 2025. In 2024 there were 42 EL-1 students, 33 EL-2's, 21 EL-3's and 15 EL-4's. The majority of ELL students at Pioneer High School are Hispanic, and the percentage of Hispanic students in the ELL program has risen by 10% over the last six years.

Pioneer offers the annual English Language Proficiency Assessment for California (ELPAC) for our ELL students. During the six years of this review, over 90% of enrolled students have been tested. Post-pandemic, our ELL students' performance has declined considerably, with some rebound in 2024. This declining performance is mirrored in our school's CAASPP and SAT scores. Our students' Oral English Proficiency has declined by half, while Written English Proficiency dramatically declined to below 4%, with a rebound in 2024. Our CDE Dashboard classifies our ELL growth as "Low".

PHS Staff Data

PHS currently has 4 administrators, 63.5 certificated staff, and 9.5 classified staff. The certificated staff include 4 counselors who support students academically and social-emotionally. PHS also has at least one contract (non-employee) social-emotional counselor on site every day.

PHS shares a full-time licensed registered nurse with a nearby elementary school. A school psychologist, a child welfare and attendance liaison, and a special education program specialist each support several schools, including Pioneer.

- More than half of our staff hold a master's degree or doctorate.
- Approximately 65% of staff are female.
- Nearly one half of teachers are new to PHS within the last five years.
- Approximately 70% of teachers have more than 10 years of teaching experience.
- Nearly 80% of teachers are white, with Hispanic and Asian ethnicities each represented at 10%

E. Assessment Results

A-F Grades Distribution Semester Progress of D/F Grades by Department

PHS's overall, end-of-term grades are heavily skewed towards A's. There are some factors which account for this trend, including a high percentage of the nearly 700 PE students earning A's as well as high scores in electives and honors classes. In terms of the number of D and F grades as a semester progresses, PHS has shown growth over the course of this analysis. Comparing the Fall of 2022 to the Spring of 2025, the data indicates that, as a semester progresses, we are doing a better job of reducing the number of F grades. In general, however, the number of D grades remains similar. D and F grades are very strongly correlated with chronic absenteeism.

CAASPP ELA / Mathematics and CAST

Since the Covid-19 pandemic, ELA performance has declined significantly until rebounding in 2024. Notably, males, Hispanic and Socio-economically Disadvantaged all made strong improvements in 2024. Students with Disabilities have shown a significant decline in their ELA performance.

Similar to our ELA results, the percentage of students who met or exceeded standards in Mathematics dropped significantly until a rebound in 2024. The percentages for ELL, SED and SWB are particularly low. In 2023, PHS students scored lower than the district average and similar with the State average. Male students showed a very strong improvement in 2024. The percentage of EL and SWD students who are doing well on this assessment has declined steadily.

Overall, the percentage of PHS Science students who met or exceeded CAST standards has increased. This is true for nearly all ethnicities and subgroups, although, overall, the percentages remain low for EL, SWD and SED students.

College and Career Indicators

The percentage of PHS students who are CCI prepared increased over the course of this WASC cycle, approaching 70% in 2023 before declining in 2024. Most groups met the 70% threshold. Hispanic students, however, are only 50% Prepared. English Language Learners (ELL) and Students with Disabilities (SWD) are significantly less prepared than the cohort average. Socioeconomically Disadvantaged (SED) students are significantly better prepared than ELL or SWD.

PSAT

In all respects, PHS students have dramatically improved their performance on the PSAT. Performance in English Reading and Writing is significantly stronger than Mathematics, although Math has shown the larger gains by increasing an average of 16 percent over the last two years. The percentage of students who met both the ERW and Math Benchmarks has shown strong improvement, gaining 16 percent over three years. Likewise, the percentage of students who met neither benchmark has decreased by 11 percent over the same period.

SAT

The number of students taking the SAT at Pioneer High school closely matches the ethnic diversity of our students. Across all ethnicities, mean scores rose from 2023 to 2025. The percentage of PHS students who meet the ERW benchmarks has increased 12% over the last three years, while the percentage of PHS students who meet the Math benchmarks has increased 4%. In 2025, mean scores for Hispanic students were approximately 10% below the mean score for all students..This achievement gap has remained consistent over the three years presented. Over the three years of data, average female and male scores are nearly equal.

Advanced Placement Results

Advanced Placement Representation

The person responsible for our AP Program is our Assistant Principal of Student Services.

Over the six years of this review, Pioneer High school has offered 31 Advanced Placement (AP) courses which culminated in AP exams. In general, during the Covid-19 years of 2020 and 2021, the number of exams undertaken by students significantly decreased. Post-pandemic, the number of examinees in each course generally increased, with the majority of courses regaining and expanding the number of examinees. Most exams host less than 100 students, but some courses are popular and have nearly 200 examinees.

English Learner Proficiency

Over the six years of this review, our number of ELL students has grown by 29%. Pioneer offers the annual English Language Proficiency Assessment for California (ELPAC) for our ELL students. During the six years of this review, over 90% of enrolled students have been tested. The majority of ELL students at Pioneer High School are Hispanic, and the percentage of Hispanic students in the ELL program has risen by 10% over the last six years.

Post-pandemic, our ELL students' performance has declined considerably, with some rebound in 2024. This declining performance is mirrored in our ELL students' CAASPP and SAT scores. Our students' Oral English Proficiency has declined by half, while Written English Proficiency declined to below 4%, with a rebound in 2024. Our CDE Dashboard classifies our ELL growth as "Low".

F. Perception and Survey Data

During the time of this review it should be noted that, due to the pandemic, SJUSD did not administer a traditional or consistent climate survey between 21-22 and 23-24 school years. To fill this need, PHS developed its own set of surveys by adapting surveys used by other schools and districts. We have kept these surveys the same over the last three years so that we can perform longitudinal analyses. With the advent of a new WASC cycle, PHS is modifying our surveys and their analysis with the support of our AP Statistics class. SJUSD resumed administering a climate survey in 2024/2025. The results of this District-wide survey for 2024-25 and 2025-26 may be found here. SJUSD Climate Survey.

Students: PHS Annual Student School Survey Results and Analysis

Strengths:

1. Strong teacher support and student engagement are evident through improvements in students feeling comfortable asking for help and receiving extra help.
2. Students feel we have a clearer and more consistent structure in terms of expectations and routines.
3. There has been an overall improvement in the school environment, with an emphasis on respectful treatment and inclusivity.
4. ELL students feel strongly supported in their learning. (Contrasting with what the data tells us about EL student performance on standardized exams.)

Concerns:

1. Although rates remain relatively low, incidents of cyberbullying or harassment outside of school may need to be addressed through interventions or education.
2. Need for improvement in teachers' ability to identify and respond to students' learning needs, as well as more individualized lessons to meet diverse learning styles.

Staff: PHS Annual Staff School Survey Results and Analysis

Strengths:

1. Staff feel high levels of respect from students and parents, and strong staff collaboration.
2. Staff believe they possess strong teaching techniques and classroom management.
3. There is strong collaboration within course-alike teams.
4. Staff feel prepared to support ELL Students.
5. There is strong awareness of school programs and initiatives.

Concerns:

1. There has been a decrease in staff's perception of safety.
2. There has been a strong decline in staff's perception of support from administration.
3. Staff would like more input into professional development and site decision-making.

Parents: We have conducted Parent Surveys, but the response rate is too low for significant analysis. This is an area for growth.

CHKS: Schools within SJUSD do not administer the California Healthy Kids Survey.

G. Co-Curricular and Extracurricular Data

PHS has an extensive offering of student clubs and ASB, each with a faculty advisor. ASB, Clubs, and Calendaring Webpage. (Club List)

Pioneer High School competes in the Blossom Valley Athletic League and offers a comprehensive athletic program. We offer nearly every sport made available by the California Interscholastic Federation. PHS Athletics Webpage.

Summary of Profile

1. What are the implications of the data with respect to student performance?
   On a positive note, our overall, student achievement data, as measured on standardized tests, shows improving student performance for nearly all student groups. This includes PSAT, SAT, AP, CAASPP, and CAST scores. Additionally, student and staff survey data demonstrate that PHS is safe and has a strong school culture of respect and PHS has made great strides in supporting our students' mental health and social-emotional learning.

   However, PHS has a significant population of underserved students who continue to need additional support, as outlined below.

2. Select two to three major preliminary student learner needs based on the data.
   Overall, PHS's ELL students continue to need support. Constructing Meaning has been a welcome addition to our instructional tools, and staff feel well prepared to use CM. Additionally, student survey data indicates that ELL students feel supported. Despite this, we have yet to see improved performance of our ELL students within the provided data.

   Students in underperforming student groups -- principally Hispanic, socio-economically disadvantaged, and students with disabilities continue to need appropriate and timely personal and academic interventions to improve their academic performance and college/career readiness.

   Comparing the Fall of 2022 to the Spring of 2025, the data indicates that, as a semester progresses, we are doing a better job of reducing the number of F grades. The number of D grades, however, remain steady. PHS must continue to focus on our MTSS protocols and their delivery.

3. List important questions that have been raised by the analysis of student performance, demographics, and perception data.

   What instructional improvements can we make to improve the academic performance of our underperforming student groups?

   What behavioral and personal support can we make to improve student engagement and behavior in our underperforming student groups?

Chapter 3: WASC Criteria and Indicators

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

SJUSD Vision: Preparing today's students to be thinkers, leaders and creators of tomorrow.
SJUSD Mission: Uniting as one community. We elevate opportunities for all**.**
PHS Schoolwide Learner Goals: The Mustang Way

From the PHS 2020 WASC Report: "At the direction of the school board, all schools in San José Unified School District (SJUSD) share a common mission and vision statements. The statements were developed by a team of district stakeholders who participated in a "visioning retreat" during the 2014 revision of the district's strategic plan. Input from 30 stakeholder focus groups was used to refine the statements." Pioneer High School (PHS) was not able to determine what, if any, current education research impacted its development. The final language was approved by the school board.

Pioneer High School does not have its own Mission and Vision statements. PHS should explore the development of its own unique mission and vision statements.

Schoolwide Learner Goals/Graduate Profile
The Mustang Way, a set of five behavioral attributes known as RIFLO, act as our SLOs. Although they have not been formally reviewed or revised during the current accreditation cycle, the Mustang Way (RIFLO) is well known and integrated into the life of the school. Focus Group A feels that a review of the Mustang Way should come up for discussion and that PHS staff should consider potential changes.

PHS does not have a Graduate Profile. Such a document outlines the skills and qualities that students should have when they graduate. Such a document might build upon, and expand, the Mustang Way.

