

School Year:

2023-24



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

**School Name**

Patriot High School

**Address**

4355 Camino Real  
Jurupa Valley, CA 92509

**County-District-School (CDS) Code**

33 67090 0114157

**Principal**

Damien Hernandez

**District Name**

Jurupa Unified School District

**SPSA Revision Date**

May 2023

**Schoolsite Council (SSC) Approval Date**

May 11, 2023

**Local Board Approval Date**

June 26, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Patriot High School Vision Statement: Pursuing Excellence in Learning and Character Within the Patriot Community.

Patriot High School Core Values: Commitment, Courage, Discovery, Integrity, Respect, Responsibility, Safety & Security, and Teamwork.

## School Profile

Describe The students and community and how school serves them.

### The Story

Since our opening in the fall of 2007, Patriot High School has operated with the vision "Pursuing excellence in learning and character within the Patriot community." This vision truly defines us as we emphasize the importance of learning, achievement and character for our students and staff. Our WASC plan has self-identified four Critical Areas of Need (CANs): Critical Area of Need 1: (Learning) Raise academic achievement to prepare our students for college, work force, and life, which includes data driven decision-making to support the learning needs of all students (Updated November 2020); Critical Area of Need 2: (Character) Demonstrate core values to prepare students for college, work force, and life; Critical Area of Need 3: (Parent and Community Involvement) Foster relationships with all stakeholders to prepare students for college, work force, and life; and Critical Area of Need 4: (Professional Development) Support ongoing teacher learning by administration and staff working collaboratively on a long-range professional development plan in order to support students in achieving the schoolwide learner outcomes. (Updated November 2020).

We are proud to offer a variety of courses and programs for our students. These include 22 AP courses; five honors courses; AVID; Dual Immersion, intervention classes for math, English, and English learners; expanded CTE offerings in eight career pathways (Manufacturing and Robotics added in 2021-2022), and courses in technology and the arts that are articulated with programs at Riverside Community College.

Our academic culture is defined by the collaborative work done by our subject/departmental Teacher Teams. These teams of teachers meet during scheduled work time almost every week to analyze student achievement data, identify critical areas of need, design instruction to address these needs and to evaluate student progress throughout the year. We continue to focus on appropriate rigor aligned with the California State Standards and the Next Generation Science Standards.

We are also proud of the high level of student involvement at Patriot High School. Each year we have seen an increase in the percentage of students regularly participating in club and school activities and in our athletic programs. PHS is home to several league championship teams and our teams routinely advance to CIF playoffs. Co-curricular programs include the Cardinal Regiment (our award-winning marching band), AVID, drama, theater, and a number of choirs.

We encourage and promote student leadership in a number of ways. We have our traditional student government program or ASB with elected officers and representatives. We also have a Student Advisory Council (House of Representatives) made up of representatives from each of our Advisory periods, our Warrior Spirit program where students take the lead in celebrating individual academic and athletic achievement, and we have an award-winning freshman mentoring program, Link Crew, that provides mentoring support throughout the school year.

Major initiatives on our campus include our work on the CSS, our support for AP students and are proud to be one of the few AP Capstone Schools in Riverside County, our Champions of Character campaign with our student athletes, and our multiple forms of student leadership programs.

Patriot High School received a full, 6-year fully accreditation from WASC in the spring of 2014. In the spring of 2017 WASC visited our campus for a mid-cycle 3-year one day visit and confirmed progress towards our achieving the goals set out in 2014. In March 2020, PHS received another 6-year WASC accreditation with a successful two-day mid-cycle visit completed in March 2023.

## SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

This year, Patriot H.S. staff is working collaboratively to:

1. Increase student connectiveness and engagement as students returned from the distanced learning environment.
2. Expand training focused on instructional strategies and implementation to improve student learning outcomes.
3. Strengthen our EL student learner outcomes by increasing teacher capacity to differentiate instruction, expanded access to the curriculum.
4. Increase the number of prepared graduates through increased access, intervention, CTE and college preparation.

## Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

PHS experienced the greatest progress in CTE Pathway Completion rate with 158% increase in student completers (162 students), 15% increase in AP passing rate (50%), 10% increase in A-G course completion rate (43.6%), and 5% increase in students enrolled in AP courses (18%), and a 5% increase in students feeling our school is a welcoming to their parents (95.5%).

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

PHS greatest needs is to increase our assessment indicators on the CAASPP ELA and Math assessments. The Dashboard was suspended in 2020 and 2021. For 2022 only, Dashboard data is report on one of five status levels-- ELA was "low" and math was "very low." Furthermore, 2021-2022 attendance decreased to 89.65% (-5.95%) in the year following distanced learning, 9th grade students reported a 9% decrease in parent involvement in school (46% Agree or Strongly Agree), and a 10% decrease in our 11th graders feeling connected to school when compared to 2018/2019 (prior to distanced learning).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

## Performance Gaps

Throughout the school year our school's administration team, Leadership Team, and Guidance Team receives data and it is analyzed during monthly meetings. A closer analysis was taken at the start of our second semester by the entire school staff with our department chairs and program leaders facilitating conversations during department and program meetings. Our school Leadership meets together in March/April to take a close analysis of the data, discuss our effectiveness, and decide changes to school-wide strategies and activities to achieve our College and Career Readiness LCAP Goal. Furthermore, in April our admin team sought input from School Site Council (SSC) and the parent English Language Advisory Committee (ELAC) regarding overall effectiveness.

In English Language Arts, our SWD and EL students are performing well below the standard when compared to "all student" performance. For math, all students are performing below the standard significantly. Furthermore, EL students and students with disabilities are performing the furthest below the standard. Lastly, our ELL acquisition results show a need to support the students that are not making progress towards EL proficiency.

Patriot High School's Leadership Team reviewed input and suggestions from SSC and ELAC, and then identified the following strategies and activities as priorities for the 2023-2024 school year: providing professional development for both certificated and classified staff, creating and using common academic vocabulary across the curriculum, and professional development opportunities on grading practices. Collaboration is necessary - continue, or begin, allocating time for grading practices, horizontal and vertical teacher teams, and with other JUSD secondary schools (middle schools and AP teachers). Student supports identified as a priority are Extended Learning Opportunities both for SEL and academic support across the curriculum, continue growing dual enrollment opportunities, and to increase the focus on "life after high school."

## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

PHS is effectively providing school-wide services to all students. As a Title I school, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all students but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCEP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

## Educational Partner Involvement

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

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

Increasing stakeholder engagement has proven challenging, but many steps have been made towards achieving this goal. With the adoption of 1:1 Chromebooks for all students in the Jurupa Unified School District (Chromebooks were updated in Fall of 2019), teachers at PHS have found many ways to increase student engagement with a variety of online platforms. These platforms include, but are not limited to, Parent Square Communication (voice, email, and text messages), Canvas (transitioned from PowerSchool Fall 2022), Google Classroom, PeachJar (email), Remind, and class/club social media accounts. This is all in addition to stakeholders still having the ability to contact teachers, administration, etc. via phone and email. PHS has also expanded our Guidance Department (added an additional counselor in 2021/2022) to better serve students and families with their college and career plans.

In addition to providing many methods to contact teachers and administration, stakeholders are reached in a variety of ways through programs offered on campus, and with community outreach off campus by various programs at PHS. Some of the methods offered to our stakeholders on campus include our Back To School Night, ELAC, AP Parent Nights, PIQE parent classes, School Site Council, Parent/ Principal ELAC Forums, Future Warrior Night, 8th Grade Preview Day, CTE Showcase, Cash for College Night (FASFA completion), Parent Booster club meetings, athletic events, and a multitude of performances given by PHS's performing arts department. Additionally, many of PHS's clubs, sports, and other extracurricular activities regularly engage in community outreach via volunteer opportunities, performances for the City of Jurupa Valley, and sponsoring community events on campus.

PHS submits the School Plan for Student Achievement (SPSA) using the input from teachers, staff, students, and parents and is developed in conjunction with the School Site Council, to the school board for approval. Schoolwide Learning Objectives and goals and Schoolwide Action plan was created based upon feedback from Teacher Teams, Teacher Leadership, Counseling Department, and Administration. Respective teams extensively analyzed student achievement data and worked with the School Site Council in the School Plan for Student Achievement, which aligned the designation of Local Control Accountability Plan funding.

## Resource Inequities

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

Patriot High School is eligible for ATSI based on data points for California Dashboard results. For African American students, eligibility is due to very high Suspension Rate (10.4% suspended at least one day--48 total students). There were no performance levels for Graduation Rates (13 students; 100% graduated), ELA CAASPP (less than 11 students), Math CAASPP (less than 11 students), and College/Career was not reported for the 2022 school year.

As a result of the required needs assessment, the following are identified resource inequities:

### Early Intervention

- Although the school provides multiple avenues that provide early intervention and additional supports, the system to identify students who should participate needs to be refined to include data such as Panorama Survey results and other needs assessment data in addition to academic data points.
- Regular collaboration time among teachers is utilized to ensure support for students' academic achievement, but would increase in effectiveness with professional development/instructional strategies to best "reach" students.

### Family Engagement

- Parents are invited to attend information nights (example: FAFSA nights in the College and Career Center with child care, but the school needs to continue to improve and/or diversify messaging to increase attendance.
- Parents also require child care to allow them to attend meetings, committees, etc., which is offered by the school. That stated, the school needs to continue to improve messaging for these engagement opportunities to parents, including phone calls to personally invite parents to events.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	709	641	666
Grade 10	635	707	653
Grade 11	644	616	682
Grade 12	536	578	531
<b>Total Enrollment</b>	<b>2,524</b>	<b>2,542</b>	<b>2,532</b>

### Conclusions based on this data:

1. Overall enrollment for PHS increased steadily each year from 2015 through 2021 with a reduction in 2020, but has increased since then.
2. There is a decline in grade level cohort enrollment most years. Indicates a need to assess what is causing the decline in enrollment. Is it intervention and access deficits or relocating families.
3. There was a decline in 9th grade enrollment completed to 2020-2021.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	445	473	480	17.60%	18.6%	19.0%
Fluent English Proficient (FEP)	903	861	872	35.80%	33.9%	34.4%
Reclassified Fluent English Proficient (RFEP)	28			6.3%		

### Conclusions based on this data:

1. Continued efforts to improve students' ability to reclassify are needed.
2. The percentage of EL students is increasing.
3. It is important to prepare all teachers to teach English Learners across the curriculum.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	611	538		5	523		4	523		0.8	97.2	
All Grades	611	538		5	523		4	523		0.8	97.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2559.4		*	15.49		*	28.87		*	25.81		*	29.83	
All Grades	N/A	N/A	N/A	*	15.49		*	28.87		*	25.81		*	29.83	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	17.78		*	58.89		*	23.33	
All Grades	*	17.78		*	58.89		*	23.33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	17.78		*	46.27		*	35.95	
All Grades	*	17.78		*	46.27		*	35.95	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	13.38		*	70.55		*	16.06	
All Grades	*	13.38		*	70.55		*	16.06	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	14.15		*	66.35		*	19.50	
All Grades	*	14.15		*	66.35		*	19.50	

**Conclusions based on this data:**

1. Percent above standard data has decreased in all domains.
2. Our students' strongest area was in reading--demonstrating understanding of literary and non-fictional texts
3. Percent standard not met increased from 18.5% to 29.8%

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	612	538		4	525		4	525		0.7	97.6	
All Grades	612	538		4	525		4	525		0.7	97.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2502.3		*	2.10		*	11.05		*	21.90		*	64.95	
All Grades	N/A	N/A	N/A	*	2.10		*	11.05		*	21.90		*	64.95	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	3.62		*	35.05		*	61.33	
All Grades	*	3.62		*	35.05		*	61.33	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	4.57		*	61.90		*	33.52	
All Grades	*	4.57		*	61.90		*	33.52	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	3.05		*	64.38		*	32.57	
All Grades	*	3.05		*	64.38		*	32.57	

**Conclusions based on this data:**

1. A significant majority of our students performed at below standard on Concepts & Procedures--Applying mathematical concepts and procedures.
2. After concepts and procedures, our next weakest area was in problem solving and modeling/data analysis.
3. Overall percentage of standard not met increased from 45.14 (2018/2019) to 64.95.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1526.9	1542.8		1521.5	1539.9		1531.9	1545.2		117	137	
10	1538.3	1549.4		1535.5	1548.1		1540.6	1550.3		88	121	
11	1515.2	1535.3		1503.2	1527.3		1526.7	1542.8		76	78	
12	1510.6	1533.2		1496.0	1527.0		1524.6	1538.7		49	80	
All Grades										330	416	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.93	6.62		32.76	47.79		33.62	37.50		20.69	8.09		116	136	
10	14.94	14.05		43.68	38.02		25.29	31.40		16.09	16.53		87	121	
11	2.82	5.13		30.99	39.74		45.07	26.92		21.13	28.21		71	78	
12	18.75	11.25		35.42	27.50		18.75	30.00		27.08	31.25		48	80	
All Grades	12.11	9.40		35.71	39.52		31.68	32.29		20.50	18.80		322	415	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	26.72	19.85		27.59	55.88		27.59	16.91		18.10	7.35		116	136	
10	29.89	29.75		37.93	45.45		19.54	14.88		12.64	9.92		87	121	
11	15.49	19.23		43.66	41.03		21.13	23.08		19.72	16.67		71	78	
12	31.25	23.75		37.50	36.25		2.08	22.50		29.17	17.50		48	80	
All Grades	25.78	23.37		35.40	46.27		20.19	18.55		18.63	11.81		322	415	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.31	2.21		25.00	17.65		37.93	52.21		32.76	27.94		116	136	
10	5.75	6.61		32.18	23.97		42.53	40.50		19.54	28.93		87	121	
11	1.41	3.85		11.27	21.79		50.70	39.74		36.62	34.62		71	78	
12	8.33	1.25		27.08	16.25		35.42	42.50		29.17	40.00		48	80	
All Grades	4.66	3.61		24.22	20.00		41.61	44.58		29.50	31.81		322	415	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	6.90	1.47		68.97	83.09		24.14	15.44		116	136		
10	11.49	4.13		63.22	83.47		25.29	12.40		87	121		
11	1.41	0.00		61.97	62.82		36.62	37.18		71	78		
12	2.08	3.75		68.75	55.00		29.17	41.25		48	80		
All Grades	6.21	2.41		65.84	73.98		27.95	23.61		322	415		

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	52.53	69.85		31.31	23.53		16.16	6.62		99	136	
10	62.50	66.12		25.00	24.79		12.50	9.09		72	121	
11	53.33	64.10		23.33	24.36		23.33	11.54		60	78	
12	51.35	62.50		16.22	20.00		32.43	17.50		37	80	
All Grades	55.22	66.27		25.75	23.37		19.03	10.36		268	415	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.62	6.62		47.41	46.32		43.97	47.06		116	136	
10	9.41	14.88		60.00	39.67		30.59	45.45		85	121	
11	4.29	6.41		51.43	35.90		44.29	57.69		70	78	
12	19.15	3.75		44.68	38.75		36.17	57.50		47	80	
All Grades	9.43	8.43		51.26	40.96		39.31	50.60		318	415	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.59	1.47		78.45	85.29		18.97	13.24		116	136	
10	2.33	2.48		83.72	79.34		13.95	18.18		86	121	
11	12.68	5.13		70.42	64.10		16.90	30.77		71	78	
12	12.77	8.75		61.70	68.75		25.53	22.50		47	80	
All Grades	6.25	3.86		75.63	76.39		18.13	19.76		320	415	

**Conclusions based on this data:**

1. Mean Scale Scores for All Students increased for all grade levels.
2. Overall Language Level One decreased from 20.5 to 18.8.
3. Listening Domain had the least percentage of students well developed (2.4%), and Speaking Domain had the highest (66.2%)

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

### 2021-22 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,542	71.8	18.6	0.4

Total Number of Students enrolled in Patriot High School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

### 2021-22 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	473	18.6
Foster Youth	10	0.4
Homeless	7	0.3
Socioeconomically Disadvantaged	1,826	71.8
Students with Disabilities	378	14.9

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	47	1.8
American Indian	4	0.2
Asian	41	1.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	13	0.5
Hispanic	2,162	85.1
Two or More Races	12	0.5
Pacific Islander	2	0.1
White	236	9.3

**Conclusions based on this data:**

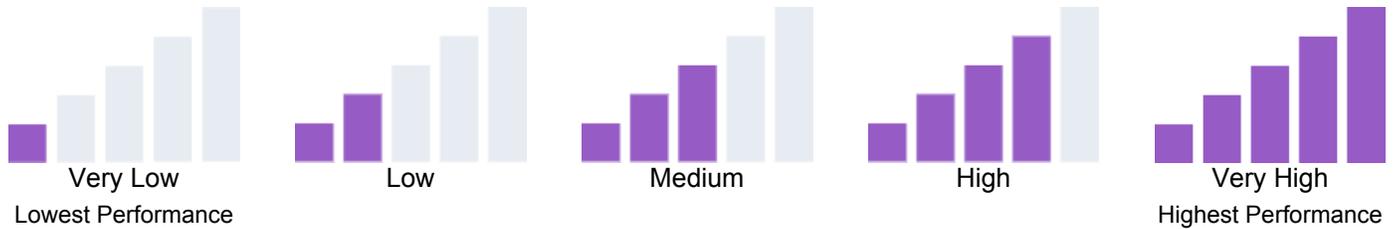
1. Our school is majority (71.8%) SES disadvantaged and will need additional support within the school day to maintain success.
2. The diversity of needs of our students overlaps from SES, EL, and SWD all in the double digits.
3. The ethnic/ racial diversity on campus is primary Hispanic with less than 10% of every other demographic.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Low	<b>Graduation Rate</b>  High	<b>Suspension Rate</b>  Medium
<b>Mathematics</b>  Very Low		
<b>English Learner Progress</b>  Low		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

1. Our graduation rate (High) and Graduation Rate (Medium) are in the top two Dashboard performance indicators.
2. We need to continue to implement researched-based instructional strategies to support Math (Very Low).
3. College/Career not reported in 2022, but needs to continue to be an area of focus.

