School Year: **2024-25**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Patriot High School	33 67090 0114157	04/25/2024	June 24, 2024

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

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

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

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

This plan is being used by Patriot High School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in CAASPP ELA and CAASPP Math scores, with students with disabilities and English learners demonstrating lower proficiency than their peers.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of an academic support and credit recovery Extended Learning Opportunity (ELO) from the Every Student Succeeds Act (ESSA) designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Increasing stakeholder engagement has proven challenging, but many steps have been taken towards achieving this goal. With the adoption of 1:1 Chromebooks for all students in the Jurupa Unified School District (Chromebooks were updated in the 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, our Warrior Community is 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, ELAC parents attending CABE conference in Riverside, Future Warrior Night, CTE Showcase, Cash for College Night (FASFA completion), Dual Language Immersion showcase, 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. Lastly, our school website is updated on a regular basis, and our school's social media accounts share information regarding upcoming events on campus.

PHS submits the School Plan for Student Achievement (SPSA) using input from teachers, staff, students, and parents. It is developed in conjunction with the School Site Council and our parent English Language Advisory Committee for the school board's approval. Schoolwide Learning Objectives and goals and Schoolwide Action plan were created based on feedback from Teacher Teams, Teacher Leadership, the counseling department, our Classified Ambassador, classified staff representatives, and administration. Respective teams extensively analyzed student achievement data and worked with the School Site Council in the School Plan for Student Achievement, aligning the Local Control Accountability Plan funding designation. Student voice/input is multiple ways, including student surveys (Panorama and California Healthy Kids), student advisory committee (House of Representees--one student representing each Advisory), and street data/small group meetings with multiple student groups (AVID classes, House of Representatives seniors, and our student YES Committee--formed this school year in partnership with RCOE.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

In reviewing the California School Dashboard for the 2022/2023 school year, there are two state indicators of which overall performance was in the "Red" or "Orange" performance categories: English Learner Progress (Red) and Mathematics (Red).

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

In reviewing the California School Dashboard for the 2022/2023 school year, there are multiple state indicators for which performance of student groups were two or more performance levels below the "all student" performance level. Suspension Rate (all students--Green) and both English Learners and White were in the Orange level. Graduation Rate (all students--Blue) and Students with Disabilities were in the Orange level. English Language Arts (all students--Yellow) and English Learners were in the Red level.

Other Needs

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

Patriot High School will continue to offer and implement SEL and mental health resources, which will continue to be provided by on-site PICO services and resources. Our staff will continue to create ways to involve and engage parents by promoting these services at events, social media, individual conversations, etc. Furthermore, Patriot High School will continue to set goals to improve student performance outcomes in all academic areas, especially English and math, as indicated in Goal #1 for College and Career Readiness (expected outcomes and actions), with a focus on our underperforming subgroups.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.1%	0.16%	0.2%	2	4	5
African American	1.9%	1.85%	1.5%	47	47	38
Asian	1.3%	1.61%	1.78%	32	41	45
Filipino	0.6%	0.51%	0.67%	15	13	17
Hispanic/Latino	84.4%	85.05%	85.94%	2,130	2162	2176
Pacific Islander	0.2%	0.08%	0.12%	4	2	3
White	10.0%	9.28%	8.69%	253	236	220
Multiple/No Response	0.6%	0.47%	0.32%	14	12	8
			Total Enrollment	2,524	2542	2532

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
Total Enrollment	2,524	2,542	2,532

Conclusions based on this data:

1. Overall enrollment for PHS increased steadily each year from 2015 through 2021 with a reduction in 2020 (2,388), 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 compared to 2020-2021, but it did increase from last school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	445	473	480	17.6%	18.6%	19%
Fluent English Proficient (FEP)	903	861	872	35.80%	33.9%	34.4%
Reclassified Fluent English Proficient (RFEP)	20	28	35	4%	6%	7%

Conclusions based on this data:

1. The percentage of EL and RFEP students is increasing while the percentage of FEP has remained steady.

2. Continued efforts to improve students' ability to reclassify are needed. PHS began having our "newcomers" (ELD 1 and ELD 2) take the ELPAC interim assessments, and we plan to expand that to all ELs next school year.