- Cognitive skills: critical thinking and academics (as measured by standardized tests, Book Awards, All Academic Team, SVCTE, GPA, Credits and Certification).
- Socioemotional learning:(behavior, student engagement data, Community Service

Hours, Wellness Center Data).
- Interpersonal skills (collaboration and communication skills (RIFLO), Senior Rewards, BioSITE, Sophomore Project, Leadership, Service Learning)

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

As written, the current Mission states that we elevate opportunities for all students, however simply giving students an "opportunity" does not necessarily equate with a "belief" that all students can learn and achieve. The creation of a PHS Mission and Vision might address this disparity. In practice, however, PHS's purpose does reflect this belief. Some examples include:

- Effective counseling, including social-emotional support and a Wellness Center
- Peer Tutoring
- Wide-range of electives
- Access to AP courses
- FLEX
- Special Education integration into General Education courses
- Adaptable curriculum to meet student needs

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

During the current WASC cycle, there has been no process in place to ensure involvement of all educational partners in the development and refinement of the vision, mission, and schoolwide learner goals.

PHS should develop an effective process to ensure involvement of all educational partners in the development and refinement of the vision and mission, and schoolwide learner goals and a graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

At the beginning of each school year, staff are presented with the District's Mission and Vision statement. There is little opportunity, however, to unpack these statements and consider their higher ramifications.

The staff does review the Mustang Way (SLOs) on an annual basis, and many staff meetings have kicked off with reference to the Mustang Way attributes and RIFLO awards for staff.

Other ways in which the Mustang Way is communicated include:

- Back to School Night - SLOs are presented in every classroom and meeting space
- Social-Emotional Learning (SEL) review of the Mustang Way
- Each teacher at the start of the school year presents the Mustang Way.
- New Student Orientation
- Prospective Student Night
- On our school website, the Mustang Way is presented in Parent Resources
- RIFLO bucks awarded to students who demonstrate Mustang Way attributes
- Nomination of students for RIFLO Pizza Party

Criterion A2: Governance

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

In general, the school community understands the role of the board.

The Board's decisions are not always strongly aligned with each school's own individual needs. Rather, there appears to be a one-size-fits-all model which schools then must adopt.

The Board and District Administration frequently do not communicate clearly and in a timely manner with staff in such a way that would enable teachers to effectively carry out the Board's initiatives. Examples include: the adoption of Canvas, Grading for Equity, Social-Emotional Learning, Post-Covid reopening plans, and Counseling initiatives.

For some initiatives, there has been a lack of effective and timely training and professional development which then exacerbates the challenges of implementing them.

Focus Group A feels that there are few opportunities for teacher voices to be heard in the decision making process. The district does not reach out to teachers and attract their input into their decisions and how they will affect each school.

Criterion A3: Leadership for Learning

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

At the classroom level, teaching staff assess student performance data to implement changes to

instruction and monitor the impact of those changes. Many course-alike groups and departments also assess and analyze data, although this practice is not universal.

Increasingly, there has been student performance data presented at staff meetings, and this is generally well received. Schoolwide, there is no systematic process to collect, disaggregate, and analyze student data to determine student needs, drive schoolwide instructional growth, or monitor the impact of such growth on student learning.

Staff have been trained on Ellevation, our data tool for supporting ELL students.

Staff have been extensively trained to use Constructing Meaning (CM) strategies, and there is an expectation that teachers utilize these strategies in developing and enacting lesson plans. Staff have summarized the effectiveness of their 1-2 lessons per semester and have uploaded these summaries to Canvas. No evidence has been presented to staff to show that this training or strategies have been effective in improving the learning outcomes for our students.

Our counseling and student services departments utilize student data to develop effective strategies to support our students academically and social-emotionally.

There is concern amongst staff that new students can be placed into a course without a review of their academic data to indicate that they will have an opportunity to be successful in said course. Teachers are not initially granted access to new students' prior data and it can be difficult to understand their needs and know how best to support them.

In the future, there is a need to embed data and analysis talks into our monthly staff and department meetings. Such talks might especially focus on the performance of our sub-group students who are most at risk, then look at best-practice instruction strategies to support all students' needs and develop data to show the effectiveness. Such a systemic, closed-loop data analysis process will require training and a cultural shift.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

There has been a lack of shared decision making between administrators and staff. Often, decisions are made at the district level and then faculty are required to implement those changes. This includes instructional practices, curriculum design, staff development, and required training. Feedback has been given to administrators over events that occur and suggestions have been made for improvement. It sometimes appears, however, that few adjustments have been made.

Pioneer's sense of community has seemed to diminish. This stems, in part, from decisions made by administration without staff involvement. It can also be attributed to a changing culture where communication across all levels of the school has been weakened. Examples include the

frequent lack of replying to emails or surveys.

Although there has been some effort by the administration to evaluate items/topics/issues within departments in order to receive feedback, the feedback has frequently not been implemented by administrators. This has led to a sense that the feedback is irrelevant and underappreciated.

As noted in the PHS Staff Climate Surveys, there is a decline in the perception of administrative support, with only 51.7% of respondents in 2025 feeling supported by the administration, compared to 68.2% in 2023. Similarly, the ability to approach administrators with concerns has decreased from 74.3% in 2023 to 53.4% in 2025. This suggests a need for improved communication channels and clarity of protocols and accountability expectations.

There has been a decline in the number of staff feeling that staff development is meaningful from 41.5% in 2023 to 35.8% in 2025. Additionally, a low percentage feel they play a sufficient and well-defined role in decision-making (43% in 2023, dropping to 35.3% in 2025). This suggests a need for better engagement and involvement of staff in schoolwide planning and development processes.

With the change in administration in 2025-26, however, there is growing optimism that the sentiments expressed above have begun to be addressed. There has been an observed improvement in communication, which may yield an increase in shared decision making. There is a re-emerging sense of community as well. Our 2026 Staff Climate Survey may likely highlight this.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

San Jose Unified School District's LCAP is driven by the analysis of student achievement data. A link to the SJUSD LCAP may be found here and within Chapter II. Link to SJUSD LCAP.

The goals within the Pioneer High School SPSA are driven by the analysis of student achievement data and are directly aligned with the district's LCAP. All schools within SJUSD are required to have SPSAs which are fully aligned by the district's LCAP. The PHS SPSA is drafted in the Spring of each academic year and is presented to the school's Site Council for approval in May. In general, staff are not fully aware of all of the components in the SPSA and staff have expressed a desire for a clearer understanding of the PHS SPSA goals. A link to the PHS SPSA may be found here and within Chapter II. Link to PHS SPSA.

WASC Action Plans are not directly aligned to the PHS SPSA. PHS does, however, look for areas of overlap and inclusion so that funds earmarked for SPSA goals may also be used for WASC

goals.

Criterion A4: Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Pioneer High School fully implements the San Jose Unified School District's procedures to ensure that leadership and staff are qualified based on background, preparation and credentialing. As referenced in the school's SARC reporting, approximately 85% of teachers hold credentials in their subjects. About 4-5 % are interns, and only 5% are misassigned. Nearly 60% of staff hold Masters or Doctoral degrees, and nearly 70% of staff have been teaching for 10 years or more.

There are multiple measures of professional growth and evaluation, including the Professional Growth Cycle (PGC) where staff members are measured by a set of standards throughout the school year by administrators and Consulting Teachers (CT). The PGC process and documentation is developed and agreed upon by SJUSD and the San Jose Teachers Association (Union).

Administrators have demonstrated flexibility in their observations and evaluations. For example, some administrators may evaluate staff inside and outside of the traditional classroom setting For example, the Leadership teacher was not only evaluated in the Leadership class, but also within our "Breaking Down the Walls" event.

In some cases, probationary teachers have expressed concerns about administrative evaluations in which teachers are penalized for issues such as classroom management or student behavioral issues. For some teachers there is a perceived lack of administrative support in providing appropriate consequences for students.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

On-site professional development is largely set by district-level mandates, such as Constructing Meaning. There is some review of the effectiveness of professional development on teacher compliance, but little analysis demonstrating an improvement of teacher practices. Likewise,

there has been little analysis of the impact of PD on student learning through student performance data.

Administration has generally been supportive of staff members who request professional development that aligns with their subject matter expertise and the SPSA. Training for Advanced Placement teachers is an example.

Staff have approached administration with suggestions for professional development, but much of this feedback has yet to be implemented. It is important to tailor PD plans to teacher needs and recommendations based on evaluations and student performance data.

Currently course-alike teams meet for only one hour a month. Staff feedback suggests that this time is insufficient to properly formulate common assessments, analyze data, and plan to re-teach.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator, faculty, and staff written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff exist and are housed in Box. In many cases, however, operational procedures may not be well understood or agreed upon.

Examples include:

- Communication of the process and outcomes for setting the SPSA goals
- Processes for eliciting staff input and feedback through departments
- Processes for implementing staff feedback for PD
- Process for developing the master schedule. PHS needs to develop a procedural manual for the step-by-step process of creating the master schedule.

Criterion A5: Resources

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

Resource planning and allocation decisions are based on the SPSA, as set by school and district administration. The development of the SPSA has not generally involved certificated or

credentialled staff. The Site Council, which has 2-3 staff members, is asked to approve the SPSA after its completion and with a 20-30 minute review.

It is said that the district hosts public LCAP meetings where teachers and staff may provide input into resource allocation. No PHS staff or Administrator can remember, however, when these public meetings last occurred.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

At the district and administration level, LCAP and SPSA processes are in place to develop an annual budget. The process is opaque to staff, who have expressed a desire to be made more aware of the process and outcomes.

Audits (ASB, Attendance, Safety) are conducted in accordance with legal best practices and the results are transparently communicated with staff whose role involves a need to know.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are current.

PHS does not have specific department budgets. Requests for funds for professional development and resources may be made to administration. In general, requests for resources are well received by PHS administration if the requests can be shown to support student learning and are aligned with the SPSA.

In general, staff, especially those new to PHS, may be unaware of the policies and procedures for approval. Such policies do exist within Box under “Instructional Materials”, however staff have requested stronger communication of a transparent process for each type of request (PD, textbook, supplies, etc). New teacher orientation and start-of-year meetings are an opportunity to fill this need.

A5.4 Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

In general, PHS facilities are safe, functional, and well maintained to support student achievement and our educational programs.

Deferred maintenance of an aging infrastructure has somewhat reduced our functional support for student learning. Because the State does not provide adequate funding for facilities, local schools cannot maintain safe learning environments that meet current instructional standards without a local funding source. To complete identified repairs and improvements across all school sites, the San José Unified Board of Education voted to place Measure R on the

November 2024 ballot for local voters to consider. Measure R was placed on the ballot after completion of a school facility needs analysis by an external firm, a review of the proposal by a community committee, and a feasibility analysis on opportunities to provide affordable housing for teachers and staff. The tax rate for Measure R is limited to $60 per $100,000 of a property's assessed (not market) value and will raise $1.15 billion for the district. Voters passed the measure with 64.7% of the vote. Measure R will provide local funds to replace and update campus safety systems, repair old electrical and heating and cooling systems, upgrade classrooms and labs, and provide affordable housing to attract and retain teachers and staff.