# School and Student Performance Data

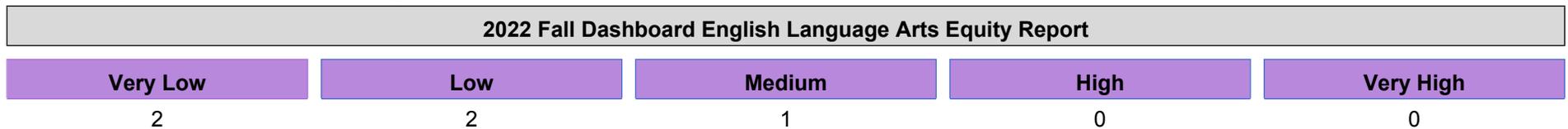
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Low

19.6 points below standard

511 Students

English Learners



Very Low

101.8 points below standard

112 Students

Foster Youth



No Performance Level

3 Students

Homeless

Socioeconomically Disadvantaged



Low

29.6 points below standard

385 Students

Students with Disabilities

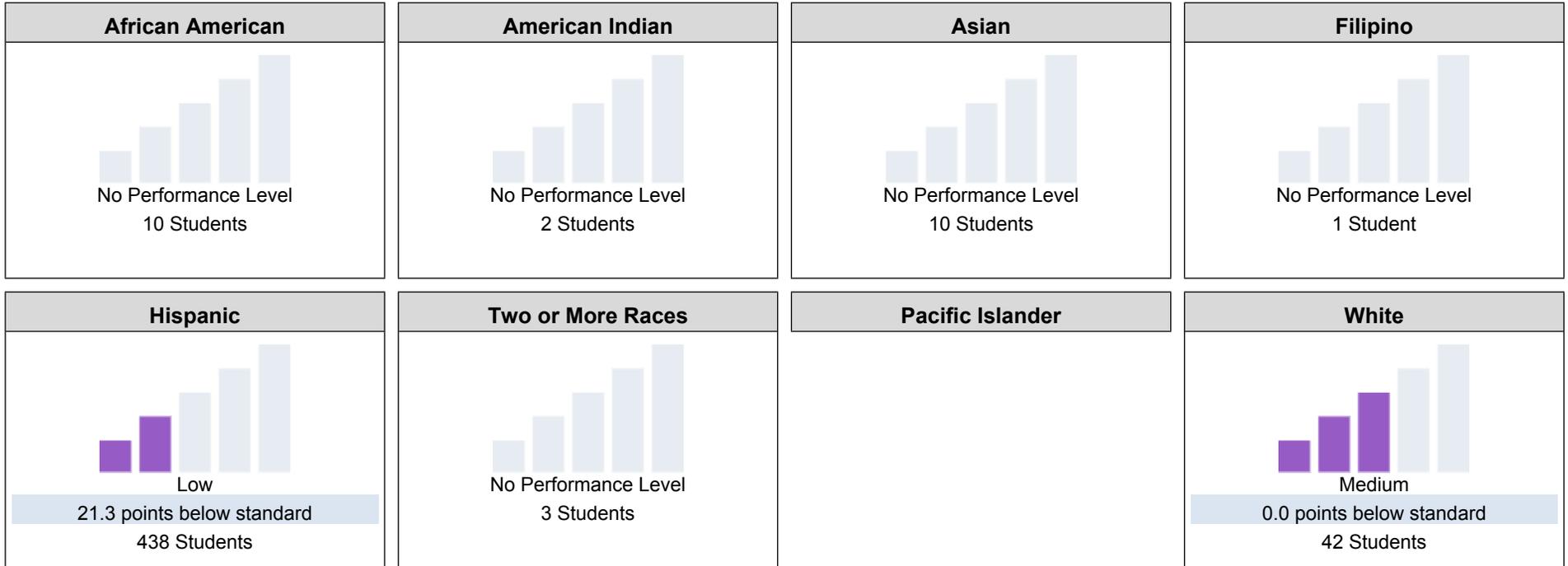


Very Low

126.5 points below standard

79 Students

**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
137.5 points below standard	46.6 points below standard	12.9 points below standard
68 Students	44 Students	236 Students

**Conclusions based on this data:**

- Our white students are outperforming other sub groups and are at the standard.
- Current EL students are far more below standard (137.5 points) than Reclassified (46.6) and English Only (12.9).

3. Students with Disabilities were the lowest performing student group (126.5 points below standard).

# School and Student Performance Data

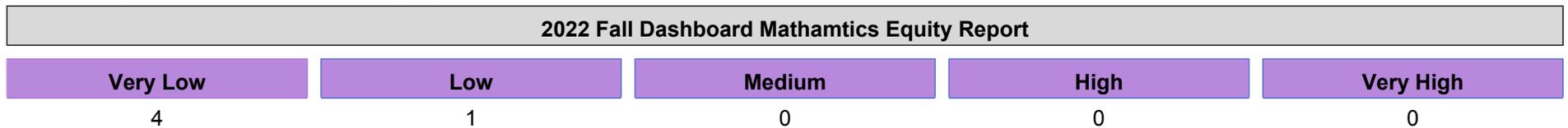
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Very Low  
123.1 points below standard  
513 Students

English Learners



Very Low  
178.4 points below standard  
113 Students

Foster Youth



No Performance Level  
3 Students

Homeless

Socioeconomically Disadvantaged

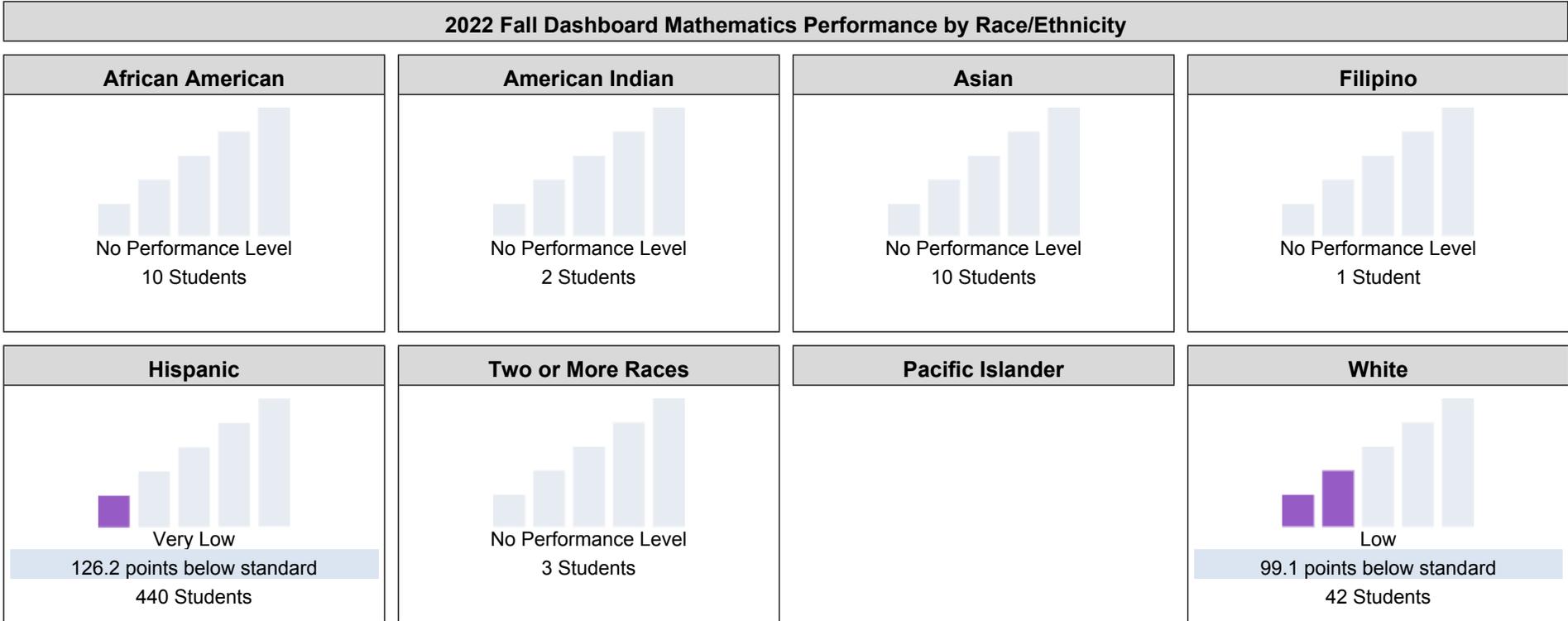


Very Low  
132.5 points below standard  
387 Students

Students with Disabilities



Very Low  
205.0 points below standard  
80 Students



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>199.9 points below standard 69 Students</p>	<p>144.7 points below standard 44 Students</p>	<p>115.4 points below standard 237 Students</p>

**Conclusions based on this data:**

1. Our white students are outperforming other sub groups, but performed 99.1 points below standard
2. Current EL students are far more below standard (199 points) than Reclassified (144) and English Only (115).

3. Students with Disabilities were the lowest performing student group (205 points below standard).

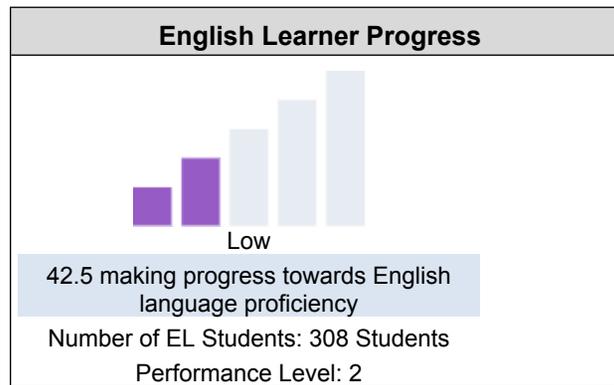
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.6%	31.8%	1.9%	40.6%

#### Conclusions based on this data:

- Majority of EL students progressed at least one ELPI level.
- 42.5% of EL students are making progress towards English language proficiency.

- 
- 
3. We need to support the 57.5% of students that are not making progress towards EL proficiency.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High  
Lowest Performance
High
Medium
Low
Very Low  
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. N/A

- 2. N/A
- 3. N/A

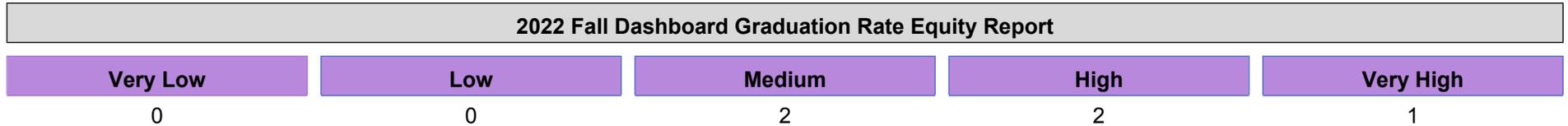
# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

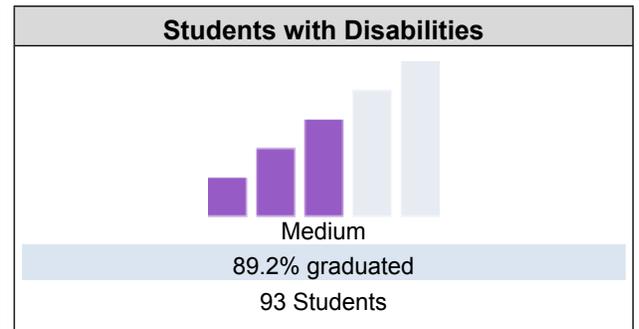
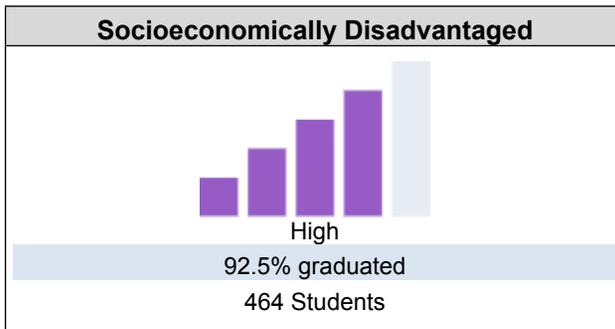
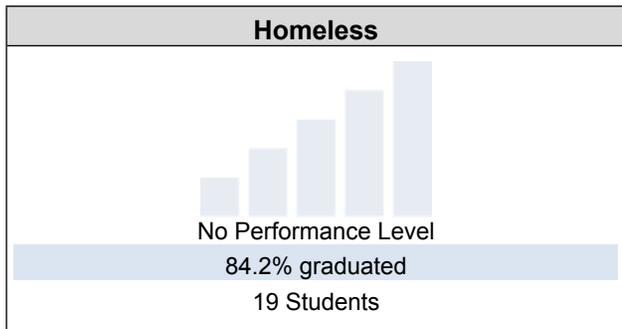
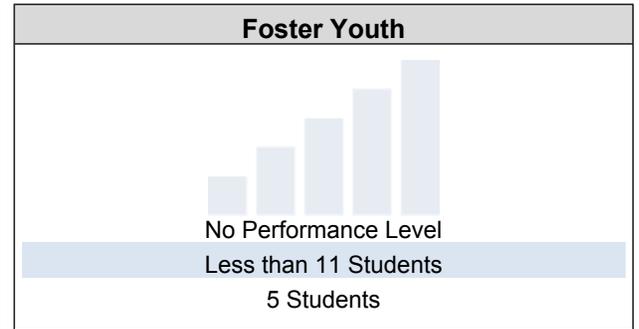
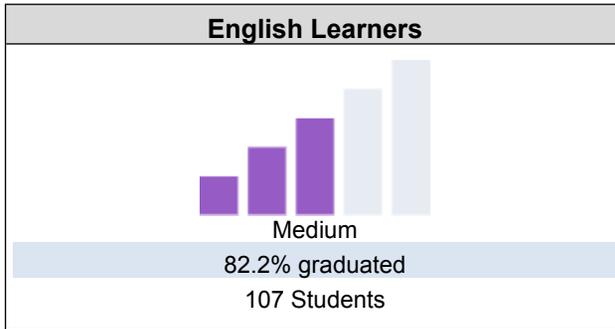
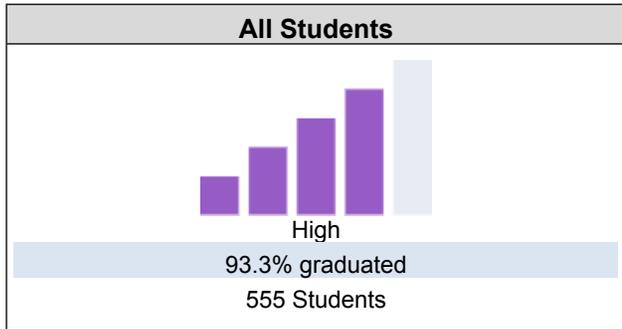


This section provides number of student groups in each level.

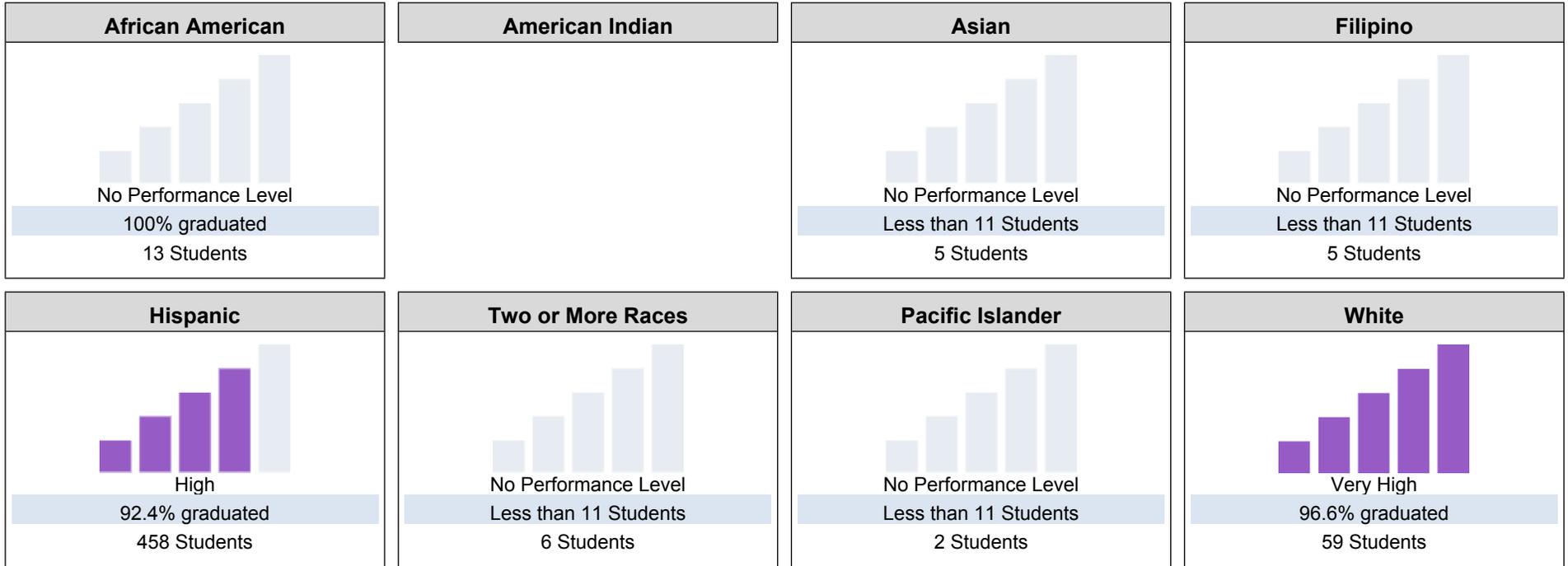


This section provides information about students completing high school, which includes students who receive a standard high school diploma.

**2022 Fall Dashboard Graduation Rate for All Students/Student Group**



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. in 2022, 93.3% of all students graduated--an increase from 2021 (92.5%).
2. English Learners graduation rate was 82.2% and homeless was 84.2%--11.1% and 9.1%, respectfully, below the graduation percentage of all students.
3. White students graduated at a higher percentage rate when compared to "all students."

# School and Student Performance Data

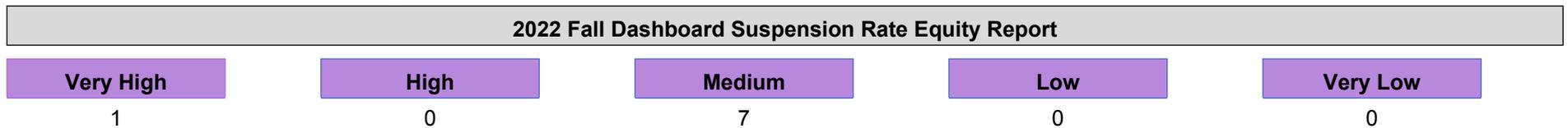
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

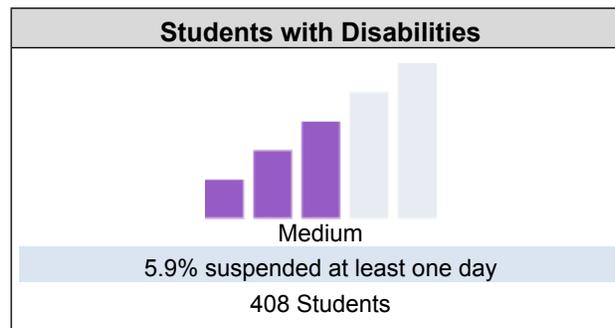
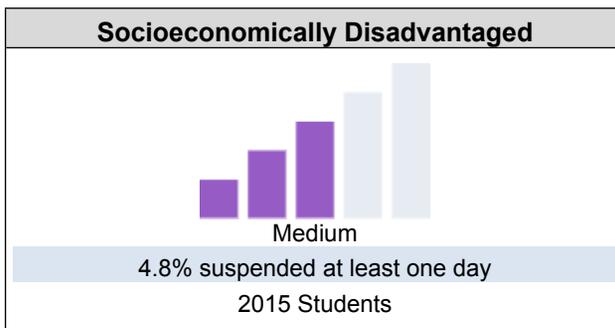
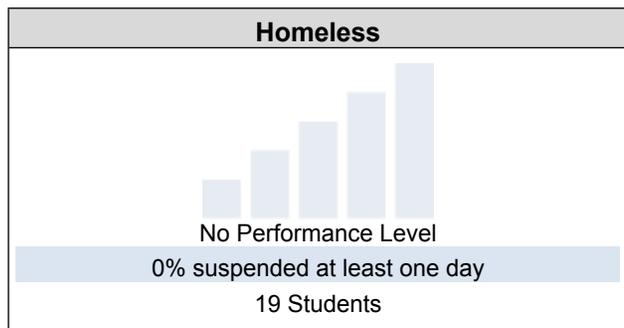
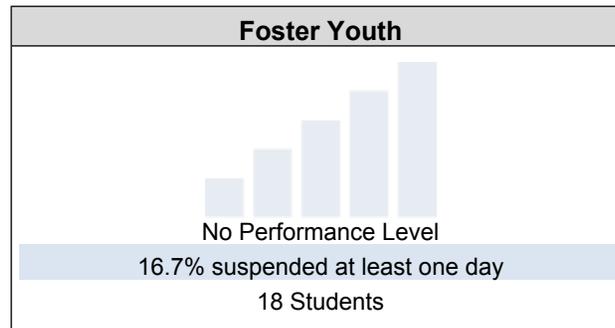
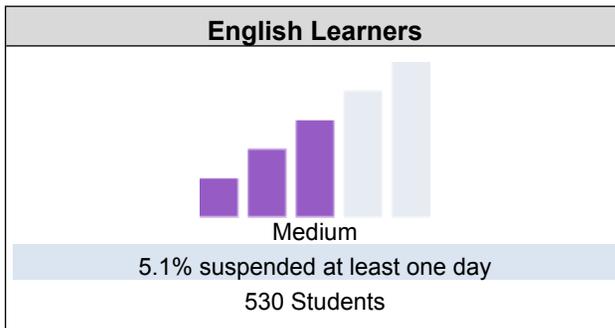
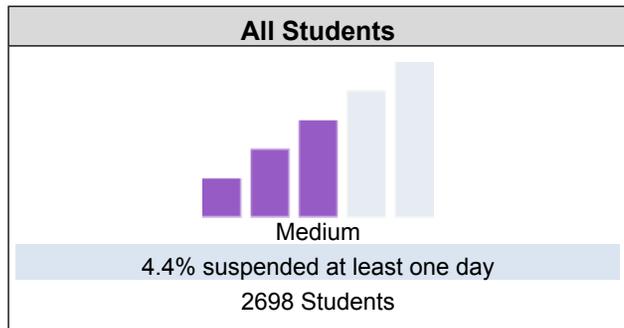


This section provides number of student groups in each level.

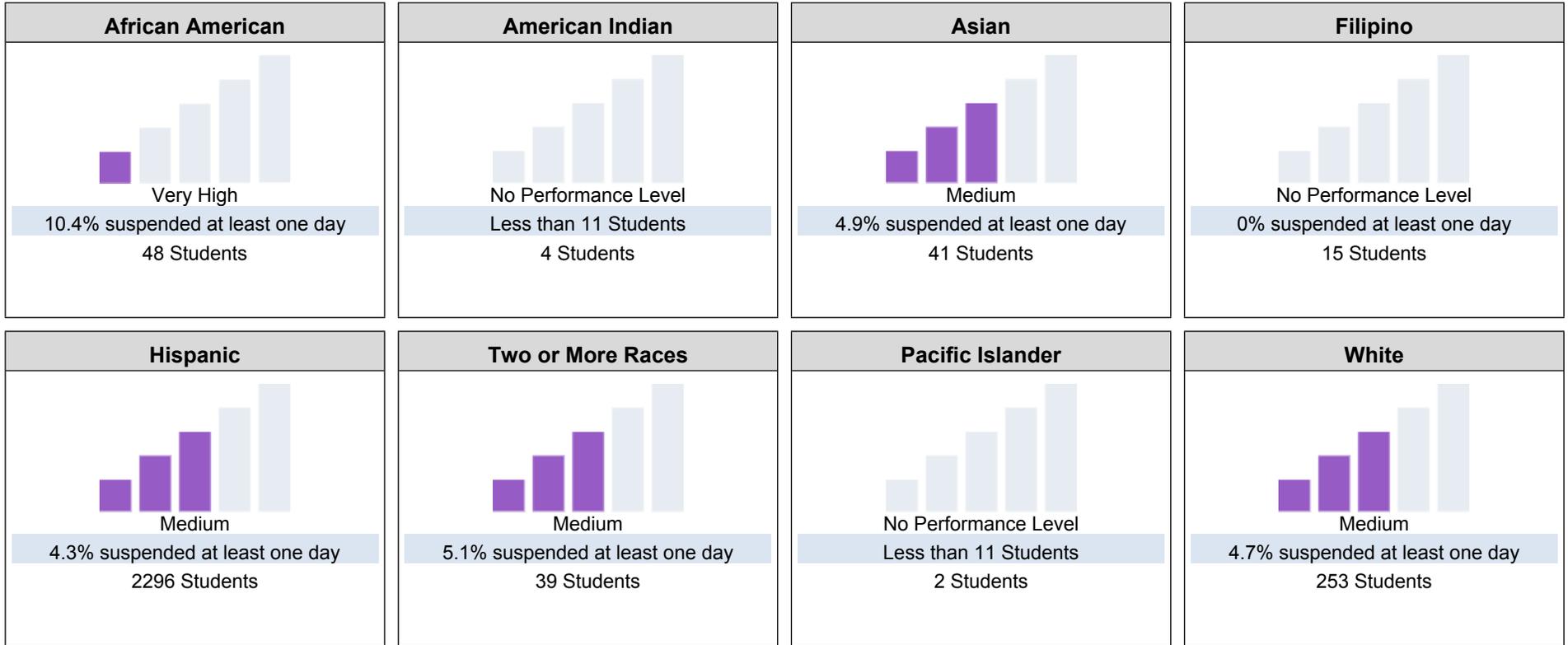


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. 4.4% of students were suspended at least one day--decrease from 6.3% in 2019.
2. In 2022 our suspension rate decreased with all student groups and races, and no homeless students were suspended.
3. A trend towards less suspendable student behavior could also indicate a possible improvement in positive school climate.

# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

After gathering input from School Site Council, our school's Leadership team (department chairs and program leaders) thoroughly reviewed current data and had thoughtful multiple discussions regarding identified needs to achieve this goal.

Providing professional development for both certificated and classified staff.

Creating and using common academic vocabulary across the curriculum.

Providing professional development opportunities on grading practices.

Collaboration is necessary - continue, or begin, allocating time for grading practices, horizontal and vertical meetings, and with other JUSD secondary schools (middle schools and AP teachers).

Student supports identified as a priority are Extended Learning Opportunities both for SEL and academic support across the curriculum.

Continue growing dual enrollment opportunities.

Increase the focus on "life after high school"

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)  The Dashboard was suspended in 2020 and 2021. For 2022 only, Dashboard data is report on one of	P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)  The Dashboard was suspended in 2020 and 2021. For 2022 only, Dashboard data is report on one of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>five status levels--very high, high, medium, low, and very low.</p> <p>English Language Arts 2022: Low</p>	<p>five status levels--very high, high, medium, low, and very low.</p> <p>English Language Arts 2023 Goal: Medium</p>
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p> <p>The Dashboard was suspended in 2020 and 2021. For 2022 only, Dashboard data is report on one of five status levels--very high, high, medium, low, and very low.</p> <p>Mathematics 2022: Very Low</p>	<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p> <p>The Dashboard was suspended in 2020 and 2021. For 2022 only, Dashboard data is report on one of five status levels--very high, high, medium, low, and very low.</p> <p>Mathematics 2023 Goal: Low</p>
<p>P4: English learner reclassification rate:</p>	<p>P4: English learner reclassification rate:</p> <p>RFEP 2022: (7%) students (-2.6%)</p> <p>2022 Goal: ELPAC Language Proficiency 9.4% Level 4 well developed (-2.71%) 32.29% Level 3 moderately developed (+3.42%) 32.29% Level 2 somewhat developed (-.061%) 18.8% Level 1 minimally developed(+3.3%)</p> <p>California Dashboard (new benchmark) 2022: 42.5% making progress</p>	<p>P4: English learner reclassification rate:</p> <p>RFEP 2023 Goal: (13%) students (+5%)</p> <p>California Dashboard (new benchmark) 2023 Goal: 47.5% making progress (+5%)</p>
<p>P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher</p>	<p>P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher:</p> <p>2022: 50% 2021: 35% 2020: 44% 2019: 43% 2018: 38%</p>	<p>P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher:</p> <p>2023 Goal: 55% (+5%) 2022: 50% 2021: 35% 2020: 44%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: High school graduation rates:	P5: High school graduation rates: 2022: 93.3% 2021: 92.4% 2020: 94.6%	P5: High school graduation rates (No CA Dashboard data available. Data from CDE Data Quest): 2023 Goal: 94.3% (+1%) 2022: 93.3% 2021: 92.4% 2020: 94.6%
P7: Percent increase in A-G course completion rate:	P7: A-G course completion rate: 2022: 43.6% 2021: 38.6% 2020: 46% 2019: 48.4% 2018: 46%	P7: A-G course completion rate: 2023 Goal: 48.6% (+5%) 2022: 43.6% 2021: 38.6% 2020: 46% 2019: 48.4% 2018: 46%
P7: Percent enrolled in AP courses	P7: Percent enrolled in AP courses 2023: 18% 2022: 13% 2021: 19% 2020: 16%	P7: Percent enrolled in AP courses 2024 Goal: 20% (+2%) 2023: 18% 2022: 13% 2021: 19% 2020: 16%
P8: College Going Rate	P8: College Going Rate (National Clearinghouse) 2022: School: 58% SWD: 45.8% EL: 50% Class of 2021: School: 56% SWD: 29.2% EL: 28.6% Class of 2020: School: 61.0% SWD: 35.5%	P8: College Going Rate (National Clearinghouse) Class of 2023 Goal: School: 63% (+5%) SWD: 50.8% (+5%) EL: 55% (+5%) Class of 2022: School: 58% SWD: 45.8% EL: 50% Class of 2021: School: 56% SWD: 29.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL: 42.3%  Class of 2020 (2 years post-grad) Enrolled: 66%	EL: 28.6%  Class of 2020 (2 years post-grad) Enrolled: 66%
P4: Career and College Readiness	P4: Career and College Readiness Indicator (Calculated by JUSD/No CA Dashboard Data)  2022: Not Reported in 2022  2021 School: 28.7% prepared (-14.6% from 2020) SWD: 4% prepared (-4.3% from 2019) EL: 5.3% prepared (-8.3% from 2019)  2020 School: 43.3% prepared  2019 School: 37.4% prepared SWD: 8.3% prepared EL: 13.6% prepared Socioeconomically Disadvantaged: 32.6%  2019-2020--no subgroup data available	P4: Career and College Readiness Indicator (Calculated by JUSD/No CA Dashboard Data)  2023 Goal: School: 34% prepared (+5%) SWD: 9% prepared (+5%) EL: 10% prepared (+5%)  2022: Not Reported on CA Dashboard  2021 School: 28.7% prepared SWD: 4% prepared EL: 5.3% prepared  2020 School: 43.3% prepared  2019 School: 37.4% prepared SWD: 8.3% prepared EL: 13.6% prepared Socioeconomically Disadvantaged: 32.6%
P4: Career and College Readiness	P4: CTE Pathway Completion  2022: Completers 162 2021: Completers 107 2020: Completers 85 2019: Completers 20 2018: Completers 5 2017: Completers 4	P4: CTE Pathway Completion  2023 Goal: Completers 170 (+5%) 2022 : Completers 162 2021: Completers 107 2020: Completers 85 2019: Completers 20 2018: Completers 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	<p>P4. EAP in ELA</p> <p>Students who "met" or "exceeded" in ELA CAASPP.</p> <p>2022: 47%</p> <p>2021 (Baseline Data): 47%</p>	<p>P4. EAP in ELA</p> <p>Students who "met" or "exceeded" in ELA CAASPP.</p> <p>2023 Goal: 52% (+5%)</p> <p>2022: 47%</p> <p>2021 (Baseline Data): 47%</p>
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	<p>P4. EAP in Math</p> <p>Students who "met" or "exceeded" in Math CAASPP.</p> <p>2022: 32%</p> <p>2021 (Baseline Data): 27%</p>	<p>P4. EAP in Math</p> <p>Students who "met" or "exceeded" in Math CAASPP.</p> <p>2023 Goal: 37% (+5%)</p> <p>2022: 32%</p> <p>2021 (Baseline Data): 27%</p>

## Planned Strategies/Activities

### Action 1.1

1.1 Support high-quality curriculum and instruction

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>1.1 Support high-quality curriculum and instruction aligned to CCSS, History-Social Science Frameworks, NGSS, and that integrates technology:</p> <p>a. Provide supplemental materials to meet the needs of CCSS</p> <p>b. Provide ongoing PD for teachers across the curriculum on instructional strategies and assessment</p> <p>c. Provide opportunities for peer instructional planning, observations and collaboration</p>	<u>X</u> All Students	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2871</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$15,743.00</p>

d. Use common assessments, grading, and rubrics in core content areas  
 e. Create universal academic vocabulary to support the cross-curricular application of learning

Teacher Hourly (Collaboration Teams)  
 1000-1999: Certificated Personnel Salaries  
 Title I Basic -- 3010  
 \$12,000.00  
 Materials and Supplies  
 4000-4999: Books And Supplies  
 Title I Basic -- 3010  
 \$18000  
 Software License  
 5000-5999: Services And Other Operating Expenditures  
 Title I Basic -- 3010  
 \$25250.00  
 Materials and Supplies  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$10700  
 Assistant Principal Salary  
 1000-1999: Certificated Personnel Salaries  
 LCFF District -- 500 0707  
 \$213917  
 Assistant Principal Secretary Salary  
 2000-2999: Classified Personnel Salaries  
 LCFF District -- 500 0707  
 \$82468

## Action 1.2

1.2 Increase graduation rates, A-G completion rates, AP class participation, and FAFSA completion rates

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
1.2 Increase graduation rates, A-G completion rates, AP class participation, and FAFSA completion rates:  a. Offer ELO to identified students to complete ELO coursework for credit b. Provide targeted tutoring for core content areas beyond the regular school day	<u>X</u> All Students	Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$25,500.00 OWare Licenses 5800: Professional/Consulting Services And Operating Expenditures

- c. AP Parent Nights
- d. FAFSA workshops
- e. Offer PSAT for students

LCFF Suppl/Conc -- 0707  
 \$15000  
 Materials and Supplies  
 5000-5999: Services And Other Operating Expenditures  
 Title I Basic -- 3010  
 \$3400.00  
 Clerk Hourly  
 2000-2999: Classified Personnel Salaries  
 Title I Parent Involvement -- 3010 1902  
 \$500.00  
 Clerk Hourly (testing)  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$6,500.00  
 Classified Hourly  
 2000-2999: Classified Personnel Salaries  
 Title I Basic -- 3010  
 \$1288.00

### Action 1.3

1.3 Support the growth of our AVID program

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
1.3 Support the growth of our AVID program:  a. College AVID tutors to maintain the 7:1 ratio for upper class AVID classes. b. AVID Coordinators, AVID workshops, provide PD on WICOR strategies school wide c. AVID teachers attend RIMS AVID conference d. AVID summer institute attendance e. College field trips (AVID and non-AVID students)	<u>X</u> All Students	Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$8,000.00 College Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$15,000.00 Professional Development 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765

	<p>\$6,000.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$3,215.00</p> <p>Transportation 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$15,000.00</p> <p>College Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$50,000.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,500.00</p>
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### Action 1.4

1.4 Improve proficiency for all students in Mathematics and ELA

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
1.4 a. Improve proficiency for all students in Mathematics and ELA: b. Provide PD for differentiation and instructional strategies which support meeting the CCSS expectations c. Offer ELO to math students to validate or recover credits within the semester d. Provide supplemental materials to meet the needs of CCSS	<input checked="" type="checkbox"/> All Students	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4,000.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,500.00</p>

Professional Development  
 5000-5999: Services And Other Operating Expenditures  
 LCFF Suppl/Conc -- 0707  
 \$4,000.00

Materials and Supplies  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$8000