In January 2025, SJUSD partnered with National School Safety and Security Services to assess the physical infrastructure that supports our approach to safety and to evaluate our preparedness at each site. Consultants visited Pioneer in March 2025, met with members of the school safety committee, and walked the campus. The safety committee identified the security cameras and chain link fence that borders the school as technology and infrastructure upgrade wishes.

School-wide technology is installed and maintained by SJUSD. Individual sites do not have a technology budget. Any site specific technology is purchased out of Pioneer's general fund, and Pioneer has a full time Technology Support Coordinator who supports the site. In general, students and staff have adequate technology, but at times the demands on our site's technology infrastructure can cause delays in events including state testing.

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Areas of Strength

1. Mustang Way (SLOs) are integrated into the life of the school and are well communicated to our students and community.
2. Our counseling and student services departments utilize student data to develop effective strategies to support our students academically and social-emotionally.
3. There are multiple measures of professional growth and evaluation, including the Professional Growth Cycle (PGC), where staff members are assessed by a set of standards throughout the school year by administrators and Consulting Teachers (CT).
4. With the change in administration in 2025-26, there has been an observed improvement in communication and a re-emerging sense of community.

Areas of Growth

A.1

1. Develop an effective process to ensure involvement of all educational partners in the creation and refinement of the vision and mission, and schoolwide learner goals and a

graduate profile.

A.2

2. PHS administration, in conjunction with district administration, should promote stronger communication and stakeholder participation in Board and District decisions.
3. PHS staff should have more input into the creation and administration of professional development.

A.3

4. Develop and implement a systemic, schoolwide process for data collection and analysis to drive improvements in curriculum and instruction.
5. Improve the system of integrating new students into PHS, including more timely teacher notification and access to students' prior course work and performance data.
6. Improve communication protocols between administration and staff and amongst staff themselves.
7. Develop a WASC Action Plan for which the goals are developed, communicated and understood by all staff.

A.4

8. It is important to tailor PD plans to teacher needs and recommendations based on evaluations and student performance data. PHS staff should have more input into the creation and administration of professional development.
9. PHS needs improved systems to evaluate the effectiveness of professional development on teacher practices and student learning.
10. Revisit the staff meeting calendar to ensure that course-alike teams have sufficient time to properly formulate common assessments, analyze data, and plan to re-teach.
11. PHS needs to develop a procedural manual for the transparent, step-by-step process of creating the master schedule.

A.5

12. Staff have requested stronger communication of a transparent process for each type of resource request (PD, textbook, supplies, etc). New teacher orientation and start-of-year meetings are an opportunity to fill this need.
13. Continue to address site safety and infrastructure needs by utilizing Measure R funds and the Site Safety study.

Top 5 Areas for Growth, Ranked in Order

1. Develop and implement a consistent and systemic schoolwide process for data collection and analysis to drive improvements in curriculum and instruction.
2. Tailor our PD plans to our teacher needs and recommendations based on evaluations and student performance data. PHS staff should have more input into the creation and

administration of professional development. Evaluate the effectiveness of professional development based on teacher feedback and student learning data.

3. Improve communication protocols between administration and staff and amongst staff themselves.
4. Improve the system of integrating new students into PHS, including more timely teacher notification and access to students' prior course work and performance data.
5. Develop an effective process to ensure involvement of all educational partners in the creation and refinement of the vision and mission, and schoolwide learner goals and a graduate profile..

Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals, academic standards, college and career indicators.

Pioneer High School utilizes curricula selected by San Jose Unified School District (SJUSD) which meets all the B1.1 criteria. SJUSD Course Catalog. PHS Courses
The Board-adopted Curricula and materials align with California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and current educational research. PHS offers Advanced Placement (AP) College Level Courses in most subject areas. Curricula are refined, expanded, adapted, and integrated by individual teachers and teams to meet the needs of PHS students.

PHS students participate in Silicon Valley Career Technical Education (SVCTE) courses. 21 of the 24 courses are UC A-G approved. 30 PHS students were enrolled in 2024. For 2024-25, 42 students were registered with an additional 33 students waitlisted.

PHS graduation requirements align to the UC A-G requirements. PHS has a graduation rate over 95%, well above district and state averages. In 2024-25, all subgroups of students, including EL and SPED, had graduation rates over 90%.

Some students go to outside resources to access educational content that PHS doesn't provide. PHS only offers Spanish and needs more variety in our Modern Language offerings. Our Visual and Performing Arts offerings also need to be expanded.

A new math curriculum is anticipated in the Fall of 2025. PHS requires a dedicated, all-school focus on math literacy. Although our Math scores are higher than the district or state averages, PHS CAASPP scores in Math have been at or below 50% of students meeting state standards. The percentages for ELL, SED and SWB are also low.

Teachers use formative and summative assessments along with projects, portfolios, laboratories, performances, and collaborative work to evaluate curriculum effectiveness in learning academic standards. Student Achievement is measured through standardized testing with: CAASPP, CAST, PSAT, SAT, AP, and ELPAC.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

PHS establishes congruence, integration and continuity in lesson delivery through the following methods:

- District wide, new teachers have a coordinated initial training in instructional framework and induction.
- Regular staff meetings ensure that all teachers and administrators are working towards coordinated goals.
- PHS provides professional development and monthly department meetings to collaborate, meet and coordinate curriculum.
- PHS educators collaborate among course-alike teaching groups to develop teacher capacity to plan, analyze, reflect, and act upon curriculum and instructional practices and student results.
- PHS educators are trained to use Constructing Meaning (CM) to improve student learning especially in our highest need students populations.
- PHS has adopted the Uniform Grading Policy, the SJUSD's policy for equitable grading that began in the 2020-2021 school year.
- A schoolwide Social and Emotional Learning (SEL) curriculum is offered to support our learner goals of The Mustang Way, our SLOs.
- PHS has Flex class opportunities for all students twice a week.
- PHS provides opportunities for Service Learning to students. Many opportunities are directly linked to one or more academic curriculum.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

As discussed in B1.1, the Pioneer High School (PHS) curriculum meets all academic standards for each subject area, course, and/or program. See the Board adopted Curriculum here: SJUSD Course Catalog. Our PHS Courses and materials align with California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and current educational research. PHS's courses have published syllabi in which the relevant standards are discussed.

PHS offers Advanced Placement (AP) Courses in most subject areas. Our students participate in Silicon Valley Career Technical Education (SVCTE) courses as well as dual-enrollment courses.

Curricula are refined, expanded, adapted, and integrated by individual teachers and teams to meet the needs of PHS students. We can meet but not always exceed graduation requirements as some pathways do not have a continuous instructional path to the highest level. e.g. Chinese, German or French Language.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college and career readiness indicators.

The curricular design of PHS courses incorporates integration between and amongst subjects. At an important first level, all courses integrate writing into their curricula and assessments. We would, however, like to add further curricular concepts to unite the four main core subjects in

10th grade. PHS has begun to catalog our more formal Cross Curricular Projects here. Some examples include:

- AP Calculus AB Final Project
- Sophomore year English and Social Studies are integrated through the cross-curricular Sophomore Project; it has been expanded to include the integration of science concepts
- The new Ethnic Studies Literature course and the newly-introduced AP World History course have been expanded to include student involvement in civic action and service learning. This has expanded the scope of the academic connections and allowed more students to engage in the curriculum.

B1.5 Community Resources and Articulation: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical education.

SJUSD middle school students matriculating from 8th grade to Pioneer High School are the beneficiaries of an integrated curriculum, as set by SJUSD. SJUSD uses a board adopted curriculum that spans 6-11 for Math and 6-11 for English. This vertical articulation allows for skills to be spiraled through explicit teaching of strategies and common language expectations as well as approaches to problem solving. Additionally, the district holds a 8th-9th math teacher professional development for collaboration to enhance this vertical articulation.

All Administrators meet with their similar positions throughout the district to align approaches, strategies, and coordinate professional development. Incoming Middle School students visit PHS classrooms and there is an 8th Grade Orientation Day in late January, prior to school choice registrations. Additionally, all new students and parents attend an orientation meeting and enrollment process. SJUSD Student Handbook

Military recruiters frequently visit PHS. Military Branch Visits & Presentations 2024–2025

SJUSD's Career Technical Education is offered through Silicon Valley Career Technical Education (SVCTE). CTE provides students with the academic and technical skills and experiential learning in a student's area of career interest to support their future success in the workforce. SVCTE Course List. PHS SVCTE data enrollment data.

Community College Workshops are a staple of our Counseling Department. A tour of West Valley Community College is provided for students interested in attending community college. A field trip to UC Davis is also made.

Parent engagement at PHS is not as high as we would like. There are a large number of historical and societal reasons for this, but it is an area where PHS needs to grow by:

- Formalizing a more robust system of teacher-to-parent communication
- Developing stronger cross-cultural skills.
- Stronger administrative engagement with the parent and teacher community.
- Quality offerings during prospective/incoming student and course selection nights.

Criterion B2. Equity and Access to Curriculum

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration or pathways, and preparation for postsecondary education for all students.

PHS has many curricular and extracurricular classes and programs that meet students' needs and interests. Counselors meet with students to assist them in making appropriate course decisions, select an appropriate course pathway, and to discuss personal career/college plans. Our PHS Counselors and DCAC Advisors work with students on all aspects of college entry, including transcripts, applications, essays, financial planning and letters of recommendation during group and one-on-one meetings. Counseling Depart Events Tracker. Summary of Counseling Events. College Family Night

We support students exploring vocational or technical schools during one-on-one meetings and through the Career Fair, the Careers portion of our College Family Night, and our community partnerships.

As mentioned earlier, PHS requires Community Service and we strongly believe this can encourage and promote interest in career and other educational options.

PHS offers Credit Recovery for students who are still college bound through A-G pathway, as well as a variety of options for students who are no longer A-G Eligible. Students can take an Edgenuity course aligned to their graduation path. This course is an independent asynchronous-learning online experience. Students can pre-assess, and demonstrate what they already know to move faster through courses. In addition to Edgenuity, students who are no longer A-G eligible have credit recovery courses during the school day that earn two credits per grading period, up to a total of 12 credits per year for Math, English, and Science. Students can also opt to demonstrate their learning through independent projects, through support of a teacher, and through District created projects. Students can do a maximum of three projects per semester, for a total of 12 credits possible for the year. During the summer, additional opportunities for both A-G and non A-G credit recovery continue.