**Action 1.5**

1.5 Provide support and interventions for students at-risk

	<u>X</u>	Unchanged Action
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Planned Actions/Services	Students to be served	Budget and Source
1.5 Provide support and interventions for students at-risk: a. Reading Intervention a1. Contract for Read 180 services a2. Purchase materials as needed a3. Provide professional development support for teachers  b. Math Support b1. Contract for ALEX b2. Purchase materials as needed b3. Provide PD for support teachers  c. Inclusion/ Collaborative Classes c1. PD for collab teachers c2. Collaborative planning time c3. Purchase materials as needed	<u>X</u> All Students  Other student <u>X</u> group(s) Students with Disabilities	Intervention Teachers Salaries 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$559987  Read 180 Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,600.00  Read 180 Consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,600.00  Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000.00  Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,500.00

**Action 1.6**

1.6 Increase schoolwide achievement for English Language Learners

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>1.6 Increase school-wide achievement for English Language Learners:</p> <p>a. Provide BLT staffing b. Support ELD for level 1 and level 2. c. Provide PD on instructional strategies and supports for ELLs</p>	<p><u>X</u> Other student group(s) English Learners</p>	<p>Bilingual Language Tutor Salary- 3 hrs (1.0) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$7844</p> <p>Bilingual Language Tutors Salaries- 3 hrs (4.0) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$17430</p> <p>Bilingual Language Tutors Salaries - 3 hrs (4.0) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$52073</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$455.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$850.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1941.00</p> <p>Differentiated Resources for English Learners 4000-4999: Books And Supplies Title III LEP -- 4203 \$3338</p> <p>Profesional Development for ELD integration 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707</p>

\$2925

**Action 1.7**

1.7 Support multiple Career Technical Education pathways

X

Unchanged Action

**Planned Actions/Services**

1.7  
Support multiple Career Technical Education pathways with resources and materials that promote students growth towards being career ready:

**Students to be served**

X All Students

**Budget and Source**

Materials and Supplies  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$9000.00  
Professional Development  
5800: Professional/Consulting Services And  
Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$2000.00

**Action 1.8**

1.8 Provide support for our AP and Capstone Programs

X

Unchanged Action

**Planned Actions/Services**

1.8  
Provide support for our AP and Capstone Programs  
  
a. Provide ongoing PD for AP teacher institutes  
b. Support extended student learning opportunities (after school and Saturday workshops)  
c. Guest presentations  
d. College Visits

**Students to be served**

X All Students

**Budget and Source**

Materials and Supplies  
4000-4999: Books And Supplies  
Title I Basic -- 3010  
\$3214  
Teacher Hourly  
1000-1999: Certificated Personnel Salaries  
Title I Basic -- 3010  
\$1,500.00  
Profesional Development  
5000-5999: Services And Other Operating  
Expenditures

LCFF Suppl/Conc -- 0707  
 \$5,000.00  
 Field Trips/ Projects  
 5000-5999: Services And Other Operating  
 Expenditures  
 LCFF Suppl/Conc -- 0707  
 \$3500.00

**Action 1.9**

1.9 College and Career Exploration

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
1.9 College and career exploration a. Tasks a1. Utilize software program that can be used school-wide for college and career exploration. a2. Train teachers on use of exploration tool. a3. Schedule time for students to use tool. a4. Schedule College representatives and campus visits	<u>X</u> All Students	Software Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,300.00 Career Center Clerk Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$77642 Career Center Counselor 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$187445 Campus Visits 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4,000.00

**Action 1.10**

1.10 a-g awareness campaign

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>1.10 A-G Awareness Campaign</p> <p>a. Develop resources to help promote and explain the importance of a-g completion for all stakeholders</p> <p>b. Meet with stakeholders to share this information</p> <p>c. Increase in enrollment in A-G classes.</p> <p>d. Increase in success in earning qualifying grades in a-g classes.</p>	<p><u>X</u> All Students</p>	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,500.00</p> <p>Printing and Materials 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$3,000.00</p>

## Action 1.11

1.11 Support VAPA programs and Pathway

	<p><u>X</u> Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>1.11 a.Support VAPA programs and pathway to prepare students for college and career</p> <p>b. Assist with the fees for play scripts and other licensing costs</p>	<p><u>X</u> All Students</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$4,500.00</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF VAPA -- 0763 \$2,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5342</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$5000</p>

## Action 1.12

### 1.12 Technology and Content Standards Materials

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.12 Technology and Content Standards Materials</p> <p>a. Increase student access to reference materials b. The number and variety of reference materials available c. Use of technology support tools d. Supplying teachers with necessary materials and resources to teach content standards</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>Copier Leaser 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$13,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$2,066.00</p> <p>Technology Equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10,000.00</p> <p>Materials and Supplies (printing) 4000-4999: Books And Supplies Title I Basic -- 3010 \$4,500.00</p>

## Action 1.13

### 1.13 Ongoing Schoolwide Professional Development

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.13</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Professional Development</p>

Ongoing schoolwide Professional Development to increase equity and access for our diverse population of students (SED, EL, SWD, and under performing student groups as indicated on the CDE Data Dashboard).

<input checked="" type="checkbox"/>	Other student group(s) Socioeconomically Disadvantaged, English Learners, Students with Disabilities	5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,525.00 Professional Development 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,300.00 Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,200.00 Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$800.00
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# Goals, Strategies, & Proposed Expenditures

## Goal 2.0

Safe, Orderly and Inviting Learning Environment

### State and/or Local Priorities addressed by this goal:

State Priorities:            Priority 5: Pupil Engagement (Engagement)  
    Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

After gathering input from School Site Council, our school's Leadership team (department chairs and program leaders) thoroughly reviewed current data and had thoughtful multiple discussions regarding identified needs to achieve this goal.

- Providing a safe environment (including peer relationships).
- Continue Week of Welcome.
- Continue providing Saturday School opportunities.
- Continue Tier 3 interventions.
- Increase/improve campus supervision.
- Continue and increase mental health supports.
- Continue increasing outdoor seating areas.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: School attendance rates	P5: Attendance Percentages (JUSD Report Server)  2021-2022: 89.65% 2020-2021: 95.61% 2019-2020: 96.35% 2018-2019--94.9%	P5: Attendance Percentages (JUSD Report Server)  2022-2023 Goal: 90.65 (+1%) 2021-2022: 89.65% 2020-2021: 95.61% 2019-2020: 96.35% 2018-2019--94.9%
P6: Pupil suspension rates	P6 Pupil Suspension rate:	P6 Pupil Suspension rate:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022: 4.4% 2018-2019 6.3% (baseline: school year prior to distanced learning)	2022-2023 Goal: 3.9 (-0.5%) 2021-2022: 4.4% 2018-2019 6.3% (baseline: school year prior to distanced learning)
P6: Surveys of pupils, parents, teachers on sense of safety	P6: Participation in LCAP/Panorama and CHKS surveys:  Panorama and LCAP surveys were combined Spring 2023  Panorama/LCAP 2023: Students--2019 Parents--6 Staff--37  Participation in 2022-2023 California Healthy Kids Survey 9th Grade-- 92% 11th Grade-- 82%  2021 LCAP Survey Students-1,074 Parents--125 Staff--101  Participation in 2020-2021 California Healthy Kids Survey 9th Grade--84% 11th Grade--76%	P6: Participation in LCAP/Panorama and CHKS surveys:  Panorama and LCAP surveys were combined Spring 2023  Panorama/LCAP 2024 Goal: Students--2100 Parents--125 Staff--100  Panorama/LCAP 2023: Students--2019 Parents--6 Staff--37  Participation in 2022-2023 California Healthy Kids Survey 9th Grade-- 92% 11th Grade-- 82%  2021 LCAP Survey Students-1,074 Parents--125 Staff--101  Participation in 2020-2021 California Healthy Kids Survey 9th Grade--84% 11th Grade--76%
P6: Pupil and parent sense of safety	P6: LCAP/Panorama Survey  Panorama and LCAP surveys were combined Spring 2023  Perceptions of student physical and psychological safety at school.	P6: LCAP/Panorama Survey  Panorama and LCAP surveys were combined Spring 2023  Perceptions of student physical and psychological safety at school.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2023: Students--51% Parents-- Report not able to be generated due to low participation rate in the survey.</p> <p>2021: Feelings of safety while at school (moderate to very): Students--89% Parents--65% Staff--87%</p>	<p>2024 Goal: Students--51% Parents--65%</p> <p>2023: Students--51% Parents-- Report not able to be generated due to low participation rate in the survey.</p> <p>2021: Feelings of safety while at school (moderate to very): Students--89% Parents--65% Staff--87%</p>
P6: Pupil sense of safety	<p>P6: LCAP/Panorama:</p> <p>Panorama and LCAP surveys were combined Spring 2023</p> <p>Do you have a teacher or other adult at school who you can count on to help you, no matter what?</p> <p>2023 Spring Students--77%</p> <p>2022 Fall (Baseline): Students--74%</p>	<p>P6: LCAP/Panorama:</p> <p>Panorama and LCAP surveys were combined Spring 2023</p> <p>Do you have a teacher or other adult at school who you can count on to help you, no matter what?</p> <p>2024 Goal: Students--82% (+5%)</p> <p>2023 Spring Students--77%</p> <p>2022 Fall (Baseline): Students--74%</p>
P6: Pupil, parent, and teacher sense of safety	<p>P6: California Healthy Kids Survey</p> <p>2022-2023 Caring adults in school (Pretty much true or Very much true) 9th Grade--55%</p>	<p>P6: California Healthy Kids Survey</p> <p>2024-2025 Goal: Caring adults in school (Pretty much true or Very much true) 9th Grade--65% (+10%)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>11th Grade--56%</p> <p>2018-2019 (In-Person Instruction) Caring adults in school (Pretty much true or Very much true)</p> <p>9th Grade--57%</p> <p>11th Grade--53%</p>	<p>11th Grade--66% (+10%)</p> <p>2022-2023 Caring adults in school (Pretty much true or Very much true)</p> <p>9th Grade--55%</p> <p>11th Grade--56%</p> <p>2018-2019 (In-Person Instruction) Caring adults in school (Pretty much true or Very much true)</p> <p>9th Grade--57%</p> <p>11th Grade--53%</p>
P6: Pupil, parent, and teacher sense of safety	<p>P6: California Healthy Kids Survey</p> <p>2022/2023: Perceived Safety at School (Safe or Very Safe)</p> <p>9th Grade--49%</p> <p>11th Grade--45%</p> <p>2018-2019 (In-Person Instruction) Perceived Safety at School (Safe or Very Safe)</p> <p>9th Grade--56%</p> <p>11th Grade--50%</p>	<p>P6: California Healthy Kids Survey</p> <p>2024/2025 Goal: Perceived Safety at School (Safe or Very Safe)</p> <p>9th Grade--59% (+10%)</p> <p>11th Grade--55% (+10%)</p> <p>2022/2023: Perceived Safety at School (Safe or Very Safe)</p> <p>9th Grade--49%</p> <p>11th Grade--45%</p> <p>2018-2019 (In-Person Instruction) Perceived Safety at School (Safe or Very Safe)</p> <p>9th Grade--56%</p> <p>11th Grade--50%</p>
P1: School facilities are maintained in good repair	<p>P1: School facilities are maintained in good repair (FIT Reports)</p> <p>2022-2023: 99%</p> <p>2021-2022 : 100% (Baseline Data)</p>	<p>P1: School facilities are maintained in good repair (FIT Reports)</p> <p>2023-2024 Goal: 100% (+1%)</p> <p>2022-2023: 99%</p> <p>2021-2022 : 100% (Baseline Data)</p>
P5: High School dropout rates	<p>P5: High School dropout rates (DataQuest)</p> <p>2021-2022: 5.1%</p>	<p>P5: High School dropout rates (DataQuest)</p> <p>2022-2023 Goal: 4.6% (-0.5%)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020-2021: 4.9% Baseline Data	2021-2022: 5.1% 2020-2021: 4.9% Baseline Data
P6: Pupil expulsion rate	P6: Pupil expulsion rate (DataQuest)  Baseline Data 2022: 0.56% (15 students) Illicit Drug Related: 6 students	P6: Pupil expulsion rate (DataQuest)  2023 Goal: 0.5% (-.06%)  Baseline Data 2022: 0.56% (15 students) Illicit Drug Related: 6 students

## Planned Strategies/Activities

### Action 2.1

#### 2.1 PBIS and Campus Supervision

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
2.1 PBIS and Campus Supervision:  a. Provide training on behavioral supports for new staff and BSEL team b. Provide incentives for behavior and attendance student related rewards c. Repair and/or replace campus golf carts d. Provide students with student handbook	<u>X</u> All Students	Classified Substitutes 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00  Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00  Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00  Behavior and Attendance Incentives 5000-5999: Services And Other Operating Expenditures

		LCFF Suppl/Conc -- 0707 \$5,000.00 Equipment 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1,500.00 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$634.00
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**Action 2.2**

2.2 Student Health and School Safety

	<u>X</u>	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
2.2 Student Health and School Safety:  a. Provide Health Clerks in the Health Office	<u>X</u> All Students	Health Care Aides Salaries 3.5 hrs (2.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$76595

**Action 2.3**

2.3 Student engagement and recognition

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
2.3 Student engagement and recognition:  a. Promote student involvement in school beyond the classroom. Students who do so regularly do better in school and experience higher graduation rates and PSE enrollment rates.	<u>X</u> All Students	Materials and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$30,000.00

b. Provide student behavior interventions a positive and proactive manner by, as examples, providing re-teaching for low-level infractions and recognition and rewards for positive behavior choices.

5 Star (License)  
 5000-5999: Services And Other Operating Expenditures  
 LCFF Suppl/Conc -- 0707  
 \$1,600.00

## Action 2.4

2.4 Welcoming learning spaces that support collaboration and use of technology

X

Unchanged Action

### Planned Actions/Services

### Students to be served

### Budget and Source

2.4  
 Welcoming Learning Spaces to support student collaboration and their use of technology:

a. Provide learning spaces that are welcoming and support collaboration and use of technology.

b. Provide library staffing so the library is available to students both during and after school.

X All Students

Library Technician Salary (1.0)  
 2000-2999: Classified Personnel Salaries  
 LCFF District -- 500 0707  
 \$91665  
 Materials and Supplies Collaborative  
 Classroom Furniture  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$10,000.00

## Action 2.5

2.5 Support for ongoing co-curricular student activities

X

Modified Action

### Planned Actions/Services

### Students to be served

### Budget and Source

2.5

a. Provide support for ongoing co-curricular student activities and clubs to connect students to the school community.

b. Provide support for ongoing co-curricular student activities for athletics, including our new CIF sports (example: girls golf and stunt cheer).

X All Students

Materials and Supplies (Link Crew)  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$9,000.00  
 Materials and Supplies (Athletics)  
 5000-5999: Services And Other Operating Expenditures

c. Provide support for Link Crew to connect freshmen to the school community.

LCFF Suppl/Conc -- 0707  
 \$12,000.00  
 Professional Development  
 1000-1999: Certificated Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$2,000.00  
 Materials and Supplies (Clubs)  
 5000-5999: Services And Other Operating  
 Expenditures  
 Title I Basic -- 3010  
 \$4,000

## Action 2.6

2.6 Promote a college-going and pathway completing culture for students

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
2.6 a. Promote a college going and pathway completing culture for students College Campus Visits Pathway t-shirts College banners Pathway posters College/ Career Speakers	<u>X</u> All Students	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8,000.00 Assemblies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000.00 Field Trips/ Projects 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$10,000.00

## Action 2.7

2.7 Socioemotional (SEL) Support through MSW- Interns

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
2.7 Behavioral Health Peer Specialist to support social emotional strategies, and self regulation and promote student wellness.	<input checked="" type="checkbox"/> All Students	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$2,500.00  Mental Health Counselor 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$10,000.00

## Action 2.8

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
2.8 Tier 3 Support a. Create a room for Tier 3 on campus support to take place for restorative intervention and alternative to suspension b. Adopt prgramming curriculum to support SEL and Retorative practices	<input checked="" type="checkbox"/> All Students	Furniture for Tier 3 Room 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00  Professional Development and Curriculum for Restorative Practices 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,500.00  Materials and Supplies for Tier 3 program 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$4,000

# Goals, Strategies, & Proposed Expenditures

## Goal 3.0

Parent, Student and Community Engagement

### State and/or Local Priorities addressed by this goal:

State Priorities:            Priority 3: Parental Involvement (Engagement)  
    Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

After gathering input from School Site Council, our school's Leadership team (department chairs and program leaders) thoroughly reviewed current data and had thoughtful multiple discussions regarding identified needs to achieve this goal.

Changes/Needs:

- Continue our partnership with PIQE.
- Supporting student in-need with our Warrior Wardrobe
- Promoting PICO supports to parents and campus.
- Student incentives & student conferences (example: student CADA and Link Crew conferences)
- Promote school success to the Warrior Community.
- Create student engagement opportunities with feeder elementary schools to create PHS school pride prior to middle school.
- Promote student volunteer opportunities (clubs, AVID, student leadership programs, etc.).

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making:</p>	<p>P3: Panorama/LCAP Survey</p> <p>Are there opportunities for you to get involved with school and district decision making?</p> <p>2023: Parents: Report not able to be generated due to low participation rate in the survey.</p> <p>2022: Parents: Yes. 45%</p>	<p>P3: Panorama/LCAP Survey</p> <p>Are there opportunities for you to get involved with school and district decision making?</p> <p>2024 Goal: Parents: Yes. 50% (+5%) No personal knowledge: 35% (-5%)</p> <p>2023:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>No personal knowledge: 40%</p> <p>2019 LCAP Parents: Yes 58% No personal knowledge: 31%</p>	<p>Parents: Report not able to be generated due to low participation rate in the survey.</p> <p>2022: Parents: Yes. 45% No personal knowledge: 40%</p> <p>2019 LCAP Parents: Yes 58% No personal knowledge: 31%</p>
<p>P3: Welcoming Environment</p>	<p>P3: Panorama/LCAP Survey</p> <p>2023: My school is welcoming to my parent (moderately to strongly agree): Student: 95.5 %</p> <p>How welcomed do you feel at your child’s school (moderately to extremely welcomed): Parents: Report not able to be generated due to low participation rate in the survey.</p> <p>2022: My school is welcoming to my parent (moderately to strongly agree): Student: 90.5 %</p> <p>How welcomed do you feel at your child’s school (moderately to extremely welcomed): Parents: 70%</p>	<p>P3: Panorama/LCAP Survey</p> <p>2024 Goal: My school is welcoming to my parent (moderately to strongly agree): Student: 96.5 % (+1%)</p> <p>How welcomed do you feel at your child’s school (moderately to extremely welcomed): Parents: 75% (+5%)</p> <p>2023: My school is welcoming to my parent (moderately to strongly agree): Student: 95.5 %</p> <p>How welcomed do you feel at your child’s school (moderately to extremely welcomed): Parents: Report not able to be generated due to low participation rate in the survey.</p> <p>2022: My school is welcoming to my parent (moderately to strongly agree): Student: 90.5 %</p> <p>How welcomed do you feel at your child’s school (moderately to extremely welcomed): Parents: 70%</p>
<p>P3: Parent Involvement</p>	<p>P3: California Healthy Kids Survey</p>	<p>P3: California Healthy Kids Survey</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Parent involvement in school (Agree or Strongly agree)</p> <p>2022-2023 9th Grade-- 46% 11th Grade-- 44%</p> <p>2018-2019 (In-Person Instruction) 9th Grade--55% 11th Grade--46%</p>	<p>Parent involvement in school (Agree or Strongly agree)</p> <p>2024-2025 Goal: 9th Grade-- 56% (+10%) 11th Grade-- 54% (+10%)</p> <p>2022-2023 9th Grade-- 46% 11th Grade-- 44%</p> <p>2018-2019 (In-Person Instruction) 9th Grade--55% 11th Grade--46%</p>
P5: Student Connectedness	<p>P5: California Healthy Kids Survey</p> <p>School Connectedness (Agree or Strongly agree)</p> <p>2022-2023 9th Grade--49% 11th Grade--45%</p> <p>2018-2019 (In-Person Instruction) 9th Grade--56% 11th Grade--55%</p>	<p>P5: California Healthy Kids Survey</p> <p>School Connectedness (Agree or Strongly agree)</p> <p>2024-2025 Goal: 9th Grade--59% (+10%) 11th Grade--55% (+10%)</p> <p>2022-2023 9th Grade--49% 11th Grade--45%</p> <p>2018-2019 (In-Person Instruction) 9th Grade--56% 11th Grade--55%</p>
P5: Informed Parents and Students	<p>P5: Panorama/LCAP Survey</p> <p>How well informed of school-wide activities (extremely or well informed)</p> <p>2023: Students--81% Parents--Report not able to be generated due to low participation rate in the survey.</p> <p>2021 LCAP:</p>	<p>P5: Panorama/LCAP Survey</p> <p>How well informed of school-wide activities (extremely or well informed)</p> <p>2024 Goal: Students--86% (+5%) Parents--67% (+5%)</p> <p>2023: Students--81%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students--76% Parents--62%  2019 LCAP: Students--63% Parents--68%	Parents--Report not able to be generated due to low participation rate in the survey.  2021 LCAP: Students--76% Parents--62%  2019 LCAP: Students--63% Parents--68%
P5: Informed Parents	P5: Panorama/LCAP Survey  Do you feel you student's school communicates effectively with parents through newsletters, phone messages, flyers, and meetings? (agree to strongly agree)  2023: Parents Report not able to be generated due to low participation rate in the survey.  2021 LCAP Baseline Data Parents: 84%	P5: Panorama/LCAP Survey  Do you feel you student's school communicates effectively with parents through newsletters, phone messages, flyers, and meetings? (agree to strongly agree)  2024 Goal: Parents 94% (+5%) 2023: Parents Report not able to be generated due to low participation rate in the survey. 2022 LCAP: Parents: 89% 2021 LCAP Baseline Data: Parents: 84%

## Planned Strategies/Activities

### Action 3.1

#### 3.1 Parent Communications and Outreach

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
3.1	<u>X</u> All Students	Classified Hourly

Parent Communications and Outreach

- a. Update and maintain site webpage
- b. Survey parents and design/develop resources and workshops/activities based on parent interest or need
- c. Recruit parents to participate in school planning such as WASC and SSC
- d. Technology set up in office for parent use of Parent Connect and to print district forms, level of use.
- e. Professional Development/ Workshops to support student achievement of diverse student populations (SES, EL, underrepresented post-secondary demographic groups)

2000-2999: Classified Personnel Salaries  
 Title I Parent Involvement -- 3010 1902  
 \$656.00  
 Materials and Supplies  
 4000-4999: Books And Supplies  
 Title I Parent Involvement -- 3010 1902  
 \$737  
 Substitute Teachers  
 1000-1999: Certificated Personnel Salaries  
 Title I Parent Involvement -- 3010 1902  
 \$900.00

**Action 3.2**

3.2 Parent Leadership

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
3.2 PIQE- Parents Involvement in Quality Education program to partner with the school site to engage parents in: advocating for their student, partnering with the school to help all children succeed, communicating effectively with teachers, counselors, and administrators	<u>X</u> All Students <u>X</u> Other student group(s) English Learners	PIQE Consultant Partnership 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$14911

**Action 3.3**

Student Connectedness and Engagement

	<u>X</u> New Action	
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Planned Actions/Services	Students to be served	Budget and Source
3.3 Student Connectedness and Engagement  Provide students opportunities to become connected with our school and engage in school activities.	<u>X</u> All Students	Student Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000



# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 1

College and Career Readiness

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> <p>P4: 2022 ELA Reading Inventory Proficiency Summary Report (local assessment baseline data)</p> <p>2022 Goal:: Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 24% (-5%) Nearly Met: 19% (-5%) Met: 37% (+5%) Exceeded: 20% (+5%)</p>	<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p> <p>The Dashboard was suspended in 2020 and 2021. For 2022 only, Dashboard data is report on one of five status levels--very high, high, medium, low, and very low.</p> <p>English Language Arts 2022: Low</p>
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> <p>2022 Goal: Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 44% (-5%) Nearly Met: 18% (-5%) Met: 20% (+5%) Exceeded: 17% (+5%)</p>	<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p> <p>The Dashboard was suspended in 2020 and 2021. For 2022 only, Dashboard data is report on one of five status levels--very high, high, medium, low, and very low.</p> <p>Mathematics 2022: Very Low</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: English learner reclassification rate:	<p>P4: No CA Dashboard data is available.</p> <p>2022 Goal:: RFEP (14.6%) students (+5%)</p> <p>2022 Goal: ELPAC Language Proficiency  17.11% Level 4 well developed (+5%)  40.71% Level 3 moderately developed (+5%)  26.68% Level 2 somewhat developed (-5%)  15.50% Level 1 minimally developed(-5%)</p>	<p>P4: English learner reclassification rate:  RFEP  2022: (7%) students (-2.6%)</p> <p>2022 Goal: ELPAC Language Proficiency  9.4% Level 4 well developed (-2.71%)  32.29% Level 3 moderately developed (+3.42%)  32.29% Level 2 somewhat developed (-.061%)  18.8% Level 1 minimally developed(+3.3%)</p> <p>California Dashboard (new benchmark)  2022: 42.5% making progress</p>
P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher	<p>P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher:</p> <p>2022 Goal: 40% (+5%)  2021: 35%  2020: 44%  2019: 43%  2018: 38%</p>	<p>P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher:</p> <p>2022: 50% (+15%)</p>
P5: High school graduation rates:	<p>P5: High school graduation rates (No CA Dashboard data available. Data from CDE Data Quest):</p> <p>2022 Goal:95% (+2%)  2021: 92.4%  2020: 94.6%</p>	<p>P5: High school graduation rates:</p> <p>2022: 93.3% (+0.9%)</p>
P7: A-G course completion rate:	<p>P7: A-G course completion rate:</p> <p>2022 Goal: 43% (+10%)  2021: 38.6%  2020: 46%  2019: 48.4%  2018: 46%</p>	<p>P7: A-G course completion rate:</p> <p>2022: 43.6% (+10%)</p>
P7: Percent enrolled in AP courses	P7: Percent enrolled in AP courses	P7: Percent enrolled in AP courses

Metric/Indicator	Expected Outcomes	Actual Outcomes
	2023: 18% (+5%) 2022: 13% 2021: 19% 2020: 16% 2019: 18% 2018: 20%	2023: 18% (+5%)
P8: College Going Rate	P8: College Going Rate (National Clearinghouse)  2022 Goal:: School: 61% (+5%) SWD: 35% (+5%) EL: 33%% (+5%)  Class of 2021: School: 56% SWD: 29.2% EL: 28.6%  Class of 2020: School: 61.0% SWD: 35.5% EL: 42.3%  Class of 2019: School: 65.0% SWD: 45.1% EL: 27.0%	P8: College Going Rate (National Clearinghouse)  2022: School: 58% (+2%) SWD: 45.8% (+16.6%) EL: 50% (+21.4%)  Class of 2020 (2 years post-grad) Enrolled: 66% (+1%)
P1: Satisfied With Education	P1: 2023 LCAP Overall, how satisfied are you with the education received at school (moderately to extremely satisfied)?  2023 Goal: Students-- 77% (+6%) Parents-- 70% (+6%)  2022: Students-- 71.7% Parents-- 63.81%  2020: No data available	P1: 2023 LCAP Overall, how satisfied are you with the education received at school (moderately to extremely satisfied)?  2023: Students-- Question not on 2023 LCAP survey. Parents-- Report not able to be generated due to low participation rate in the survey.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	2019 Students--63.15% Parents--82%	
P4: Career and College Readiness	P4: Career and College Readiness Indicator (Calculated by JUSD/No CA Dashboard Data)  2022 Goal: School: 34% prepared (+5%) SWD: 9% prepared (+5%) EL: 10% prepared (+5%)  2021 School: 28.7% prepared SWD: 4% prepared EL: 5.3% prepared  2020 School: 43.3% prepared  2019 School: 37.4% prepared SWD: 8.3% prepared EL: 13.6% prepared Socioeconomically Disadvantaged: 32.6%  2019-2020--no subgroup data available	P4: Career and College Readiness Indicator (CA Dashboard Data)  2022: Not Reported in 2022
P4: Career and College Readiness	P4: CTE Pathway Completion  2022 Goal : Completers 113 (+5%) 2021: Completers 107 2020: Completers 85 2019: Completers 20	P4: CTE Pathway Completion  2022: 162 Completers (+58%)
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	P4. EAP in ELA  Using local assessment results for 2021-22, students who "met" or "exceeded" in ELA.	P4. EAP in ELA  2022: 47% (+0%)

Metric/Indicator	Expected Outcomes	Actual Outcomes
	2022 Goal: 52% (+5%) Baseline Data: 2020-2021: 47%	
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	P4. EAP in Math  Using local assessment results for 2021-22, students who "met" or "exceeded" in Math.  2022 Goal: 32% (+5%)  Baseline Data: 2020-2021: 27%	P4. EAP in Math  2022: 33% (+6%)

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Support high-quality curriculum and instruction 1.1 Support high-quality curriculum and instruction aligned to CCSS, History-Social Science Frameworks, NGSS, and that integrates technology:  a. Provide supplemental materials to meet the needs of CCSS b. Provide ongoing PD for teachers across the curriculum on instructional strategies and assessment c. Provide opportunities for peer instructional planning, observations and collaboration d. Use common assessments, grading, and rubrics in core content areas	1.1 Support high-quality curriculum and instruction  a. The adopted biology curriculum contains supplemental materials for CCSS - teachers are continuing training on this curriculum. ESS, Physics, and Chemistry are piloting new textbooks that align with NGSS and CCSS. Textbooks were adopted. 2022-2023 is the first year of use. Earth Science and Chemistry had PD for textbook this year.  Continue using AMSCO books for AP classes, purchase sets of historical graphic novels, etc.  New Textbook adopted for Math	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2871  Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$15,743.00  Teacher Hourly (Collaboration Teams) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$12,000.00  Materials and Supplies 4000-4999: Books And Supplies	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2531  Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$13,632.00  Teacher Hourly (Collaboration Teams) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$10,500.00  Materials and Supplies 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>e. Create universal academic vocabulary to support the cross-curricular application of learning</p>	<p>2023-2024. Training Begins in April. Summer opportunities being offer Small group novels purchased and used by English teachers of all grade levels.</p>	<p>Title I Basic -- 3010 \$18000</p>	<p>Title I Basic -- 3010 \$31673.45</p>
	<p>GoFormative for the Math Department.ALEKS provided for Math</p>	<p>Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$25250.00</p>	<p>Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$6000.00</p>
	<p>Education Specialists participate in Collaboration Team meetings.</p>	<p>Assist Principal and Secretary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$260,259</p>	<p>Assist Principal and Secretary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$281,614</p>
	<p>World Language Textbook adoption for grades 7-12.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10700</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$20056.15</p>
	<p>B. Teacher attendance at professional conferences (CCSS California Council for the Social Studies, NCTE and CATE for English Department), CUE, etc. ALLUDO professional development.</p>	<p>Quality Student Interactions for English Learners - PD offered by district on PHS campus.</p>	
<p>Staff attendance at the Dual Immersion Riverside County Consortium.</p>			
<p>C. Collaboration Days for Math 1A, Math 1B, Math 2, Math 3, and Pre-Cal (New book adoption) Very important for upcoming next year.</p>			
<p>D. ESS common assessments on performance standards that follow a rubric where colleagues calibrate on their grading practices and student</p>			

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

[Empty cell for Planned Actions/Services]

expectations.

d. World Lang. Dept. is collaborating in creating rubrics for specific course level projects.

Biology Teacher Team is collaborating to create and improve existing rubrics (success criteria) and common models that meet the NGSS standards.

Some math teachers are using standards based grading UOS Common Assessment and/or collab teams common assessment for Math I - Math III

Planning Days for Math 1a, 1b, Math 2 and 3 to discuss pacing and create common assessments. Important to continue next year due to new book adoption.

Quarterly collaboration days for the English Department to score and implement common rubrics (success criteria) and common models for CCSS ELA writing standards.

World Language Dept. - uses common teacher created benchmark assessments.

- The Health Department went through the process of adopting a new textbook (first semester). Teachers have received the updated