SJUSD's Career Technical Education is offered through Silicon Valley Career Technical Education (SVCTE). CTE provides students with the academic and technical skills and experiential learning in a student's area of career interest to support their future success in the workforce. SVCTE Course List

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant,

and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Students are empowered to choose classes and pursue a variety of options for post secondary pathways. While we do not offer an AVID program, our DCAC program is designed to engage and support students from historically underrepresented communities in their post-secondary college and university dreams. Our academic counseling team strives to connect with all students to help them reach their potential.

SVCTE enrollment, although small, has stayed steady, declining by only one student over the past two years. This program is open to all students and frequently captures students who excel in non-traditional academic pathways.

PHS has many AP classes for students in a wide variety of subjects. Enrollment in these courses is open to all. For example, in 2025 we have 12 students enrolled in AP Chemistry who have not taken a prior Chemistry course. While not all AP subjects have equal representation of all demographics, taken as a whole, the program is strongly representative of our student body.

Members of the PHS community have access to learning and communication through digital tools. All students and teachers at PHS have a laptop device, charger, and high speed internet access. This gives the school community the ability to teach with a stable, digital platform, and to link real world resources, current data,and relevant video resources.

PHS strives for hands-on application of skills and concepts. Programs like BioSITE, the Sophomore Project, Service Learning and Leadership engage students in real world applications of the concepts they learn in class. Project Based Activities also provide an increased opportunity for curricular access by all students.

Many teachers enrich their curriculum by designing lessons or projects within the CCSS guidelines that connect students to themselves, their community, and the real world. Projects may be displayed in class, drawn on the concrete surfaces of the Quad, or displayed in the library. Visual Arts projects may be displayed across campus and at yearly art shows. The pride we show in our students' work can help to develop stronger engagement and access by all students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Parents, students, counselors, administrators and teaching staff work closely and regularly collaborate in developing and monitoring students' personal plans and post-secondary goals.

In our most recent student survey, 72% of our students agreed that PHS is a welcoming and inclusive school. Our extensive club and athletics offerings help students and parents

experience a sense of belonging and value within the school community, although we can always do a better job of attracting more students into the fold.

Focus Group B parents stated that they feel included and shared that their students experience a variety of courses and a fair amount of integrated curriculum. They feel that PHS is providing an effective education for their students.

While family engagement continues to be a growth area for PHS, the use of technology has digitally connected families with their student's learning. They can use Canvas and Infinite Campus to track their student's progress. Naviance, an online student guidance and planning tool, is used by students, counselors, and work experience teachers to get a sense of what a student wants to do after high school. Many features of this tool would be major assets for planning and student success, but staff needs to better integrate it into the four years we have with students.

Parents have a key role on many different committees. Examples include our WASC Focus Groups, PTSA, and School Site Council. Parents are also participants in our relatively well attended Back To School night, counselor-led parent nights, and our athletics, artistic and cultural events.

As mentioned in many other areas, PHS must do a better job of parent outreach and involve more parents within the life of the school. Parents need to be more thoroughly welcomed to campus with quality offerings during prospective/incoming student and course selection nights.

ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. The curriculum is effective in supporting most students schoolwide, the learner goals, our academic standards and our graduation requirements.
2. All courses are open to all students.
3. Technology is evidenced in all content areas to prepare students for college and career. PHS has digital access for all.
4. The curriculum is vast, human centered, and supports Diversity, Equity, and Inclusion.
5. The curriculum is not static; upgrades are made to continuously improve access and outcomes for students.
6. We have a strong AP Program with many offerings.
7. There is integration between and amongst many areas of study, skills, academic standards and college and career readiness goals to help students make connections within and between courses.
8. PHS has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.
9. Our counseling department provides numerous connections for students to post-secondary opportunities through individual meetings, group presentations, college visits, and on-campus visits from military recruiters, four-year universities and community colleges.
10. Students receive support in choosing from a range of options that will prepare them for employment after high school, including SVCTE and other programs.
11. A schoolwide emphasis on Constructed Meaning (CM) in every classroom provides integrated cross-subject opportunities for increasing language fluency.
12. A large amount of our curriculum is project based and connects students to real world applications and personal experiences. Most classes embed schoolwide RIFLO goals.
13. In general, students, staff, and parents experience a sense of belonging and value within the school community and collaborate in developing and monitoring students' personal learning plans, and post-secondary goals.

Areas of Growth

1. Continue to improve access to all curriculum for Hispanic, SES, English Learners, homeless and foster youth by:
    a. Encouraging all students to take at least one AP course.
    b. Providing supplemental staffing, including intervention specialists and instructional associates, based on students' needs.
    c. Providing training, targeted coaching, and ongoing site-based professional development for teachers serving low-income, English learners, homeless and foster youth.

2. Continue to increase integration among courses, including more formal vertical alignment and articulation.

3. Grow our course offerings to include more electives and language courses.

4. Employ additional professional development beyond CM to support staff in curriculum development and instruction

5. Integrate design thinking, creative problem solving, STEAM, environmental concerns, and social justice more fully and in more structured ways across all curriculum.

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work (learning experiences) in an equity-centered learning environment.

PHS provides age-appropriate, challenging learning experiences for our students, from Algebra I through our AP courses. In many subjects we see more students taking the challenge of Honors pathways than the available non-Honors pathways. Teachers frequently work in course-alike teams to utilize assessment results to modify our sequencing and instruction during each unit as well as year-on-year.

PHS teachers strive to utilize equitable practices in their teaching. Our professional development focus on Constructing Meaning has improved our instructional support for English language development. We have two Flex periods per week to host additional instruction opportunities for our struggling students.

PHS continues to have an achievement gap for underperforming student populations, including our Hispanic and Black populations, students with disabilities, and our English language learners. A review of our longitudinal D/F data shows us that the number of students with D's and F's remains largely unchanged over the course of a semester, despite our equitable grading practices.

C1.2 Student Understanding of Learning Expectations: All students understand the standards (what they are expected to learn) /expected performance levels (rubrics) for each area of study in order to demonstrate learning and college and career readiness.

General practice for PHS teachers is to review the learning standards, goals, and student expectations everyday. Teachers frequently utilize rubrics so that students understand the expected performance levels. Rubrics are agreed upon by course-alike teams, however, cross-grading of sample work is not yet the norm across all course-alike groups.

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.

Most teachers do use a range of differentiated instructional techniques to best support their students' learning needs. Many teachers plan their lessons to scaffold these techniques so that students are presented with three to four ways to access the information. Such techniques include:

- Visual representations and student-generated art
- Use of videos to introduce or reinforce concepts
- Reading and other text-based opportunities
- Small group and one-on-one instruction
- Structured Student Talk in a variety of ways
- Structured Student Writing
- Student laboratory experiences and reporting
- Problem solving scenarios
- Technology (research, simulations, software apps)
- Formative assessments with review and corrections
- Group work, including presentations, generally with student choice of topics
- Project-Based Learning
- Live debates
- Peer tutoring
- Student-led instruction such as Bio-Site, PHS News, Pony Express, Yearbook, Leadership, Service Learning
- US History thematic units (freedom, money, justice, power) lead directly to determining students political affiliation for voting registration

That said, we know that some segments of our student population have lower levels of engagement in the learning process than we would like. We would like to see more professional development in differentiation techniques directly aligned with increasing students' levels of engagement and addressing the learning needs of our underperforming populations.

Additionally, we see the need for professional development to address using AI tools for increasing the efficiency of creating teacher- and student-facing materials. AI can provide abilities for teachers to design engaging materials for students, address accommodation supports, as well as provide leveled language frames for language learning. San Jose Unified School District knows that this is an area of need, but is still in the exploration stage prior to introducing a district-wide policy and plan for teacher professional development.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

As noted in C2.1, student voice and agency are critical components of our instructional practices to support all students' learning. Many of the instructional practices noted above include student choice. There is also student choice in Community Service and the Sophomore project,

where students choose their topic and where to volunteer. Additionally, students can create their own clubs and students choose the classroom to attend for their Flex period.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

The use of technology for student instruction is wide-spead and frequent. PHS provides Chromebooks to all students. These are used in a 1:1 setting.

Canvas is our Learning Management System. Teachers can:

- Organize and deliver course content, including materials, modules, and assignments.
- Create and grade online quizzes, assignments, and other assessments.
- Monitor students' integrity with Tunitin.com
- Facilitate communication with students through announcements, discussions, and direct messaging.
- Monitor student progress, view grades, and track engagement through detailed analytics.
- Personalize the learning experience by using features to control content release and availability for different groups or individuals.

Students can:

- Access course materials, assignments, and other resources in a centralized location.
- Monitor their grades and track their progress in the course.
- Communicate with instructors and classmates through various channels.
- Submit assignments online and receive feedback from instructors.
- Participate in discussions and engage in collaborative learning activities.

PHS uses Google Workspace as our cloud-based productivity and collaboration tools

- All school communication through gmail and chat
- Use of Drive for cloud storage
- Use of Docs, Sheets, Slides
- Online versions of Word, Excel and Powerpoint
- Forms
- Sites
- Calendar

Other uses of technology include:

- Online research opportunities via our library, including JSTOR and Ebsco Host
- Digital textbooks
- Simulations
- Calculators, including graphing calculators
- Vimeo for student- and teacher-created projects
- GradeCam for student assessments

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Within the classroom setting, teachers strive to provide learning opportunities which go beyond the textbook. These include community- and family-based projects such as personal histories and cultural explorations.

Students have agency in their course selections as many pathways are open to them. Students can enroll in Career Technical Education through our partner, SVCTE. They may take dual enrollment courses with West Valley College or they may choose one or more AP courses. We have opportunities beyond the classroom, including Service Learning, Bio-Site, Journalism, a full host of Clubs, and our award winning Robotics Team.

ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. PHS provides age-appropriate, challenging learning experiences for our students.
2. PHS teachers strive to utilize equitable practices in their teaching.
3. PHS teachers have developed our repertoire of research-based and responsive instructional strategies to improve student engagement and achievement for all students.
4. There has been strong growth in the development of cross-curricular learning opportunities and learning opportunities which go beyond the textbook.
5. The use of technology for student instruction is wide-spead and frequent.
6. A schoolwide emphasis on Constructed Meaning (CM) in every classroom provides instructional guidance for increasing language fluency.

Areas of Growth

1. Develop a more effective system to combat chronic absenteeism across many of our groups of students, including attendance in our Flex periods, to better ensure that struggling students receive the support they need to be successful.
2. Continue to address our achievement gap for underperforming student populations, including our Hispanic and Black populations, students with disabilities, and our English language learners.
3. Strive to reduce the number of students with D's and F's which remains largely unchanged over the course of a semester, despite our equitable grading practices.
4. Increase professional development opportunities in differentiation techniques directly aligned with increasing students' levels of engagement and addressing the learning needs of our underperforming populations.
5. Course-alike teams better document their efforts to utilize common instructional and grading practices.

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all educational partners.

The processes to assess students at Pioneer High School are generally equitable. The processes are effective in providing data for the school to report student performance to stakeholders and partners. These processes are effective in:

- reporting
- identifying students' individual or classroom needs
- providing equitable access within classrooms and for all standardized testing
- providing a variety of ways (projects, presentations, group work etc.) for students to demonstrate their knowledge
- providing test corrections and test retakes.

Within departments and course-alike groups, the processes for disaggregation and analysis of student performance data is not systematic. Some departments and course-alike groups share and discuss data, but this is not universal. At times, data can seem siloed. We need to share stronger exemplars of data analysis and develop systemic processes for group work.

Within the last three years, PHS has developed a process to annually collect, disaggregate and analyze a wide variety of schoolwide data. This process is presented in Chapter II. Artificial Intelligence is utilized to more effectively and efficiently produce these analyses. While this data is available to all stakeholders, we have yet to develop an effective system to discuss this data as a whole staff and utilize it to make systemic change.

Student grades and teacher comments are effectively collected and shared with parents three times per semester (two progress reports and one report card). Parents report that not all standardized testing results are provided. Additionally, parents are desirous of stronger communication from teachers and counselors for students who are at-risk or who have accommodation plans.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

The basis for students' grades, growth, and performance levels across and within grade levels and content areas is generally well understood and consistent. Consistency across grade levels

helps us spot trends for groups of students. It also helps with vertical alignment and with student observations and supports. Consistency is achieved with standards, rubrics, planners, syllabi, common grade weighting practices, and the course-alike process, where assessments are shared and discussed.

There are district-required Grading for Equity guidelines based on Joe Feldman's 2018 book, "Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms." These guidelines are consistently applied via department policies and course-alike syllabi.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

Most departments and course-alikes use assessment results to collectively modify instruction and programs. Collective modification is not a universal practice, however, and such practices should be more formally represented within a larger, systematic data collection and analysis process.

Instructional coaches are available and, when enlisting their aid, data is frequently used in improving instructional practices and student outcomes.

Professional development is largely driven by district mandates, such as Constructing Meaning. CM came about as the District identified key instructional practices which would support all students to the greatest extent. Individual professional development driven by assessment results is not a common practice, but resources are generally available when requested by staff. We need a better system to utilize these resources effectively and transparently.

Disaggregated assessment results indicate an achievement gap for some student populations and groups. There are significant challenges in meeting the needs of these groups, including resources, programs, and professional development. School teams have spotted many areas of needs for students, including both high performing and low performing students, but there has sometimes been a lack of resources to support these students' needs. For example, Math classes have a "valley" problem where the class has a mix of strong-performing students and low-performing students. Teaching in the middle pleases neither group, so we need resources and training to address all student needs. Teachers also need stronger support to develop improved instructional and assessment practices for ELL Level 1 and 2 students.

PHS is challenged with chronic absenteeism across many of our groups of students. This limits the effectiveness of our data and how we can use the data to best support our students' needs. Likewise, our system for ensuring that all students attend Flex is ineffective, limiting our ability to utilize our data to serve these students' academic needs.

SJUSD has an approved textbook adoption process. PHS staff have been involved in the adoption process for textbooks now in use at PHS. The process can seem opaque to some teachers, especially those new to the district. The process also does not allow for timely updates, which can hinder keeping materials relevant to real world situations. Sites are also required to maintain their own textbooks so this cost can deter timely updates.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Administrators have monthly professional growth meetings at the district office. These frequently include data analysis. District personnel also come to PHS to meet with site administration several times a year to discuss student progress and conduct walkthroughs of classrooms.

As an example, PHS Administration has worked with the Department of Curriculum and Instruction to look at our ELPAC score data and reclassification rates, then developed an action plan which included the implementation of Constructing Meaning. PHS Administration have then conducted learning walks in our ELD and ELA classes to look for implementation of strategies.

PHS Administration has also worked with the Department of Data and Assessment to look at our A-G graduation rates, then involved our counselors to create a spreadsheet of which students are on track and off track, with check-ins and ways to make up credits.

Additionally, PHS Administration has met with the Department of Curriculum and Instruction to evaluate our SBAC scores in ELA, and has worked together with our English department to align our WPA tasks to the SBAC. Administration has worked with Curriculum and Instruction to evaluate our SBAC scores in Math, then worked with our math department to look at how our NWEA data scores should be used for planning and differentiation.

As noted in other sections, staff may not be aware of these larger Admin-District meetings or their outcomes. A system to share these findings with staff and include staff in the analysis will benefit our students.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

PHS teachers do indeed employ a variety of assessment strategies to evaluate academic standards, student learning, and college and career readiness. These include:

- Frequent checks for understanding
- Classwork and homework
- Laboratory and other data collection experiences
- Formative (exit tickets, CFUs, Do Nows, quizzes, …) and summative assessments
- Practice Tests
- Structured Student Talks and frequent group collaboration
- Group Presentations
- Group and individual research
- Analysis of Constructing Meaning tasks
- Projects / Performances / Portfolios

More formalized assessments include:

- WPA
- NWEA, with scores compared each iteration
- ELPAC
- CAASPP and CAST
- SAT and PSAT
- Advanced Placement
- SVCTE Career Technical Education

PHS teachers assess, reteach and modify instruction to meet students' needs. Often this is done in conjunction with course-alike peers.

English Learners' progress is frequently monitored and reclassification occurs every progress period.

All students meet annually with counselors to review their academic progress and set future goals.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

Departments have standards for providing students with feedback, formally described in the course syllabi. Performance and project-based classes are often provided with immediate feedback, as are those who utilize the assessment features of Canvas and Illuminate.

Our Flex period is often a time where extra feedback and support are provided. Unfortunately, a great many students who need this support do not come to Flex. The PHS Administration must develop a more robust system to hold students more accountable to attend Flex.

In some instances, teachers provide less-than-timely feedback and/or they are not frequently updating the grading apps (Canvas and Infinite Canvas). Such staff need to be held to a higher standard.

Students who need extra support are provided feedback through the SST, 504, IEP, and ELD processes.

In 2025, our annual PHS Student Survey yielded the following results about feedback and support:

- 85.8% of students indicate "I get extra help from my teacher”
- 84.1% of students say "I am aware of PHS’s support systems"
- 80.4% of ELL students state “teachers are able to adequately support me"
- 77% of students share that “I feel comfortable asking my teachers for help”

Many teachers ask students to provide them with more formalized feedback in the form of student surveys, although this practice is not universal. Teachers who conduct these surveys find the results to be very useful in informing their practice.

PHS needs to generate more stakeholder input from students and parents, including reconstituting our CLAC (Cultures and Languages Across the Curriculum) efforts.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

In general, teachers extensively use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Students are being assessed regularly. The majority of course-alike groups use common assessment, both formative and summative. Not all course-alikes, however, utilize these results as a point of discussion for modifying curricular and instructional practices. Frequently, the modifications are more individualized.

ACS WASC Category D. Assessment and Accountability Summary

Areas of Strength

1. Teachers are regularly assessing students and providing feedback.
2. PHS has very effective procedures in place to collect and report student performance data to all stakeholders.
3. The basis for students' grades, growth, and performance levels across and within grade levels and content areas is generally well understood and consistent.
4. PHS has well-qualified, district-funded Instructional Coaches who are available to support all teachers and who use data as a large part of their growth models.
5. The processes for school leadership to partner with district leadership to periodically assess programs and expectations for students' academic growth and progress are in place and generally effective.
6. PHS teachers employ a variety of assessment strategies to evaluate academic standards, student learning, and college and career readiness.
7. Teachers extensively use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.
8. Student surveys indicate that a very high percentage of students understand the extra support structures in place and get the extra support when and how they need it.
9. At all levels, students are recognized for their achievements, including academics, community service, Seal of Biliteracy, athletics and performing arts.

Areas of Growth

1. Develop and implement a systemic, schoolwide process for data collection, disaggregation, and analysis to drive improvements in curriculum, instruction, and school culture. Such a process should include:
    a. review the uniformity of assessments within departments, and course-alikes.
    b. more formalized expectations and reporting of course-alike data collection and analysis.
    c. schoolwide performance data.
    d. not be all teacher driven data, but also include surveys, student engagement, and other data which gives staff a fuller, more broad understanding of our challenges.
    e. more time for departments and course-alikes to analyze data and plan, then analyze, strategies to improve instruction.
    f. closed-loop process where data is analyzed and tracked longitudinally.
    g. Investigate the adoption of more effective data analysis tools.
2. Develop a more effective system to combat chronic absenteeism across many of our groups of students, including attendance in our Flex periods.
3. Utilize data to better support accommodations for 504, ELD, and IEP students.
4. Re-establish CLAC (Cultures and Languages Across the Curriculum).
5. Develop a system to share the outcomes of Administration-District data talks with staff, then include staff in the analysis.
6. More explicit expectations and feedback after formal and informal observations of teachers.

Criterion E1: Family and Community Involvement

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

Our PHS counselors do an excellent job of supporting all students in a culturally sensitive manner. This includes UC Berkeley's Destination College Advising Corps (DCAC) which strives to increase college access for high school students by placing highly-trained, recent college graduates in schools as full-time College Adviser Fellows. Our counselors create newsletters. Counselor Newsletters 2023-25.

PHS hosts culturally sensitive events for our community, including Parent Nights, Back to School Night, 8th grade tours and orientation, and financial aid events with Spanish speakers. The district offers language translators for other languages, upon request.

The Daily Bulletin is sent out everyday from leadership to "all staff." This inclusive communication informs teachers what is happening each week and helps to build community involvement.

A great number of student-led initiatives support community involvement. These include the web- and video-based PHS News, the Pony Express School Newspaper, school rallies, and week-long events to develop our school community, such as Heritage Weeks and Breaking Down the Walls.

The Sophomore Project increases community involvement for students as they must volunteer a certain amount of hours per semester at various volunteer organizations. This helps students to develop a greater understanding of organizations in the world. Additionally, a great many service learning opportunities for all students helps to build a sense of community. (Pioneer Service Learning)

BioSite is a culturally sensitive hands-on science program that pairs elementary students with PHS students in an outdoor classroom.

Link Crew is a student leadership program where trained juniors and seniors, known as Link Leaders, mentor and guide incoming freshmen.

The Mustang Way Awards are a culturally sensitive way for us to celebrate our schoolwide learner outcomes.