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

--

and new material for the second semester.
<ul style="list-style-type: none"><li>• The majority of the Physical Education Department attended the CAHPERD Conference (California Association for Health, Physical Education, Recreation, and Dance) to gain new and updated information on all PE since COVID.</li><li>• The Physical Education Department met and collaborated with the Special Education Department to share important information and practices from both departments that will help ensure and strengthen the support from both departments with our shared students.</li><li>• Health teacher attended a 5-session learning series in CSEN (Comprehensive Sex Education Network) supported by the California Healthy Youth Act and in collaboration with LA Public Health on all new information and laws. Topics include LGBTQ+ practices, gender support plans, SB 224-Mental Health Education, and Sex Education updates</li></ul>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 Increase graduation rates, A-G completion rates, AP class participation, and FAFSA completion rates</p> <p>1.2 Increase graduation rates, A-G completion rates, AP class participation, and FAFSA completion rates:</p> <p>a. Offer ELO to identified students to complete ELO coursework for credit</p> <p>b. Provide targeted tutoring for core content areas beyond the regular school day</p> <p>c. AP Parent Nights</p> <p>d. FAFSA workshops</p> <p>e. Offer PSAT for students</p>	<p>1.2 Increase graduation rates, A-G completion rates, AP class participation, and FAFSA completion rates.</p> <p>a. TPP lessons and activities on skills inventories as well as FASFA and DOR connection</p> <p>ELO for Math 1, and science support.</p> <p>Advisory was used to learn about and complete FAFSA, review of transcripts, etc. College kick-off with seniors.</p> <ul style="list-style-type: none"> <li>ELO for all levels of Spanish.</li> </ul> <p>b. ELO afterschool program and Paper.co offers tutoring for various subjects. ESS being offered in ELO during Spring semester to give students an opportunity to recover credits.</p> <p>b. Targeted tutoring for Math 1A, Math 1B, and Math 1, Math II, Math III - Library Tutoring</p> <p>D. In late October, held College &amp; Career Kickoff Day to conduct FAFSA/CADAA workshops in classes for the entire senior class. Multiple evening FAFSA workshops were available for students and parents in English and Spanish. Incentives of extra graduation tickets were given to every senior who completed their FAFSA/CADAA. Throughout the school year the College &amp; Career</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$25,500.00</p> <p>OWare Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$15000</p> <p>Materials and Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3400.00</p> <p>Clerk Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500.00</p> <p>Clerk Hourly (testing) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$6,500.00</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1288.00</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$23,000.00</p> <p>OWare Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$15000.00</p> <p>Materials and Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2700.00</p> <p>Clerk Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$325.00</p> <p>Clerk Hourly (testing) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,800.00</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1100.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Center along with Counseling Staff reviewed FAFSA/CADAA completion reports and meet with individual students to assist those that needed help with the application. In the month of March, staff made phone calls to parents to those who had yet to complete the FAFSA/CADAA or completed opt-out forms.</p> <p>E. PSAT was offered for sophomores and juniors.</p> <p>Continue to work with RCC in offering Dual Enrollment asynchronous courses to students to meet A-G requirements, CCI, and college degree requirements.</p>		
<p>1.3 Support the growth of our AVID program</p> <p>1.3 Support the growth of our AVID program:</p> <p>a. College AVID tutors to maintain the 7:1 ratio for upper class AVID classes.</p> <p>b. AVID Coordinators, AVID workshops, provide PD on WICOR strategies school wide</p> <p>c. AVID teachers attended RIMS AVID conference</p> <p>d. AVID summer institute attendance</p> <p>e. College field trips (AVID and non-AVID students)</p>	<p>1.3 Support the growth of our AVID program</p> <p>There are 16 AVID college tutors + 2 cross-age tutors which brings the program close to its goal of 7:1 ratio requirement</p> <p>B. UC workshop for junior &amp; senior AVID teachers and AVID coordinators first semester. AVID coordinators attended tutor training workshops with college AVID tutors. AVID teachers attend AVID write-off workshops. Additionally, AVID teachers and district TSA would like to provide more opportunities for training in WICOR strategies.</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$8,000.00</p> <p>College Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$15,000.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$6,000.00</p> <p>Substitute Teachers</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$7,000.00</p> <p>College Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$36933.50</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$5,300.00</p> <p>Substitute Teachers</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>C. PHS AVID Co-coordinators or team have attended/will attend the following workshops/ conferences: AVID Summer Institute 2023 with adding two new teachers to the training.</p> <p>D. PHS's AVID program will attend the Summer Institute during 2022-2023 academic year with the addition of two new teachers.</p> <p>E. AVID has been able to take every grade level to a college field trip both semesters 1 and 2. Additionally, we were able to take our Seniors on our traditional 4 day N. Cal College tour, and our Juniors on a 3 day S. Cal College tour.</p> <p>Students with IEPs continue to have access to AVID programs if desired. SPED department staff attended professional development from AVID Program.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$3,215.00</p> <p>Transportation 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>College Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7,000.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,500.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$3,000.00</p> <p>Transportation 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$</p> <p>College Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$25,000.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,214.00</p>
<p>1.4 Improve proficiency for all students in Mathematics and ELA 1.4 a. Improve proficiency for all students in Mathematics and ELA: b. Provide PD for differentiation and instructional strategies which support meeting the CCSS expectations c. Offer ELO to math students to validate or recover credits within the semester d. Provide supplemental materials to meet the needs of CCSS</p>	<p>1.4 Improve proficiency for all students in Mathematics and ELA a. ALEKS support for Math 1a/1b. ALEKS support for 23-24 School Year b. ELO for Math 1</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4,000.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,500.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,600.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		\$1,500.00	\$1,000.00
		Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$4,000.00	Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,800.00
		Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8000	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6,800.00
<p>1.5 Provide support and interventions for students at-risk</p> <p>1.5 Provide support and interventions for students at-risk:</p> <p>a. Reading Intervention</p> <p>a1. Contract for Read 180 services</p> <p>a2. Purchase materials as needed</p> <p>a3. Provide professional development support for teachers</p> <p>b. Math Support</p> <p>b1. Contract for ALEX</p> <p>b2. Purchase materials as needed</p> <p>b3. Provide PD for support teachers</p> <p>c. Inclusion/ Collaborative Classes</p> <p>c1. PD for collab teachers</p> <p>c2. Collaborative planning time</p> <p>c3. Purchase materials as needed</p>	<p>1.5 Provide support and interventions for students at-risk</p> <p>a.1 SPED students offered section for reading support</p> <p>Read 180 intervention includes professional development for teachers.</p> <p>A Math Intervention (2 sections) in coordination with the PE department.</p> <p>B -The Physical Education Department collaborates with the math department on math support services given to students-at-risk during their PE period, twice a week.</p> <p>Go Formative supports math intervention with materials and supplies.</p>	<p>Intervention Teachers (3.6) 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$447,654</p>	<p>Intervention Teachers (3.6) 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$447,654</p>
		Read 180 Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,600.00	Read 180 Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,300.00
		Read 180 Consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,600.00	Read 180 Consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,400.00
		Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000.00	Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,850.00
		Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,500.00	Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,325.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.6 Increase schoolwide achievement for English Language Learners</p> <p>1.6 Increase school-wide achievement for English Language Learners:</p> <p>a. Provide BLT staffing for sheltered classes</p> <p>b. Support ELD for level 3 and LT English Learners</p> <p>c. Provide PD on instructional strategies and supports for ELLs</p>	<p>1.6 Increase school wide achievement for English Language</p> <p>a. BLT staffing has been difficult due to labor market this school year.</p> <p>B.Advisory for new comers 9-12th grade. Academic mentors, students who have been reclassified, help ELL students.</p> <p>N-The HELLO Project, a specific Newcomer ELO class, returned as of January 2023. This class provides help with tutoring, FAFSA, college applications, technical and union job connections, guardian/ parent support, and team-building activities to connect Newcomer students to our PHS community. This group will attend the UCR Ropes Course as a team-building activity, teams up with Academic Mentors on a weekly basis (AVID 11th graders) to engage in English-only Conversation sessions.</p> <ul style="list-style-type: none"> <li>• Link Crew provides ELL mentors to 9th/10th Newcomer Advisory</li> <li>• The ALEKS program is used in Math 1A .</li> <li>• -JOLT program provides opportunities to recover math credits including Math I, Math II, Math III, and business math.</li> </ul> <p>Ellevation training/ data analysis to</p>	<p>Bilingual Language Tutor - 3 hrs (1.0) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5,299</p> <p>Bilingual Language Tutors - 3 hrs (4.0) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$20,111</p> <p>Bilingual Language Tutors - 3 hrs (4.0) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$52,384</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$455.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$850.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1941.00</p> <p>Differentiated Resources for English Learners 4000-4999: Books And Supplies Title III LEP -- 4203 \$5784</p> <p>Professional Development for ELD integration</p>	<p>Bilingual Language Tutor - 3 hrs (1.0) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$7,746</p> <p>Bilingual Language Tutors - 3 hrs (4.0) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$21,611</p> <p>Bilingual Language Tutors - 3 hrs (4.0) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$53,215</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$350.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$800.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2,000.00</p> <p>Differentiated Resources for English Learners 4000-4999: Books And Supplies Title III LEP -- 4203 \$3,000.00</p> <p>Professional Development for ELD integration</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>support our EL population.</p> <p>AB 2121 helps EL students who transfer during 11th and 12th grade graduate with minimum state requirements. May also get an extra year to satisfy minimum state graduation requirements. Specifically with newcomer students, this helped some of our ELD graduates.</p> <p>Counselors visited the Advisories for ELD's 1 &amp; 2 to present on topics related to registration, CTE Pathways, A-G requirements, graduation requirements, dual enrollment, and how to meet College and Career Indicators.</p> <p>Multiple ELO sessions offered to support EL students academically and to offer ELPAC support.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2671.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,500.00</p>
<p>1.7 Support multiple Career Technical Education pathways 1.7 Support multiple Career Technical Education pathways with resources and materials that promote students growth towards being career ready:</p>	<p>1.7 Support multiple Career Technical Education pathways.</p> <p>Students with IEPs are enrolled in dual enrollment and TPP program. Career Colleges access.</p> <p>*Conduct classroom visits and provide information presentation sessions to students during advisory classes. *Promote College and Career readiness to students and parents during office visits and meetings. *During registration sessions, counselors make sure students are</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,421.00</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>being added to CTE courses to complete pathways by the time students graduate.            *Promote Dual Enrollment classes .            *Cover all CTE pathways &amp; answer questions during Future Warrior Night.</p> <p>CTE Department meets regularly to discuss methods in providing means for analyzing student outcomes using curriculum to be taught by all CTE Pathways to include: Worksite Safety Protocols, Career Readiness Skills, and Career Opportunity Research. Specific Goals of this curriculum to to build knowledge and skills in preparing students for career readiness, which includes resume building, oral interview preparation, and communications skills.</p> <p>PHS received a grant from Dell Technologies. Students can get certified in computer repair, and PD provided to the instructor.</p> <p>The PE Department collaborates with the CTE department by providing Career Pathways lessons to all Freshmen and Sophomore classes every semester.</p>		
<p>1.8 Provide support for our AP and Capstone Programs            1.8            Provide support for our AP and Capstone Programs</p>	<p>1.8 Provide support for our AP and Capstone Programs</p> <p>*Promote AP classes to help students meet College readiness during registration meetings and parent conferences.</p>	<p>Materials and Supplies            4000-4999: Books And Supplies            Title I Basic -- 3010            \$3214</p> <p>Teacher Hourly            1000-1999: Certificated            Personnel Salaries</p>	<p>Materials and Supplies            4000-4999: Books And Supplies            Title I Basic -- 3010            \$3,200.00</p> <p>Teacher Hourly            1000-1999: Certificated            Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Provide ongoing PD for AP teacher institutes</p> <p>b. Support extended student learning opportunities (after school and Saturday workshops)</p> <p>c. Guest presentations</p> <p>d. College Visits</p>	<p>*Promote A-G completion and college and career exploration.</p> <p>a. -Language acquisition and Karina Spanish webinars attended by World. Lang. Dept.</p> <p>b. Provide Exam prep and mock AP exams AP teachers- April 2023. ELO sessions offered for AP European History</p> <p>Provide AP Spanish Lit. Mock Exam prep</p> <p>ELO offered for A.P Spanish Lang. and Spanish 2 both semesters</p> <p>c. Former students have come as guest speakers in World. Lang. Dept.</p> <ul style="list-style-type: none"> <li>• Interpretation and Translation course - hosted guest speakers in different career fields.</li> </ul> <p>d. College &amp; Career Center arranged for 17 in person presentations, that involved college representatives presenting on their respective campuses and programs. Presentations were open to all students. In regards to field trips, College &amp; Career Center arranged for 7 field trips to either college campuses or college fairs.</p>	<p>Title I Basic -- 3010 \$1,500.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>Field Trips/ Projects 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3500.00</p>	<p>Title I Basic -- 3010 \$1,500.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$4,000.00</p> <p>Field Trips/ Projects 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,500.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.9 College and Career Exploration 1.9 College and career exploration a. Tasks a1. Identify software program that can be used school-wide for college and career exploration. a2. Train teachers on use of exploration tool. a3. Schedule time for students to use tool. a4. Schedule College representatives and campus visits</p>	<p>1.9 College and Career Exploration a. CaliforniaColleges.edu was used as the primary platform for career assessments and college/career planning.  SPED departmental mtg where College &amp; Career Center will train SPED teachers to use CC.edu to assist with SPED caseloads.( Remains in tact for 23)  College &amp; Career Center and Guidance Department conducted workshops with 9th &amp; 10th Grade PE classes to complete career assessments. For 11th graders, similar in person workshops will be held in late April during Advisory periods lead by College &amp; Center and Guidance Department.  Reports from CaliforniaColleges.edu provide completion rates for career assessments, financial aid modules, financial aid application submission rates, college application submission rates. Also the integration of student database system and CaliforniaColleges.edu provide CSU &amp; UC Eligibility.  Students are to identify favorite careers based off results from career assessments. Also students can view their A-G completion via My Plan in CC.edu accounts.</p>	<p>Software Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,300.00</p> <p>Career Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$60,674</p> <p>Career Center Counselor 1000-1999: Certificated Personnel Salaries  \$167,152</p> <p>Campus Visits 5000-5999: Services And Other Operating Expenditures  \$4,000.00</p>	<p>Software Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,225.00</p> <p>Career Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$60,674</p> <p>Career Center Counselor 1000-1999: Certificated Personnel Salaries  \$167,152.00</p> <p>Campus Visits 5000-5999: Services And Other Operating Expenditures  \$3,300.00</p>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

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<p>Google Forms were used to track college presentations and field trip sign ups.</p> <p>CTE Department-all pathways collaborate with current industry professionals serving in their pathway in order to produce current methods of employment as well as hiring opportunities. In addition, all pathways provide opportunities for guest speakers to come to classrooms to provide presentations on current hiring requirements/standards, benefits and real world employment standards.</p> <p>CTE Department-All pathway teachers collaborate with PHS College and Career Center in providing support for students seeking college admittance to include guidance on financial aid, entry requirements and encouragement to consider college options. In addition, half of the pathways offer courses that are articulated, which give students the opportunity to earn college credit from CTE courses at PHS should they enroll in community colleges with agreements.</p> <p>Other: Life After High School WoW Workshop</p> <ul style="list-style-type: none"><li>• Dual Immersion - Translation and Interpretation student visited Riverside County Court House to explore various careers.</li></ul>
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.10 a-g awareness campaign 1.10 A-G Awareness Campaign</p> <p>a. Develop resources to help promote and explain the importance of a-g completion for all stakeholders</p> <p>b. Meet with stakeholders to share this information</p> <p>c. Increase in enrollment in A-G classes.</p> <p>d. Increase in success in earning qualifying grades in a-g classes.</p>	<p>1.10</p> <ul style="list-style-type: none"> <li>• Advisory classroom visits to go over transcripts and graduation contract forms.</li> <li>• The Guidance Department continues to review A-G requirements and progress towards completion individually with each student through utilizing the high school graduation contract and reviewing their transcripts.</li> </ul> <p>a. Future Warrior Night promotes A-G courses. Spanish placement for 8th graders helps to better serve incoming freshmen.</p> <p>a. Commitment to Graduate Assembly discusses A-G requirements with freshmen, with the help of counselors and College and Career Center</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>b. Meet to compare A-G as well as IEP needs/ supports.</p> <p>Counselors complete 6 year plans in Q student database system in relation to meetings w/ students.</p> <p>Data provided by District's College &amp; Career Readiness Department, and meet w/ counselors to discuss and develop plans to improve numbers.</p>	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries</p> <p>\$4,500.00</p> <p>Printing and Materials 5700-5799: Transfers Of Direct Costs</p> <p>\$3,000.00</p>	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries</p> <p>\$4,500.00</p> <p>Printing and Materials 5700-5799: Transfers Of Direct Costs</p> <p>\$3,500.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.11 Support VAPA programs and Pathway 1.11 a.Support VAPA programs and pathway to prepare students for college and career b. Assist with the fees for play scripts and other licensing costs</p>	<p>1.11Support VAPA programs and Pathway  ELO Ceramics classes. New equipment for ceramics classes.  Field Trip to the Cheech Center for Chicano Arts in conjunction with AP Art History and AP Spanish Language.  Professional Development via CAEA (California Arts Education Association) and RCOE (Riverside County Office of Education).  Performing Arts Showcase transition into a VAPA Showcase  Continue to increase the number of Theater, Choir and Band performances in the theater due to increased funding and theater availability to Patriot Performing Arts programs.  Continuing planning and meeting on the Performing Arts pathway which is leading to new Performing Arts classes for the 2023-2024 and 2024-2025 school year.  Increase in awards to the Performing Arts Program directly related to increased funding. Which is also leading to students leaving Patriot High School with entry level work experience.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies  \$4,500.00  Consultants 5800: Professional/Consulting Services And Operating Expenditures  \$2,000.00  Materials and Supplies 4000-4999: Books And Supplies  \$5342  Materials and Supplies 4000-4999: Books And Supplies  \$5000</p>	<p>Materials and Supplies 4000-4999: Books And Supplies  \$4,400.00  Consultants 5800: Professional/Consulting Services And Operating Expenditures  \$1,500.00  Materials and Supplies 4000-4999: Books And Supplies  \$5,500.00  Materials and Supplies 4000-4999: Books And Supplies  \$4,600.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.12 Technology and Content Standards Materials 1.12 Technology and Content Standards Materials</p> <p>a. Increase student access to reference materials b. The number and variety of reference materials available Monitored use of student computers. c. Use of technology support tools d. Supplying teachers with necessary materials and resources to teach content standards</p>	<p>1.12 Technology and Content Standards Materials</p> <p>a. Students have access to supplementary and reference materials through the online McGraw Hill textbook and Lab Aids curriculum. Teachers post classroom material on Canvas and in google classroom</p> <p>ESS students have access to Lab-Aids.</p> <p>Supplementals “Abriendo puertas” book was purchased for A.P Spanish Lit. For A.P Span. Lang. “Temas” in digital format was purchased.</p> <p>Book Adoption 22-23 for World Lang. Dept. will include new online supersite resources for all courses through VISTA Higher Learning.</p> <p>b. Biology has many materials online and through the online textbook.</p> <p>c. Biology students have access to online textbook and some materials through McGraw Hill Education. Canvas and Google classroom is a way for teachers to deliver information digitally.</p> <ul style="list-style-type: none"> <li>Go Guardian to monitor students online activity</li> </ul>	<p>Materials and Supplies 4000-4999: Books And Supplies \$5,000.00</p> <p>Copier Leaser 5000-5999: Services And Other Operating Expenditures \$13,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies \$2,066.00</p> <p>Technology Equipment 4000-4999: Books And Supplies \$10,000.00</p> <p>Materials and Supplies (printing) 4000-4999: Books And Supplies \$4,500.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies \$5,500.00</p> <p>Copier Leaser 5000-5999: Services And Other Operating Expenditures \$6,414.52</p> <p>Materials and Supplies 4000-4999: Books And Supplies \$2,500.00</p> <p>Technology Equipment 4000-4999: Books And Supplies \$10,500.00</p> <p>Materials and Supplies (printing) 4000-4999: Books And Supplies \$4,500.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>C. Quia and Quizlet programs are used by World. Lang. Dept. in collaboration with JVHS.</li> <li>c. Desmos Scientific and Graphing Calculators, Geogebra.</li> <li>d. ALEKS, Pearson Online, and GoFormative for Math Department.</li> <li>Class set of supplementary reading books were purchased for World Lang. Dept.</li> </ul> <p>CTE Department has access to state and federal grants (Perkins and CTIEG) to purchase equipment and supplies to enhance hands-on instruction and student success in curriculum standards.</p>		
<p>1.13 Ongoing Schoolwide Professional Development 1.13 Ongoing schoolwide Professional Development to increase equity and access for our diverse population of students (SED, EL, SWD, and under performing student groups as indicated on the CDE Data Dashboard).</p>	<p>1.13 Ongoing schoolwide Professional Development</p> <p>Book Study - Belonging Through a Culture of Dignity (Equity)</p> <p>Alludo PD offered to all staff</p> <p>PD during staff meeting on supports for ELLs and under performing student groups.</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures \$2,525.00</p> <p>Professional Development 4000-4999: Books And Supplies \$3,300.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures \$3,000.00</p> <p>Professional Development 4000-4999: Books And Supplies \$3,800.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		\$1,200.00	\$1,200.00
		Substitute Teachers 1000-1999: Certificated Personnel Salaries \$800.00	Substitute Teachers 1000-1999: Certificated Personnel Salaries \$800.00

## Analysis

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

Transitioning back from a distanced learning model to in-person instruction last school year, our teachers continue to collaborate in planning, grading, and analyzing student data to support their evolving efforts to support student learning. This school year our PLC's transitioned from Impact Teams (IT) to Teacher Teams but continue to collaborate and address student learning needs, develop clear learning intentions, and create common assessments. During the 2022-2023 school year, PD was provided to all teachers conducted by PHS and JUSD in-house experts, and representatives from all departments attended conferences in their respected areas. Our monthly staff meetings include PD delivered using strategies that are student centered and model the engaging and research based strategies that should be used in our classrooms.

Our effort to provide successful collaborative teaching partnerships with our special education and gen ed. teachers requires that we provide planning and grading time for the pairs of teachers to support their efforts to share responsibility for the students' learning goals and outcomes.