Finally, we offer extensive culturally-sensitive psychological counseling and wellness services. PHS has a variety of school-connected organizations that each provide opportunities for parent and community engagement: SSC (School Site Council), PTSA (Parent Teacher Student

Association), SELAC (School English Learner Advisory Committee), Pioneer Education Foundation, Athletic Booster Club, Performing Arts Association (Music-Drama Boosters), and Robotics Boosters. The overwhelming majority of volunteers and donors are current or former PHS parents. A small number of PHS alumni are active in the booster organizations. The most common way a community organization interacts with PHS is through the annual Outreach Fair, which is designed to match students interested in community service with community organizations.

Despite our many successes, PHS continues to be challenged to support certain segments of our population. Anecdotally, many staff members feel that the behavioral challenges for each new crop of freshmen students are growing year-to-year. We have a disparity in our standardized assessment scores for our Hispanic and African American populations, and we sometimes struggle to support all students, especially our Hispanic boys. PHS is also challenged with chronic absenteeism across many of our groups of students and our system for ensuring that all students attend Flex is ineffective. PHS needs to implement a more robust range of culturally sensitive academic, behavioral and social/emotional strategies and processes for supporting these students and their families within our community.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

Parent Square is our school-to-home communication tool. It allows parents to communicate with teachers in their native language. This allows for inclusive cultural understanding between student and teacher in order to best help students with problems in class, 504 plans, IEPs, ELL support, and all other parent concerns. Our Counselor Newsletters are sent home, via Parent Square, in English and Spanish.

Our PHS courses include Ethnic Studies and Latino Literature. Additionally, teachers incorporate culture and language into their curriculum and instruction.

PHS has an extensive offering of student clubs (Club List) , including the Culture Club. PHS celebrates Cultural Heritages (e.g. Black History Month, Latinx History Month, Diversity Week).

PHS loves to celebrate the Arts. We have multiple art exhibitions (library and front office) and end-of-year Art Show. Theatre, Band and Orchestra performances are offered throughout the year.

The PHS Climate Committee meets monthly to discuss and take up suggestions for continually improving our school climate.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Our school leadership works to develop trust and rapport with our community in a variety of ways. Our PHS Administration publishes a weekly Admin Newsletter on Parent Square. This app

offers language translation. Our Principal also offers lunches and coffees and hosts our PTSA and School Site Council. Members of administration are present at nearly every community event, including sporting matches and school presentations.

Criterion E2: School Culture and Environment

Criterion E2: School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a nurturing learning environment and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a nurturing learning environment for all students, including internet safety.

PHS has comprehensive published policies and resources to ensure a nurturing learning environment for all students.

- There is a comprehensive Student & Parent Handbook published on our website.
- Policies governing Students' Rights are also published. These include policies for Harassment, Nondiscrimination, Title IX, Transgender, and more.
- PHS has many Resources for Wellness
- Progressive Discipline Policies and Positive Behavior Intervention and Supports Policies
- PHS utilizes the district's comprehensive Technology Use Policy, published to students and parents within the Student/Parent Handbook. Internet monitoring is handled through the district's software.
- Our Bathroom Policy is designed to support student safety when students leave class to use the bathrooms.
- San Jose Unified School District has recently adopted a new cell phone policy. PHS Cell Phone Policy

Additionally, we see a need to support students in using AI tools responsibly. We do not yet have a policy to address appropriate usage of AI for students. At the moment, it is only addressed through Academic Honesty policies.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

The PHS "Mustang Way", also known as RIFLO, makes up our Schoolwide Learner Outcomes. This set of five behavioral attributes is well known by our students and is well integrated into the life of the school. At the start of each year, all teachers review the concepts of Respect, Inclusiveness, Flexibility, Listening and Open-mindedness with their students. Additionally, our administrators visit each of the English classes to review and teach RIFLO and school behavioral

expectations. There are Mustang Bucks, redeemable in our Student Store, and end-of-year Mustang Way Awards to celebrate our students' successes.

There is effective support for students who are struggling socially and emotionally. We have four Counselors as well as contracted, on-site counselors from Almaden Valley Counselors. Off-site counseling is also available. Strongly supported by staff, the Wellness Center allows students to prioritize mental health with the help of school staff. This allows for a school culture that cares about students' mental health and prioritizes their social and emotional needs.

There is strong support amongst staff for our LGBTQ+ students, with most classes self-designating as safe spaces for all.

The 2025 PHS Student Survey indicated the following positive results:

- 82.3 % of students agreed with the statement that, "Staff and teachers treat me fairly & respectfully"
- 71.9% say "PHS is a welcoming and inclusive school"
- 88.4% state "My teachers genuinely want me to succeed"

This data reflects a sense among students that their teachers are genuinely invested in their success. This highlights a positive trend in teacher-student relationships, where students feel that their educators care about their well-being and academic growth.

84.2% of students state "I know RIFLO", the acronym for our SLOs. This is an increase of 30% over two years, reflecting successful efforts to promote and communicate our Schoolwide Learning Objectives, showing that students are becoming more aware of these behavioral goals.

73.9% agree that "PHS has a Safe & Secure Environment". Students report a sense of safety and security at school, a clear sign that PHS has a safe environment and that a majority of students feel that their physical and emotional safety is being prioritized.

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (*1–2 pages maximum*)

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements and evaluates the effectiveness of personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

PHS has implemented three tiers of academic support for students. We continue to evaluate

the effectiveness of the interventions and adjust them as needed. Tier 1: In class differentiation, retakes, reteaching, flexible grouping, and guided practice. Tier 2: FLEX, Peer Tutoring, and our After School Homework Center. Tier 3: Credit Recovery, Edgenuity, and Alternative Settings.

PHS offers education in Social / Emotional Learning during our Friday SEL periods. We utilize an in-house curriculum, developed by students and administration. This curriculum utilizes a variety of sources SEL Curriculum. Our 2025-26 Resource Sheet and Calendar may be found here. Many staff found the old adopted curriculum (7 Mindsets) to be more aligned to the needs of younger students and not fully aligned with the needs of high school students, especially upperclassmen. Hence the modified curriculum for 2025-26.

PHS utilizes PBIS as its MTSS for Behavior. Positive Behavior Intervention and Supports Policies.

PHS has a comprehensive system of Social and Emotional Supports. Pioneer Tiers of Social/Emotional Support

E3.2 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

PHS teachers strive to offer a curricular program with a high level of student engagement. This challenge remains, however, and department and course-alike groups need to continue to develop strong plans and curricular activities which engage students throughout the learning cycle.

PHS offers rich and varied co-curricular activities, and the vast majority of our students take part in our activities in some way. During lunch, after school, and on weekends, our campus is a very active place.

PHS has an extensive offering of student clubs and ASB, each with a faculty advisor. ASB, Clubs, and Calendaring Webpage. (Club List)

Pioneer High School competes in the Blossom Valley Athletic League and offers a comprehensive athletic program. We offer almost every sport made available by the California Interscholastic Federation. PHS Athletics Webpage.

Despite our many offerings, we know that we have students who remain unconnected to our larger school and culture and who would greatly benefit from involvement in these activities. PHS needs to find more opportunities to engage these students.

E3.3 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

The Sophomore Project increases community involvement for students due to the fact that they must volunteer a certain amount of hours per semester at various volunteer organizations. This also helps students to develop a greater understanding of organizations in the world. Additionally, a great many service learning opportunities for all students helps to build a sense of community. (Pioneer Service Learning)

Peer Tutoring is a student-ran Service Learning program provided by volunteers on campus that offers free and accessible academic help to students. Peer Tutors demonstrate and apply their knowledge in the form of tutoring in order to give back to their community while helping other students in a comfortable learning environment. Pioneer's Service Learning class teaches students how to integrate their academic learning while addressing a human need. Peer Tutor Website

SJUSD's Career Technical Education is offered through Silicon Valley Career Technical Education (SVCTE). CTE provides students with the academic and technical skills and experiential learning in a student's area of career interest to support their future success in the workforce. SVCTE Course List

A great number of student-led initiatives support community involvement. These include web- and video-based PHS News, the Pony Express School Newspaper, school rallies, and week-long events to develop our school community, such as Heritage Weeks and Breaking Down the Walls.

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Areas of Strength

1. PHS counselors & DCAC do an excellent job of supporting all students in a culturally sensitive manner.
2. Emotional support and mental health are strong priorities. We have an on-campus Wellness Center that is staffed with reliable counselors, and we can refer students to Almaden Valley Counseling Services.
3. The Mustang Way (our behavioral SLOs) are integrated into the life of the school and are well communicated to our students and community.
4. PHS has comprehensive published policies and resources to ensure a nurturing learning environment for all students.
5. PHS offers a wide array of community events, including the arts, athletics, informational evenings, and opportunities for parents to volunteer.
6. There are a great number of student-led initiatives to support community involvement.
7. Community Service, the Sophomore Project, and BioSite form an integral part of our students' community involvement.
8. Link Crew is a student leadership program where trained juniors and seniors, known as

Link Leaders, mentor and guide incoming freshmen.

9. We have a great variety of extracurricular activities, including athletics, the arts, and clubs.
10. PHS has a very active ASB program, with school rallies, spirit days, homecoming, and support for our community.

Areas of Growth

1. We need to improve the safety of our exposed campus site. This includes students leaving during FLEX/lunch and strangers wandering onto campus.
2. PHS teachers must continue to foster a curriculum with high levels of student engagement. Department and course-alike groups need to continue to develop strong lesson plans and activities which engage students throughout the learning cycle.
3. PHS needs to better support certain segments of our population. PHS needs to implement a more robust range of culturally sensitive strategies and processes for supporting these students and their families.
    a. Behavioral challenges of underclassmen based on PBIS data.
    b. Support for our Hispanic and African-American students.
    c. Chronic absenteeism across many of our groups of students.
    d. Ensuring that all students attend Flex to bring their grades up and school involvement.
4. Increase parent and community involvement with struggling students.
5. Increase parent and community involvement with diversity and cultural events (arts, music, theatre, etc.)
6. We need to continue to build school spirit and increased effort to connect to students and staff.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

1. Instructional Practices and Student Engagement
   The school's Administration and all staff continue to address our achievement gap for underperforming student populations, including our Hispanic and Black populations, Students with Disabilities, and our English Language Learners.
   a. Prioritize, develop, and implement research-based, high-impact instructional practices to support all learners in all classrooms creating equity-centered learning environments.
      i. Develop and implement stronger differentiation strategies
      ii. CM
      iii. Flexible Grouping
      iv. Guided Practice
      v. Small Group Instruction
      vi. Universal Design for Learning

   b. Improve access to all curriculum for Hispanic, SES, English Learners, homeless and foster youth
   c. Improve student engagement and achievement for all students by employing a range of research-based and responsive instructional strategies
   d. Continue to grow in our adoption and development of cross curricular projects
   e. Staff include and implement language learning support strategies to plan and deliver lessons so students gain access to the curriculum and make suitable progress.