PHS teachers and AVID tutors continue to providing tutoring support. Moreover, all students can access Extended Learning Opportunities (ELOs) focused on academic support. Credit recovery ELOs are provided created by departments providing students an opportunity to raise a grade from the fall semester.

We continue for the fifth year of utilizing our guidance coordinators (GCs) in more academic settings to support the college and career readiness rather than a previous focus on discipline interventions. Additionally, PHS has hired counselors to fulfill the GC positions made available through retirement/job openings, and an additional counselor was added to our PHS staff last school year to reduce overall student caseloads. Our GCs and counselors attend training on CS/ UC acceptance criteria, program offerings, and financial aide. The GC's and counselors deliver CCGI lessons to all grade levels during our Advisory period. Our guidance team supports our foster students by connecting with school programs, supports and resources through consistent meetings and check-ins.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Throughout the school year our school's administration team, Leadership Team, and Guidance Team receives data and it is analyzed during monthly meetings. A closer analysis was taken at the start of our second semester by the entire school staff with our department chairs facilitating conversations during department meetings. Our school Leadership met together in April to take a close analysis of the data, discuss our effectiveness, and decide changes to school-wide strategies and activities to achieve our College and Career Readiness LCAP Goal. Furthermore, in April our admin team sought input from School Site Council (SSC) and our parent-led English Language Advisory Council (ELAC) regarding overall effectiveness.

Below are the findings overall effectiveness from SSC and Leadership Team:

\*Distanced learning (2020-2021 school year) continues to have an effect on our academic indicators, but the data is showing overall improvement.

- \*AP enrollment & college going rates increased
- \*AP passing rates improved
- \*CTE pathway rates have increased
- \*ELOs and other after school opportunities are supporting students
- \*English and Math SBAC Interim assessments should improve CAASPP scores by assisting in preparing students for the exams

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between the proposed expenditures and estimated actual expenditures included: lease for copies \$6,500 less; no AVID expenses for transportation--college visits to colleges and universities funded using ESSR funds; AVID tutors an additional \$36,000; additional \$13,000 Title I books and supplies; and \$19,000 less for software licensees due to district funding additional resources.

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

Our school's Leadership team thoroughly reviewed current data and had thoughtful discussions regarding the change of strategies to achieve this goal. We agreed that should continue to align our SPSA goals with our WASC Action Plan's Critical Areas of Need (CAN), and that our CANs continue to be appropriate for our SPSA Goal #1:

Critical Area of Need 1: (Learning) Raise academic achievement to prepare our students for college, work force, and life, which includes data driven decision-making to support the learning needs of all students.

Critical Area of Need 4: (Professional Development) Support ongoing teacher learning by administration and staff working collaboratively on a long-range professional development plan in order to support students in achieving the schoolwide learner outcomes.

Patriot High School's Leadership Team reviewed input and suggestions from SSC and ELAC, and then identified the following strategies and activities as priorities for the 2023-2024 school year: providing professional development for both certificated and classified staff, creating and using common academic vocabulary across the curriculum, and professional development opportunities on grading practices. Collaboration is necessary - continue, or begin, allocating time for grading practices, horizontal and vertical meetings, and with other JUSD secondary schools (middle schools and AP teachers). Student supports identified as a priority are Extended Learning Opportunities both for SEL and academic support across the curriculum, continue growing dual enrollment opportunities, and to increase the focus on "life after high school."

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 2

Safe, Orderly and Inviting Learning Environment

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5: School attendance rates	<p>P5: Attendance Percentages (JUSD Report Server)</p> <p>2022 Goal: 96.71% (+1%)                      2020-2021: 95.61%                      2019-2020: 96.35%                      2018-2019--94.9%                      2017-2018--95.7%</p>	<p>P5: Attendance Percentages (JUSD Report Server)</p> <p>2021-2022: 89.65% (-5.95%)</p>
P6: Pupil suspension rates	<p>P6 Pupil Suspension rate:</p> <p>2022 Goal: 5.3% (-1% from 2018-2019 baseline)</p> <p>2021                      0.08% suspended at least once (distanced learning)</p> <p>2018-2019 6.3% (baseline: last school year of in-person instruction)</p>	<p>P6 Pupil Suspension rate:</p> <p>2022: 4.4% (+0.1%)</p>
P6: Surveys of pupils, parents, teachers on sense of safety	<p>P6: Participation in 2023 LCAP and CHKS surveys:</p> <p>2023 Goal:                      Students-1,374 (+300)                      Parents--150 (+25)                      Staff--126 (+25)</p> <p>2022 LCAP Survey</p>	<p>P6: Participation in 2023 LCAP surveys: Panorama and LCAP surveys were combined Spring 2023</p> <p>2023:                      Students--2019 (+945/88%)                      Parents--6 (-144)                      Staff--37 (-89)</p>

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

Students--1,074  
 Parents--125  
 Staff--101

2019 LCAP Survey  
 Students--45  
 Parents--120  
 Staff--40

Participation in 2022-2023 California Healthy Kids Survey  
 9th Grade--95% (+11%)  
 11th Grade--95% (+19%)

Participation in 2020-2021 California Healthy Kids Survey  
 9th Grade--84%  
 11th Grade--76%

Participation in 2022-2023 California Healthy Kids Survey  
 9th Grade-- 92% (-3%)  
 11th Grade-- 82% (-13%)

P6: Pupil, parent, and teacher sense of safety

P6: 2023 LCAP Survey/Panorama

Perceptions of student physical and psychological safety at school.  
 Panorama  
 2022--48% (New Benchmark)

2023 Goal:  
 Students--94% (+5%)  
 Parents--70% (+5%)  
 Staff--92% (+5%)

2022: Feelings of safety while at school (moderate to very):  
 Students--89%  
 Parents--65%  
 Staff--87%

2020: No data available

2019  
 Students--82%  
 Parents--85%  
 Staff--50%

P6: 2023 LCAP/Panorama Survey

Perceptions of student physical and psychological safety at school.  
 2023:  
 Students--51% (+3%)  
 Parents--  
 Report not able to be generated due to low participation rate in the survey.

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P6: Pupil, parent, and teacher sense of safety</p>	<p>P6: 2023 LCAP:</p> <p>How likely to reach out to an adult at their school if students have a problem (somewhat to extremely likely):</p> <p>2023 Goal: (somewhat to extremely likely): Students--Question not on 2021 LCAP survey Parents--44% (+5%)</p> <p>2022: Students--Question not on 2021 LCAP survey Parents--39% Parents--No Knowledge 20% (</p> <p>There is a trusted adult at school that you can go to with your social and emotional needs.</p> <p>2023 Goal: Students Yes 83.79% (+5%)</p> <p>2022 Students: Yes 78.79%</p> <p>Staff--Question not on LCAP survey</p> <p>2019 Students--79% Parents--52% Parents--No Knowledge 20% Staff--Question not on LCAP survey</p>	<p>P6: 2023 LCAP/Panorama:</p> <p>New Question Do you have a teacher or other adult at school who you can count on to help you, no matter what?</p> <p>2023 Spring Students--77% (+3%)</p> <p>2022 Fall (Baseline): Students--74%</p> <p>Parents-- Report not able to be generated due to low participation rate in the survey.</p>
<p>P6: Pupil, parent, and teacher sense of safety</p>	<p>P6: California Healthy Kids Survey</p> <p>2022-2023 Goal: Caring adults in school (Pretty much true or Very much true) 9th Grade--67% (+10%) 11th Grade--63% (+10%)</p> <p>2018-2019</p>	<p>P6: California Healthy Kids Survey</p> <p>2022-2023: Caring adults in school (Pretty much true or Very much true) 9th Grade--55% (-2%) 11th Grade--56% (+3%)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Caring adults in school (Pretty much true or Very much true) 9th Grade--57% 11th Grade--53%	
P6: Pupil, parent, and teacher sense of safety	P6: California Healthy Kids Survey Perceived Safety at School (Safe or Very Safe)  2022/2023 Goal: 9th Grade--66% (+10%) 11th Grade--60% (+10%)  2018-2019 CHKS Perceived Safety at School (Safe or Very Safe) 9th Grade--56% 11th Grade--50%	P6: California Healthy Kids Survey Perceived Safety at School (Safe or Very Safe)  2022/2023: Perceived Safety at School (Safe or Very Safe) 9th Grade--49% (-7%) 11th Grade--45% (-5%)
P1: School facilities are maintained in good repair	P1: School facilities are maintained in good repair (2021-22 FIT Reports)  2022-2023 Goal: 100%  2021-22 : 100%	P1: School facilities are maintained in good repair (FIT Reports)  2022-2023: 99% (-1%)
P5: High School dropout rates	P5: High School dropout rates (DataQuest)  2021-2022 Goal: 3.9% (-1%)  2020-2021:4.9%	P5: High School dropout rates (DataQuest)  2021-2022 Goal: 5.1% (+0.2%)
P6: Pupil expulsion rate	P6: Pupil expulsion rate (DataQuest)  2022 Goal: 0.0%  2020-2021: 0.0%	P6: Pupil expulsion rate  2022: 0.56% (15 students) Illicit Drug Related: 6 students

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 PBIS and Campus Supervision 2.1 PBIS and Campus Supervision:</p> <p>a. Provide training on behavioral supports for new staff and BSEL team b. Provide incentives for behavior and attendance student related rewards c. Repair and/or replace campus golf carts d. Provide students with student handbook</p>	<p>2.1 PBIS and Campus Supervision</p> <p>a. Alludo PD offered for all staff.</p> <p>b. WOW committee met in the summer to create lessons for all students. Advisory Committee creates presentations on PHS core value.</p> <p>c. Warrior Spirit hosts Warriors of the Month activities during advisory for students who demonstrate core values.</p> <p>d. Two new golf carts were purchased in 2022 to assist in campus supervision.</p> <p>e. District print shop to support student handbooks will be completed and ordered by the end of May in time for Week of Welcome during the first week of school.</p>	<p>Classified Substitutes 2000-2999: Classified Personnel Salaries \$500.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries \$500.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries \$500.00</p> <p>Behavior and Attendance Incentives 5000-5999: Services And Other Operating Expenditures \$5,000.00</p> <p>Equipment 5700-5799: Transfers Of Direct Costs \$1,500.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies \$634.00</p>	<p>Classified Substitutes 2000-2999: Classified Personnel Salaries \$1,500.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries \$500.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries \$500.00</p> <p>Behavior and Attendance Incentives 5000-5999: Services And Other Operating Expenditures \$5,500.00</p> <p>Equipment 5700-5799: Transfers Of Direct Costs \$1,500.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies \$1,100.00</p>
<p>2.2 Student Health and School Safety 2.2 Student Health and School Safety:</p> <p>a. Provide Health Clerks in the Health Office</p>	<p>2.2 Student Health and School Safety</p> <p>PHS staffs two part-time Health Clerks in our school's health office.</p>	<p>Health Care Aides 3.5 hrs (2.0) 2000-2999: Classified Personnel Salaries \$57,069</p>	<p>Health Care Aides 3.5 hrs (2.0) 2000-2999: Classified Personnel Salaries \$57,069.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>2.2. Physical Education were provided radios (one per teacher) to collaborate and communicate with campus supervisors, alert the office of any student health need or emergency, and to communicate with the attendance office.</p>		
<p>2.3 Student engagement and recognition 2.3 Student engagement and recognition:</p> <p>a. Promote student involvement in school beyond the classroom. Students who do so regularly do better in school and experience higher graduation rates and PSE enrollment rates.</p> <p>b. Provide student behavior interventions a positive and proactive manner by, as examples, providing re-teaching for low-level infractions and recognition and rewards for positive behavior choices.</p>	<p>2.3 Student engagement and recognition:</p> <p>ELO program provided opportunities for students to participate in workshops/classes that focus on academics and SEL topics. ELO advertisements during Advisory and school website</p> <ul style="list-style-type: none"> <li>• Academic Grade improvement</li> <li>• Several classes for Students with Disabilities led by our SpEd staff to support student connectedness and academics</li> </ul> <p>Week of Welcome (WoW)</p> <ul style="list-style-type: none"> <li>• WoW Club Showcase at lunch</li> <li>• WoW Campus Resources workshop</li> <li>• The Physical Education/Health Departments gives out two scholarships at Senior Awards Night and recognizes students who demonstrate the ability to</li> </ul>	<p>Materials and Supplies 5000-5999: Services And Other Operating Expenditures \$30,000.00</p> <p>5 Star (License) 5000-5999: Services And Other Operating Expenditures \$1,600.00</p>	<p>Materials and Supplies 5000-5999: Services And Other Operating Expenditures \$26,000.00</p> <p>5 Star (License) 5000-5999: Services And Other Operating Expenditures \$1,600.00</p>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

[Empty cell for Planned Actions/Services]

have put into effect the lessons learned in these curricula.

The Physical Education Department also hands out cords and awards to top students in this subject area in recognition of their hard work.

Patriot Program Rush Day took place in January to introduce students to various PHS programs/courses they could select for the registration process

- CTE, Perf. Arts had students presenting
- AP/registration lunch rushes

Events held to promote student connection to the campus

- Regular Club Rush
- Fall/Winter/Spring Carnivals
- Lunch Rallies
- Class Kickbacks

Monthly Warrior Spirit recognition of students that demonstrate PHS Core Values (teacher recommendations), and quarterly recognition of academic achievement including scholar athletes.

Tier 3 Intervention Room utilizes lessons from BASE to re-teach and reflect on behavior infractions.

CTE Department-Most CTE pathways also offer clubs for student engagement outside the classroom

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	with all clubs thriving. In addition, CTE is also involved in offering ELO classes.		
<p>2.4 Welcoming learning spaces that support collaboration and use of technology</p> <p>2.4 Welcoming Learning Spaces to support student collaboration and their use of technology:</p> <p>a. Provide learning spaces that are welcoming and support collaboration and use of technology.</p> <p>b. Provide library staffing so the library is available to students both during and after school.</p>	<p>2.4 Welcoming learning spaces that support collaboration and use of technology</p> <p>a. Library was remodeled in 2021, and additional modular tables and chairs were purchased in November 2022 to increase seating capacity.</p> <p>Outdoor seating added throughout campus and designated pick-up/drop-off areas.</p> <p>b. TCT assists in covering the library during the Library Tech’s lunch time to ensure it is open at all times during the school day.</p>	<p>Library Technician (1.0) 2000-2999: Classified Personnel Salaries</p> <p>\$80,294</p> <p>Materials and Supplies Collaborative Classroom Furniture 4000-4999: Books And Supplies</p> <p>\$10,000.00</p>	<p>Library Technician (1.0) 2000-2999: Classified Personnel Salaries</p> <p>\$80,294.00</p> <p>Materials and Supplies Collaborative Classroom Furniture 4000-4999: Books And Supplies</p> <p>\$9,500.00</p>
<p>2.5 Support for ongoing co-curricular student activities</p> <p>2.5</p> <p>a. Provide support for ongoing co-curricular student activities and clubs to connect students to the school community.</p> <p>b. Provide support for ongoing co-curricular student activities for athletics, including our new CIF sports (example: water polo and cheer).</p>	<p>2.5 Support for ongoing co-curricular student activities</p> <p>Incentives were purchased to support new clubs, such as t-shirts</p> <p>B. Boys and Girls water polo competed in a full season this year. Cheer has 8 Stunt matches scheduled for the Spring season and did win League Champions in first season (2022)</p> <p>Girls Golf completed their first season with 2 athletes going on to CIF individuals</p>	<p>Materials and Supplies (Link Crew) 4000-4999: Books And Supplies</p> <p>\$9,000.00</p> <p>Materials and Supplies (Athletics) 5000-5999: Services And Other Operating Expenditures</p> <p>\$12,000.00</p> <p>Professional Development 1000-1999: Certificated Personnel Salaries</p>	<p>Materials and Supplies (Link Crew) 4000-4999: Books And Supplies</p> <p>\$8,300.00</p> <p>Materials and Supplies (Athletics) 5000-5999: Services And Other Operating Expenditures</p> <p>\$12,000.00</p> <p>Professional Development 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>c. Provide support for Link Crew to connect freshmen to the school community.</p>	<p>Working to increase the number of participants and coaches for each program</p> <p>C. Incentives were purchased to support Link Crew events, such as kona ice for events</p> <ul style="list-style-type: none"> <li>• Purchase lawn games for Link Crew events</li> <li>• Guest speaker and materials for C2G, freshman orientation, etc.</li> <li>• Supplying Link Crew shirts</li> <li>• Support for Link Crew Conference Field Trip</li> </ul>	<p>\$2,000.00</p> <p>Materials and Supplies (Clubs) 5000-5999: Services And Other Operating Expenditures</p> <p>\$4,000</p>	<p>\$2,000.00</p> <p>Materials and Supplies (Clubs) 5000-5999: Services And Other Operating Expenditures</p> <p>\$4,200.00</p>
<p>2.6 Promote a college-going and pathway completing culture for students</p> <p>2.6</p> <p>a. Promote a college going and pathway completing culture for students</p> <p>College Campus Visits</p> <p>Pathway t-shirts</p> <p>College banners</p> <p>Pathway posters</p> <p>College/ Career Speakers</p>	<p>2.6 Promote a college-going and pathway completing culture for students</p> <p>Guidance office and College &amp; Career Center have rooms and hallways decorated with College pennants and posters.</p> <p>Dual Enrollment courses offered through RCC at PHS.</p> <p>Dual Immersion - Translation and Interpretation student visited Riverside County Court House to explore various careers. (duplicated)</p> <p>Flyers promoting College Presentations in hallways, digital flyers are on campus TVs in common space areas (hallways, entrance ways,</p>	<p>Materials and Supplies 4000-4999: Books And Supplies</p> <p>\$8,000.00</p> <p>Assemblies 5000-5999: Services And Other Operating Expenditures</p> <p>\$3,000.00</p> <p>Field Trips/ Projects 5000-5999: Services And Other Operating Expenditures</p> <p>\$10,000.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies</p> <p>\$6500.00</p> <p>Assemblies 5000-5999: Services And Other Operating Expenditures</p> <p>\$2,800.00</p> <p>Field Trips/ Projects 5000-5999: Services And Other Operating Expenditures</p> <p>\$10,000.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>library, etc). Digital flyers are also shared in Advisory announcements.</p> <p>Videos of college programs shown during Advisory most months.</p> <p>College reps conducted in person presentations throughout the year.</p>		
<p>2.7 Socioemotional (SEL) Support through MSW- Interns 2.7 Behavioral Health Peer Specialist to support social emotional strategies, and self regulation and promote student wellness.</p>	<p>2.7 Socioemotional (SEL) Support through MSW- Interns</p> <p>MSW at PHS all day on Fridays providing one-on-one counseling</p> <p>Behavioral Health Peer Specialist was added to our staff in 2021, and a Behavior Health Therapist was added 2022. Staffing continued this school year.</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures \$2,500.00</p> <p>Mental Health Counselor 5800: Professional/Consulting Services And Operating Expenditures \$10,000.00</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures \$2,300.00</p> <p>Mental Health Counselor 5800: Professional/Consulting Services And Operating Expenditures \$10,000.00</p>
<p>2.8 Tier 3 Support a. Create a room for Tier 3 on campus support to take place for restorative intervention and alternative to suspension b. Adopt programming curriculum to support SEL and Retorative practices</p>	<p>2.8 Tier 3 Support</p> <p>a. Located in the upstairs office with permanent resident sub</p> <p>b. BASE lessons cover SEL, drug use, life skills, organization skills, time management, and other topics to support students.</p>	<p>Furniture for Tier 3 Room 4000-4999: Books And Supplies \$1,000.00</p> <p>Professional Development and Curriculum for Restorative Practices 5800: Professional/Consulting Services And Operating Expenditures \$2,500.00</p> <p>Materials and Supplies for Tier 3 program 5000-5999: Services And Other Operating Expenditures</p>	<p>Furniture for Tier 3 Room 4000-4999: Books And Supplies \$600.00</p> <p>Professional Development and Curriculum for Restorative Practices 5800: Professional/Consulting Services And Operating Expenditures \$1,800.00</p> <p>Materials and Supplies for Tier 3 program 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		\$4,000	\$3,700.00

## Analysis

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

Our continued focus on creating a safe and welcoming campus that supports a college going culture involved focusing on providing opportunities for students to experience their passions and interests. Our school continues to make adjustments from distanced learning and our athletic teams, student leadership groups, performing arts, and campus clubs are focused on returning students previous levels of in-person instruction and student connectedness. Multiple on-campus events were purposely offered to our students to reengage school activities and rebuild our academic and extra-curricular programs.

Our behavior management/ school culture team work to communicate with the staff about constructive ways to interact with students to encourage positive behavior. With the support of the mental health interns and staff referrals, more students are receiving continued services through our school. The continued emphasis on college culture is being done through meetings, class discussions with Advisory teachers, and college field trips or presentations.

For the fourth year, we opened the school year with a Week of Welcome dedicated to welcoming, building community, teaching new students and redirecting returning students on our school culture in connection with our Core Values and expectations of The Warrior Way. In addition, we continued our Advisory period (returned to PHS in 2019-2020) and students are placed in grade specific groups with a teacher/mentor who becomes an important and critical connection to our campus. Advisory follows a flexible structure that supports team bonding, school culture lessons created by a teacher-led committee,

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Throughout the school year our school's administration team, Leadership Team, and Guidance Team receives data and it is analyzed during monthly meetings. A closer analysis was taken at the start of our second semester by the entire school staff with our department chairs facilitating conversations during department meetings. Our school Leadership met together in April to take a close analysis of the data, discuss our effectiveness, and decide changes to school-wide strategies and activities to achieve our College and Career Readiness LCAP Goal. Furthermore, in April 2023 our admin team sought input from School Site Council (SSC) and our English Language Advisory Committee (ELAC) regarding overall effectiveness.

Below are the findings overall effectiveness from our SSC, ELAC, and Leadership Team:

- \*Involvement and engagement with students after school has increased (ELOs, extracurricular, and co-curricular)
- \*Continue with the current focus of school connectedness and engagement with our programs and extra curricular activities.
- \*Provide a safe environment
- \*Continue House of Representatives and providing opportunities for students voice.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between the proposed expenditures and estimated actual expenditures included: utilizing \$4,000 less than projected on student engagement and recognition (materials and supplies) as ESSR funds were utilized.

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

Our school's Leadership team thoroughly reviewed current data and had thoughtful discussions regarding the change of strategies to achieve this goal. We agreed that it would be a tremendous benefit to our school community to narrow the focus and at the same time continue combining our SPSA goals with our WASC Action Plan's Critical Areas of Need.

Our Leadership Team decided that one of our current WASC CANs continues to be an appropriate goal for this SPSA goal.

Critical Area of Need 2: Demonstrate core values (Integrity, Commitment, Courage, Responsibility, Respect, Discovery, Teamwork, and Safety & Security) to prepare students for college, work force, and life.

Patriot High School's Leadership Team reviewed input and suggestions from SSC and ELAC, and then identified the following strategies and activities as priorities for the 2023-2024 school year: providing a safe environment (including peer relationships), continue Week of Welcome, providing Saturday School opportunities, Tier 3 interventions, increase/improve campus supervision, continue and increase mental health supports, and continue increasing outdoor seating areas.

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 3

Parent, Student and Community Engagement

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students:	<p>P3: 2023 LCAP Survey How would you measure your level of participation in school-wide activities (most of the time to all the time):</p> <p>2023 Goal: Students--66.6% (+5%) Parents--27% (+5%)</p> <p>2022 Students--61.6% Parents--22%</p> <p>2019 Students--62.16% Parents--27%</p> <p>No LCAP survey data for 2019/2020</p>	<p>P3: 2023 Panorama/LCAP Survey How would you measure your level of participation in school-wide activities (most of the time to all the time):</p> <p>2023: Students--Question not included in Panorama survey Parents- Report not able to be generated due to low participation rate in the survey.</p>
P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making:	<p>P3: 2023 LCAP Survey Are there opportunities for you to get involved with school and district decision making?</p> <p>2023 Goal: Parents: Yes. 50% (+5%)</p> <p>2022: Parents: Yes. 45% No personal knowledge: 40%</p> <p>2019 LCAP</p>	<p>P3: 2023 Panorama/LCAP Survey Are there opportunities for you to get involved with school and district decision making?</p> <p>2023: Parents: Report not able to be generated due to low participation rate in the survey.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Parents: Yes 58% No personal knowledge: 31%	
P3: Welcoming Environment	P3: 2023 LCAP Survey  2023 Goal: My school is welcoming to my parent (moderately to strongly agree): Student: 95.5 % (+5%)  How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: 75% (+5%)  2022: My school is welcoming to my parent (moderately to strongly agree): Student: 90.5 %  How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: 70%  2019 LCAP Survey My school is welcoming to my parent (moderately to strongly agree): Student: 80%  How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: 74%	P3: 2023 Panorama/LCAP Survey  2023: My school is welcoming to my parent (moderately to strongly agree): Student: 95.5 % (+5%)  How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: Report not able to be generated due to low participation rate in the survey.
P3: Parent Involvement	P3: California Healthy Kids Survey Parent involvement in school (Agree or Strongly agree)  2022-2023 California Healthy Kids Survey Goal: Parent involvement in school (Agree or Strongly agree) 9th Grade--65% (+10%) 11th Grade--56% (+10%)	P3: California Healthy Kids Survey Parent involvement in school (Agree or Strongly agree)  2022-2023 California Healthy Kids Survey: Parent involvement in school (Agree or Strongly agree) 9th Grade-- 46% (-9%) 11th Grade-- 44% (+2%)

Metric/Indicator	Expected Outcomes	Actual Outcomes
	2018-2019 CHKS Parent involvement in school (Agree or Strongly agree) 9th Grade--55% 11th Grade--46%	
P5: Student Connectedness	P5: California Healthy Kids Survey  2022-2023 California Healthy Kids Survey Goal: School Connectedness (Agree or Strongly agree) 9th Grade--66% (+10%) 11th Grade--65% (+10%)  2018-2019 CHKS School Connectedness (Agree or Strongly agree) 9th Grade--56% 11th Grade--55%	P5: California Healthy Kids Survey  2022-2023 California Healthy Kids Survey: School Connectedness (Agree or Strongly agree) 9th Grade--49% (-7%) 11th Grade--45% (-10%)
P5: Informed Parents and Students	P5: 2023 LCAP Survey How well informed of school-wide activities (extremely or well informed)  2023 Goal: Students--81% (+5%) Parents--67% (+5%)  2022: Students--76% Parents--62%  2019 LCAP Survey Students--63% Parents--68%	P5: 2023 Panorama/LCAP Survey How well informed of school-wide activities (extremely or well informed)  2023: Students--81% (+5%) Parents--Report not able to be generated due to low participation rate in the survey.
P5: Informed Parents	P5: 2023 LCAP Survey  Do you feel you student's school communicates effectively with parents through newsletters, phone messages, flyers, and meetings? (agree to strongly agree)	P5: Panorama/LCAP Survey  Do you feel you student's school communicates effectively with parents through newsletters, phone messages, flyers, and meetings? (agree to strongly agree)

Metric/Indicator	Expected Outcomes	Actual Outcomes
	2023 Goal: Parents: 89% (+5%) 2021: Parents: 84%	2023: Parents Report not able to be generated due to low participation rate in the survey.

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Parent Communications and Outreach 3.1 Parent Communications and Outreach a. Update and maintain site webpage b. Survey parents and design/develop resources and workshops/activities based on parent interest or need c. Recruit parents to participate in school planning such as WASC and SSC d. Technology set up in office for parent use of Parent Connect and to print district forms, level of use. e. Professional Development/ Workshops to support student achievement of diverse student populations (SES, EL, underrepresented post-secondary demographic groups)	3.1 Parent Communications and Outreach Parent-Teacher conferences. Parent phone and virtual conferences offered by our counselors. College & Career Center sends ParentSquare texts and emails along w/ student emails with events or updates related to college & career. College & Career Center along with RCC hosted sessions in the evening for parents interested in Dual Enrollment and for seniors applying to RCC. College & Career Center offer one-on-one financial aid counseling appointments to families that need assistance with evaluating senior's financial aid award letters. TCT assists in providing timely information on our school website. b. Parent completed LCAP survey in March 2023.	Classified Hourly 2000-2999: Classified Personnel Salaries \$450.00 Materials and Supplies 4000-4999: Books And Supplies \$737 Substitute Teachers 1000-1999: Certificated Personnel Salaries \$700.00	Classified Hourly 2000-2999: Classified Personnel Salaries \$460.00 Materials and Supplies 4000-4999: Books And Supplies \$650.00 Substitute Teachers 1000-1999: Certificated Personnel Salaries \$700.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>c. ELAC is functioning in collaboration with PIQE</p> <p>d. Computer station was set up near the front door of the front office for parents to access.</p> <p>e. PIQE offered a new SEL course to our parents, along with their traditional classes on academics and navigating the school system.</p>		
<p>3.2 Parent Leadership 3.2 PIQE- Parents Involvement in Quality Education program to partner with the school site to engage parents in: advocating for their student, partnering with the school to help all children succeed, communicating effectively with teachers, counselors, and administrators</p>	<p>3.2 Parent Leadership Along with traditional PIQE curriculum on academics and navigating the school system, a new SEL-focused course was offered to our parents.</p>	<p>PIQE Consultant Partnership 5800: Professional/Consulting Services And Operating Expenditures \$12,000</p>	<p>PIQE Consultant Partnership 5800: Professional/Consulting Services And Operating Expenditures \$30,000.00</p>
<p>3.3 Student Connectedness and Engagement 3.3 Student Connectedness and Engagement Provide students opportunities to become connected with our school and engage in school activities.</p>	<p>3.3 Student Connectedness and Engagement Utilizing school-site budget to offset clubs' ASB account purchases (spirit wear, supplies, etc.) Warrior Spirit incentives for GPA and Core Value recognition.</p>	<p>Student Incentives 4000-4999: Books And Supplies \$5000</p>	<p>Student Incentives 4000-4999: Books And Supplies \$4,600.00</p>

## Analysis

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

Patriot High School continues to focus on increasing parent involvement and engagement by actively promoting events that parents can attend. PHS teachers, counselors, and administrators actively promote Parent Connect at during individual parent meetings and larger parent information events (Back to School Night, Future Warrior Night, PIQE parent meetings, etc.), and the office staff assists parents year-round in creating accounts. Parent Square (transitioned from Q Communication) is utilized to provide important information in both English and Spanish, and all letters to parents (mailed home and via Peach Jar) are translated to Spanish.

Social media accounts include Instagram (created Fall 2020), Twitter, and Facebook (created Fall 2019), and our school website continues to be improved with timely information for students, families, and our Warrior Community. Our campus is using Arreya, along with morning announcements, to disseminate information on our campus with multiple screens in the front office, two classroom buildings, our library, and the cafeteria. A Canvas page for students is regularly updated with information for all grade levels, and it also how students access Advisory lessons and presentations.

Based on ELAC parent recommendation, PIQE parent classes continued and included multiple levels of curriculum changing with Level 1 to Level 2, and a Social and Emotional support curriculum. Parents are encouraged to attend student registration, and 8th grade families are encouraged to attend Warrior Night with Spanish translation provided for parents.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Throughout the school year our school's administration team, Leadership Team, and Guidance Team receives data and it is analyzed during monthly meetings. A closer analysis was taken at the start of our second semester by the entire school staff with our department chairs facilitating conversations during department meetings. Our school Leadership met together in April to take a close analysis of the data, discuss our effectiveness, and decide changes to school-wide strategies and activities to achieve our College and Career Readiness LCAP Goal. Furthermore, in April 2023 our admin team sought input from the parent English Language Advisory Committee (ELAC) and our School Site Council (SSC) regarding overall effectiveness.

Below are the findings overall effectiveness from ELAC, SSC, and Leadership Team:

- \*Need to increase parent participation in surveys.
- \*Continue with the current focus of school connectedness and engagement with our programs and extra-curricular activities.
- \*Continue providing additional opportunities for parents involved in school input.
- \*Continue the partnership with PIQE for our parents.
- \*PICO/JUSD has provided more workshops and communications to parents.
- \*Parent Square appears to be working with increasing parent communication.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

For Goal #3, the material difference between the proposed expenditures and estimated actual expenditures was \$18,000 for PIQE. ESSR funding was utilized for the remaining balance to fund PIQE program.

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

Our school's Leadership team thoroughly reviewed current data and had thoughtful discussions regarding the change of strategies to achieve this goal. We all agreed that it would be a tremendous benefit to our school community to narrow the focus and at the same time continuing to combine our SPSA goals with our WASC Action Plan's Critical Areas of Need.

Our Leadership Team decided that one of our current WASC CANs continues to be appropriate goal for this SPSA goal.

Critical Area of Need 3: "Foster relationships with all stakeholders to prepare students for the academic and mental wellness needed for success in college, the work force, and life."

Patriot High School's Leadership Team reviewed input and suggestions from SSC and ELAC, and then identified the following strategies and activities as priorities for the 2023-2024 school year: continue our partnership with PIQE, and supporting student in-need with our Warrior Wardrobe, promoting PICO supports to parents and campus, student incentives & student conferences, promote school success to the Warrior Community, create student engagement opportunities with feeder elementary schools to create PHS school pride prior to middle school, and promote student volunteer opportunities (clubs, AVID, student leadership programs, etc.)

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	202241
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,874,927.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	186200	0.00
Title I Parent Involvement -- 3010 1902	2793	0.00
Title III LEP -- 4203	13248	0.00
LCFF Suppl/Conc -- 0707	344252	0.00
LCFF District -- 500 0707	729732	0.00
LCFF Sec Int -- 0046	559987	0.00
LCFF VAPA -- 0763	6,500	0.00
LCFF AVID -- 0765	32,215	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	32,215.00
LCFF District -- 500 0707	729,732.00
LCFF Sec Int -- 0046	559,987.00
LCFF Suppl/Conc -- 0707	344,252.00
LCFF VAPA -- 0763	6,500.00
Title I Basic -- 3010	186,200.00
Title I Parent Involvement -- 3010 1902	2,793.00
Title III LEP -- 4203	13,248.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,048,512.00
2000-2999: Classified Personnel Salaries	480,161.00
4000-4999: Books And Supplies	131,372.00
5000-5999: Services And Other Operating Expenditures	139,075.00
5700-5799: Transfers Of Direct Costs	19,500.00
5800: Professional/Consulting Services And Operating Expenditures	56,307.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF AVID -- 0765	11,215.00
2000-2999: Classified Personnel Salaries	LCFF AVID -- 0765	15,000.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID -- 0765	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	401,362.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	328,370.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	559,987.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	35,850.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	74,430.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	84,976.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	92,600.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	19,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	36,896.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF VAPA -- 0763	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	39,198.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	53,361.00
4000-4999: Books And Supplies	Title I Basic -- 3010	35,755.00

5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	40,475.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	17,411.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	900.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,156.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	737.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	7,844.00
4000-4999: Books And Supplies	Title III LEP -- 4203	5,404.00

# School Site Council Membership

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

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

Name of Members	Role
Damien Hernandez	Principal
Martha Gonzalez	Classroom Teacher
Emma Lemster	Classroom Teacher
Juana Rodriguez	Classroom Teacher
Antonia Taggart	Classroom Teacher
Estela Olvera	Other School Staff
Ruben Aguilar	Parent or Community Member
Lucy Centeno	Parent or Community Member
Rosa Ramirez	Parent or Community Member
Natalia Gamez	Secondary Student
Katarina Renteria	Secondary Student
Isabella Rose Chandroo	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

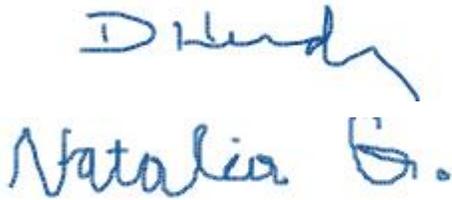
**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 05/11/23.

Attested:



Handwritten signatures in blue ink. The top signature is "D Hernandez" and the bottom signature is "Natalia G.".

Principal, Damien Hernandez on 05/11/23

SSC Chairperson, Natalia Gamez on 05/11/23

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

### **Planned Strategies/Activities**

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Evaluation and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program