2. Data-Driven Cycles of Analysis to Support Student Achievement
   The school's Administration and Instructional Leadership Team continue to develop and implement a school-wide, systematic, data-driven cycle of analysis of disaggregated student achievement and perception data to support curricular changes and instructional best practices.
   a. Annual data collection, with continuing updates and improvements of graphical data as analysis tools
   b. Review and update of Student and Parent Climate Surveys, with improved system for stronger participation
   c. Semesterly, staff to review data and generate analysis of the implications
      i. Break down of what data to present each semester (Aug & January)
   d. Departments and course-alikes grow in their creation and analysis of data, planning strategies to improve students outcomes, with more formalized expectations and reporting of this process
   e. Continue to use data to develop and implement our Multi-Tiered Systems of Support to ensure academic success and a sense of belonging.
   f. Investigate the use of more effective data analysis tools (Gradient, Tableau, …

3. Culture and Community
   Students in underperforming student groups -- principally Hispanic, socio-economically disadvantaged, and students with disabilities, continue to need appropriate and timely personal and academic interventions to improve their academic performance and college/career readiness. Additionally, PHS needs to continue to develop and implement a more diverse range of culturally responsive strategies to foster greater student, parental and community engagement in the school.
   A. Investigate improvements to the safety of our exposed campus site - students leaving during FLEX/lunch and strangers wandering into campus.
   B. Develop stronger systems to communicate with and engage parents parents
   C. Develop a more effective system to combat chronic absenteeism across many of our groups of students, to better ensure that struggling students receive the support they need to be successful.
   D. The school's Administration and all staff continue to develop strong systems of support for our subgroup students
      a. Continue to develop and implement our Multi-Tiered Systems of Support to ensure academic success and a sense of belonging.
      b. Address the behavioral challenges of underclassmen based on PBIS data
      c. Provide training, targeted coaching and ongoing site-based professional development for supporting low-income, English learners, homeless and foster youth, and our Hispanic and African-American students
      d. Develop and implement systems to ensure Flex is an effective student support system.

4. Professional Development
   The school's Administration and Instructional Leadership Team develop a data-driven, transparent professional development plan to further professional growth which supports student achievement, with special attention to:
   a. Tailor PD plans to teacher needs and recommendations based on evaluations and student performance data.
   b. Evaluate the effectiveness of professional development based on teacher feedback and student learning data.
   c. Grow our PD to include:
      i. Research-based and responsive instructional strategies to improve student engagement
      ii. Differentiated Instruction
      iii. Underperforming Student Populations (ELD Students, Hispanic, and Students with Disabilities)
      iv. Course-Alike Best Practices
      v. Social and Emotional Learning (SEL) curriculum and instruction.
   d. Staff should have more input into the creation and administration of professional development.

5. The WASC Process

   The school's Administration and Instructional Leadership Team continue to grow in fidelity to the WASC process and develop the WASC Action Plan as the guiding, overarching plan for school improvement.

   a. Annual Data Collection and Analysis
   b. Annual Action Plan updates and reporting
   c. Staff and parent communities - annual CAN progress presentations and input
   d. Timely annual upload of School Profile to WASC portal
   e. Timely annual upload of data for School Accountability Report Card (SARC)
   f. Greater Administration and Staff participation on WASC Visiting Teams

Chapter 5: Schoolwide Action Plan/SPSA

- **State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.**
- **Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)**
- **Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.**

1. Instructional Practices and Student Engagement
   The school's Administration and all staff continue to address our achievement gap for underperforming student populations, including our Hispanic and Black populations, Students with Disabilities, and our English Language Learners.

1a. Prioritize, develop, and implement research-based, high-impact instructional practices to support all learners in all classrooms creating equity-centered learning environments.

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Develop and implement stronger differentiation strategies Constructing Meaning Flexible Grouping Guided Practice Small Group Instruction	Teachers, Admin, Instructional Coaches, Leadership Team	Evaluation Process PHS Canvas Page with resources Site and District Coaches	Observable in walkthroughs Walkthrough tools with various rubrics Increase in ELPAC scores & Hispanic students being A-G eligible & student engagement (Tier II and III behaviors, student	PD cost for speakers	Ongoing	2029

Universal Design for Learning			survey)			

1b Improve "access" to all curriculum for Hispanic, SES, English Learners, homeless and foster youth

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Host parent resource and informational meetings. Ask Latinx Club to pilot this and give CS hours	Honors & AP teachers, translators, counselors	transportation? food? child care Student volunteers (CS hours)	Feedback survey - track scores	Depends on resources approved	Semester 2 each year	April 1
Create Reading Club	Host and student leaders	Class space, books, information posters, PD, snacks	Reporting	Books & snacks		
Offer "AP Access" prep class	AP teachers	FLEX meetings after course selection	Data for Hispanic students' AP scores and placement	None	Between course selection and end of school year	June 1
Examine PSAT scores for AP potential	API, counselors, sophomore core teachers	PSAT score reports, AP Potential Score report	Sign-up numbers compared to potential AP numbers	None	After PSAT scores but before course selection	Jan / Feb

Welcome Freshman Families Night	Admin, counselors, Electives, Arts, Sports, grade 9 staff	Snacks, tables, chairs, presentations	Enrollment in sports, arts, electives & contact enrollment for EL families outreach & create names list of parents interested in Safe Spaces	Food	Early April after students / families select coming to PHS	April
Incorporate student voice in recruitment (CTE, AP, Sophomore Project, …)	Staff, counselors	Student prep time	Meeting minutes		Ongoing	

1c Improve student engagement and achievement for all students by employing a range of research-based and responsive instructional strategies

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
1. Create and administer an anonymous survey of staff about usage of different methods to improve	Alan T, Karem S, Cem Y. with Admin	None	Google form with results analysis	None	October 1, 2026	April 1, 2026

engagement & Produce reports with summary & Conduct planned observations.						
2. Marshall memo to staff - access to professional reading and growth	Admin, Staff	Marshall Memo	Weekly	None	August 2026	
3. Reflective practices during department meetings to explore instructional practice and reflect on strategic changes	Leadership, Staff	Department meetings, Lesson planning	Teacher reflections	none	Ongoing	

1d Continue to grow in our adoption and development of cross curricular projects

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Define criterion for cross-curricular projects	Admin, Staff	Exemplars	Defined criterion	None	Semester 1, 2026	Dec, 2026
Incorporate semesterly grade level meetings with review of current projects and development of new projects	Admin, Staff	One meeting per semester in lieu of course-alike meeting	Meeting minutes, notes on current projects and discussions of future projects	None	Semester 1, 2026	Dec, 2026
Establish collaboration meetings to plan cross-curricular implementation among departments	Admin, Staff	Staff inservice meeting time	Presentations, meeting minutes, implementation plans	None	Semester 1, 2026	Dec, 2026

1e Staff include and implement language learning support strategies to plan and deliver lessons so students gain access to the curriculum and make suitable progress.

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Utilize practices from 1a	Teachers, Admin	Professional Development, Evaluation Process PHS Canvas Page with resources, Site and District Coaches	Admin walkthroughs, Department and Course-Alike meeting minutes	none	ongoing	ongoing

2. Data-Driven Cycles of Analysis to Support Student Achievement
The school's Administration and Instructional Leadership Team continue to develop and implement a school-wide, systematic, data-driven cycle of analysis of disaggregated student achievement and perception data to support curricular changes and instructional best practices.

2a. Annual data collection, with continuing updates and improvements of graphical data as analysis tools

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
1. Conduct a review of areas where data analysis must be completed	Admin, Dept chairs, WASC Coordinator, DO Data Reps	Access to IC, 5Star and other data platforms, District data	Data lists	Stipend or release for department designees	Semester 2 2025-26	June 1, 2026

(assessment, attendance, behavior, …)						
2. Tracking of parent involvement	Admin, counselors	Canvas, IC, Parent Square, BTSN & Counseling attendance	Parental involvement data		Semester 2 2025-26	June 1, 2026
3. Collection and Analysis of Course-Alike Data	APs		Canvas course-alike documentation		Semester 1, 2026-27	Dec 15, 2026

2b. Review and update of Student and Parent Climate Surveys, with improved system for stronger participation

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
1. AP Stats class to revise Student Survey	Hoffman, Crawford	WASC Coord to address class, share old survey	Completed Google Survey	None	Sem 1, 2025-26	Dec 2025
2. Math Dept to administer student survey	Paker, Math Dept	Agreed upon week to conduct survey	Google survey results with 75% participation	None	Jan-Feb, 2026	March 1, 2026
3. AP Stats class to analyze results	Hoffman, Crawford	None	Graphical and other analysis	None	Sem 2 2025-26	May 21, 2026
4. Use Student Survey to develop	Crawford	None	Completed Google Survey	None	Sem 1, 2025-26	Dec 2025

new Parent Survey						
5. Conduct review and develop new system for Parent Survey	Administration, ILT, Crawford, PAC	Various Meetings	Google survey results with 40% participation	None	Jan-Feb, 2026	April 1, 2026
6. Revise and Administer Staff Survey	Crawford	Dept Mtg Time	Google survey results with 90% participation	None	Jan-Feb, 2026	April 1, 2026

2c. Semesterly, staff to review data and generate analysis of the implications

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Semesterly, whole staff to review key data sets, analyze results, and apply to their practices with the goal of improving data literacy	APs, WASC Coordinator	Staff meeting time	Data review plan	None	Ongoing	Ongoing

2d. Departments and course-alikes to create and analyze data, then plan strategies to improve students outcomes, with more formalized expectations and reporting of this process

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Departments to review what data is applicable (state, district, common)	Department heads	Access to applicable data	Identified data and documents	None	Sem 1 2026-27	August, 2026
Data collected and distributed to department members	Department heads, admin, district	Course-alike data & meeting forms	Data docs and sign-off	None	July, 2026	August, 2026
Develop department / course-alike timelines for implementation	Course-alike leads	Course-alike meeting time	Timeline	None	August, 2026	September, 2026
Plan and implement strategies Departments and course-alikes utilize Google Forms for assessments / skills analysis	Department heads Department and course-alike leads		Reassessments		Each grading period	

2e. Continue to use data to develop and implement our Multi-Tiered Systems of Support to ensure academic success and a sense of belonging.

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Conversations around D/F lists	Admin, Staff	Staff meeting time	Meeting minutes	None	Ongoing already	Ongoing
Analyze & share behavior referrals & suspensions	Admin, Climate Committee	Staff meeting time	Meeting minutes w/o confidential info	None	Sem 1, 2026	Ongoing
Analyze and share data for Mustang Bucks	Climate Committee	Staff meeting time, Mustang Bucks	Meeting minutes	None	Sem 1, 2026	Ongoing
Analyze & share Wellness Center data	Counselors	Staff meeting time	Meeting minutes	None	Sem 1, 2026	Ongoing
Analyze Flex & SEL attendance data	Admin	Staff meeting time	Meeting minutes	None	Sem 1, 2026	Ongoing

2f. Investigate the use of more effective data analysis tools (Gradient, Tableau, …

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Increase staff use of Gradient, 5-Star, and Ellevation as data analysis tools	APs, WASC Coordinator	PD time	PD meeting minutes	None	Ongoing	Ongoing

3. Culture and Community

   Students in underperforming student groups -- principally Hispanic, socio-economically disadvantaged, and students with disabilities, continue to need appropriate and timely personal and academic interventions to improve their academic performance and college/career readiness. Additionally, PHS needs to continue to develop and implement a more diverse range of culturally responsive strategies to foster greater student, parental and community engagement in the school.

3a. Investigate improvements to the safety of our exposed campus site - students leaving during FLEX/lunch and strangers wandering into campus.

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Implement the recommendations determined in the 2025 Safety Audit	Admin, DO	Funding	Reports to audit process, district funding, ….	TBD	TBD	TBD

Continue to have supervision at campus entry and exits points	Admin , SROs, Campus Supervisors	Communication protocols	Anecdotal evidence, reduction on students leaving, …	None, although additional campus sups needed	Ongoing	Ongoing

3b. Develop stronger systems to communicate with and engage parents

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Develop parent programs that help parents/guardians support their children at home	Administration team Academic Counselors DCAC Counselors	Training	Meeting minutes	Unknown	First semester 2026-27	June 2027
Continue to use Parent Square with translation services (Spanish only)	District Student Services	Training on more effective use	Parent Square communications	None	First semester 2026-27	June 2027
Continue Parent Nights (monthly)	Admin, counselors	None	Meeting minutes and attendance logs	Food?	Ongoing	Ongoing
Stronger communication about WASC	Admin using Parent Square, PTSA, SSC	None	Parent Square Communications	None	Sem 2, 2025-26	Ongoing

3c. Develop a more effective system to combat chronic absenteeism across many of our groups of students, to better ensure that struggling students receive the support they need to be successful.

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Develop stronger understanding for underlying causes of absenteeism	Admin, District	District training	Improved attendance	None	August 2026	Ongoing
Reward system for attendance	Attendance, teachers	System to flag students (5Star, IC)	Improved attendance, awards		January, 2026	Ongoing
Data to show historical attendance rates, quantify “Chronic”	Attendance, WASC Chair, Admin	Data	Graphical and written analysis	Salary	January, 2026	Ongoing
Flag chronic students, do check-ins when present	Attendance, Campus Sups, Admin	System to flag students (5Star, IC)	Improved attendance records	$$	January, 2026	Ongoing
Hire an Attendance Liaison	District, Admin	Salary	Employment records	$$	August 2026	
Secure our campus fence	SJUSD	Funds from Measure R	Fence, measurable attendance change		Two Years	Ongoing
Third-party programs for students with different needs	District, Admin	Contacts for third-party resources			Semester 1, 2026	Ongoing

Mentor Program & Relationship Building & Intake Meetings	Teachers, Admin, Trainer	PD on how to be a mentor	Track students returning to school	FTE, stipends, or Fair Share	Semester 1, 2026	Ongoing

3d. The school's Administration and all staff continue to develop strong systems of support for our subgroup students

1. **Continue to develop and implement our Multi-Tiered Systems of Support to ensure academic success and a sense of belonging.**

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Conduct intervention meetings on site with students who have 2 or more Fs in each grading period. Reinstitute SST processes T-shirt design contest awarded with RIFLO Bucks	Teachers Academic Counselors Administration Team DO, Site Admin	Canvas, IC meeting time	Decrease in % of students with 2 or more Fs at the end of the semester by 10%	None	1st Semester 2026	ongoing

2. Address the behavioral challenges of underclassmen based on PBIS data

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Continue to implement the RISE (Restorative Intervention Supporting Elevation)	Admin	Support from DO	Decrease in suspensions	None	Ongoing	Ongoing
Continue to partner with District via Child Welfare Associate (CWA) to explore Alt Ed transitions	Admin, Counselors	CWA	Counseling meetings, referrals, transitions to Alt Ed	None	Ongoing	Ongoing
Utilize Coordinated School Health Grant money to run lunchtime activities to facilitate positive student engagement.	Admin, Staff	Supervision	Activities,	$ is available	June 2027	Ongoing

3. Provide training, targeted coaching and ongoing site-based professional development for supporting low-income, English learners, homeless and foster youth, and our Hispanic and African-American students

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date

Staff survey - for which group do you need the most support?	Admin	Survey	Results of survey	None	June 2026	Ongoing
Use staff meeting, instructional coaches, and course alike structures to provide training and support	Admin. Instructional Coaches	Staff Meeting Time	Increased SBAC scores	None	Ongoing	Ongoing
Bring in outside experts and mentors to provide training and support	Admin.	Outside expert	Increased SBAC scores	$$	June 2027	June 2027

4. Develop and implement systems to ensure Flex is an effective student support system.

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Schedule Flex to be after Per 1 on Wed and Per 2 on Thurs	Admin, Union	None	New SFA	None	Sem 2, 2025-26	June 2026
PBIS incentives for Flex attendance	Admin	$$	Decrease % of absences	??	Ongoing	Ongoing
PD on how to book Flex appointments.	Admin	5Star, Review of staff expectations	Attendance reporting	None	Sem 2, 2025-26	June 2026

Run and share reports on who is not attending Improved campus security in time before Flex	Attendance, Admin Admin, campus sups	IC None	Decrease % of absences Improved attendance in FLEX	None None	Ongoing Ongoing	Ongoing Ongoing

4. Professional Development

The school's Administration and Instructional Leadership Team develop a data-driven, transparent professional development plan to further professional growth which supports student achievement, with special attention to:

4a. Tailor PD plans to teacher needs and recommendations based on evaluations and student performance data.

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Utilize the teacher evaluation process to summarize teacher needs	Admin, teachers	none	Summary of teacher needs Student Performance Data	none	First semester, 2026	May 2027

4b. Evaluate the effectiveness of professional development based on teacher feedback and student learning data.

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Survey staff on their PD needs. Do within department meetings, utilizing data	Admin	Survey, departmental and course data	List of PD needs	none	First semester 2027	May 2028

4c. Develop, offer, and evaluate PD based on:

1. **Research-based and responsive instructional strategies to improve student engagement**

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Flexible Grouping Guided Practice Small Group Instruction Universal Design for Learning Restorative Justice	Admin C&I C&I C&I Student Services	Training resources, external trainers? Coaches Coaches Coaches Coaches	Agendas, Attendance at PD sessions, Walkthrough data	Included in SJUSD Budget (No Additional Costs)	Ongoing	Ongoing

2. Differentiated Instruction

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Staff survey on differentiated instructional strategies used	Admin	Survey	Survey results	none	Second semester, 2026-27	May 2027
Admin walkthroughs and observations	Admin		Summary of observed strategies		Ongoing	Ongoing
Develop PD	Admin, DO, Instructional Coaches	Training resources, external trainers?	Meeting minutes	External trainers?	First semester, 2027	May 2028

3. Underperforming Student Populations (ELD Students, Hispanic, and Students with Disabilities)

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Understanding and supporting Hispanic boys	Admin, Trainers (DO or external)	Training	Meeting minutes	Trainer salary?	First semester 2027	May 2028

4. Course-Alike Best Practices

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
PD / Staff training on course-alike best practices Course-alike group documentation of the use of these practices	Admin	Checklist of practices Video / fishbowl Course alike meeting forms	Course-alikes and departments incorporating changes to meetings, data, documentation	none	First semester 2026	ongoing

5. Social and Emotional Learning (SEL) curriculum and instruction.

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Evaluate the effectiveness of the SEL curriculum - Survey Evaluate the effectiveness of the SEL curriculum - Staff Conversation	Admin, Leadership Team, WASC Coordinator Admin, Leadership Team, WASC Coordinator	Survey Staff Meeting Time	Survey Results Staff meeting minutes	none	Semester 1, 2026	12/2026

Revise as needed						

4d. Staff should have more input into the creation and administration of professional development.

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Survey staff for their input	Admin & Staff	Google Form	Survey results	None	Semester 2, 2025-26	
Share survey data with staff	Admin & Staff	Meeting time	Staff meeting minutes	None	Semester 2, 2025-26	
Admin to incorporate top choices into PD Calendar	Admin		PD Calendar	None	Semester 2, 2025-26	
Meetings with PD Program Managers	Admin, site coaches					

5. The WASC Process

The school's Administration and Instructional Leadership Team continue to grow in fidelity to the WASC process and develop the WASC Action Plan as the guiding, overarching plan for school improvement.

5a. Annual Data Collection and Analysis

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Develop calendar of data availability	Admin, WASC Coordinator	Various timelines	Calendar	Self Study Coord.	Semester 1, 2026-27	Ongoing
Update graphs & analysis	Admin, WASC Coordinator	Data access	Data reports		Semester 1, 2026-27	Ongoing
Query staff on additional data needed	Admin, WASC Coordinator	Survey	Staff survey / meeting minutes		Semester 1, 2026-27	Ongoing

5b. Annual Action Plan updates and reporting

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Annual written analysis of year's accomplishments re: Action Plan	Admin, WASC Coordinator	Data access	Written reports	Self Study Coord.	May of each year	ongoing

5c. Staff and parent communities - annual CAN progress presentations and input

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Presentation of annual Action Plan analysis to ● SJUSD Board ● Parent Community	Admin, WASC Coordinator	none	PTSA and Site Council meeting minutes, Parent Square Communications, Board minutes	Self Study Coord.	Annually	ongoing

5d. Timely annual upload of School Profile to WASC portal

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Annual School Profile uploads to WASC Portal	Principal, WASC Coordinator	none	School Profile	none	Annually	ongoing

5e. Timely annual upload of data for School Accountability Report Card (SARC)

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Admin & DO to provide timely SARC data	Principal, DO	none	SARC data in CDE website	none	2026	ongoing

5f. Annual PHS Staff on WASC Visiting Committees

Action Steps	Responsible Party	Resources & PD Needed	Evidence & Measurable Outcome	Cost	Timeline	Completion Date
Identify admin and staff to participate on WASC VCs and enter details to WASC	Principal, WASC Coordinator	None	Visits	Subs	annually	ongoing