3. It is important to prepare all teachers to teach English Learners across the curriculum, and professional development in Quality Student Interactions was provided to all core teachers this school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 11	611	538	615	5	523	598	4	523	597	0.8	97.2	97.2
All Grades	611	538	615	5	523	598	4	523	597	0.8	97.2	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			% Standard Met			% Standard Nearly			% Standard Not		
	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.	2569.	*	15.49	16.08	*	28.87	33.00	*	25.81	27.47	*	29.83	23.45
All Grades	N/A	N/A	N/A	*	15.49	16.08	*	28.87	33.00	*	25.81	27.47	*	29.83	23.45

	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	NA	17.78	19.80	NA	58.89	61.07	NA	23.33	19.13
All Grades	*	17.78	19.80	*	58.89	61.07	*	23.33	19.13

	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	NA	17.78	19.66	NA	46.27	55.13	NA	35.95	25.21
All Grades	*	17.78	19.66	*	46.27	55.13	*	35.95	25.21

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	NA	13.38	10.07	NA	70.55	74.50	NA	16.06	15.44
All Grades	*	13.38	10.07	*	70.55	74.50	*	16.06	15.44

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	NA	14.15	16.44	*	66.35	66.78	*	19.50	16.78
All Grades	*	14.15	16.44	*	66.35	66.78	*	19.50	16.78

Conclusions based on this data:

1. Percent above standard data has increased in all domains with the exception of listening. Our teachers utilizing interim CAASPP assessments as formative data appears to be having a positive impact on the CAASPP assessment.

2. Our students' strongest area continues to be in reading--demonstrating understanding of literary and non-fictional texts.

3. Percent of overall students "standard not met" decreased from 29.8% to 23.45%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 11	612	538	615	4	525	603	4	525	602	0.7	97.6	98.0
All Grades	612	538	615	4	525	603	4	525	602	0.7	97.6	98.0

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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.	2502.	*	2.10	3.32	*	11.05	11.46	*	21.90	17.77	*	64.95	67.44
All Grades	N/A	N/A	N/A	*	2.10	3.32	*	11.05	11.46	*	21.90	17.77	*	64.95	67.44

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	6.31	*	35.05	27.91	*	61.33	65.78
All Grades	*	3.62	6.31	*	35.05	27.91	*	61.33	65.78

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	4.15	*	61.90	62.13	*	33.52	33.72
All Grades	*	4.57	4.15	*	61.90	62.13	*	33.52	33.72

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	4.15	*	64.38	59.80	*	32.57	36.05
All Grades	*	3.05	4.15	*	64.38	59.80	*	32.57	36.05

Conclusions based on this data:

1. For the second consecutive year, 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 demonstrating ability to support mathematical conclusions. The new math curriculum, Carnagie, has an emphasis in this area.

3. Overall percentage of "standard not met" increased from 64.95% to 67.44%. There is a clear need of improvement in all areas.

School and Student Performance Data

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

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

ELPAC Results

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	1522.0	1521.5	1539.9	1519.8	1531.9	1545.2	1523.6	117	137	130
10	1538.3	1549.4	1542.6	1535.5	1548.1	1543.6	1540.6	1550.3	1541.1	88	121	133
11	1515.2	1535.3	1532.6	1503.2	1527.3	1533.8	1526.7	1542.8	1530.9	76	78	106
12	1510.6	1533.2	1528.4	1496.0	1527.0	1518.8	1524.6	1538.7	1537.5	49	80	63
All Grades										330	416	432

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores 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	3.85	32.76	47.79	30.77	33.62	37.50	40.00	20.69	8.09	25.38	116	136	130
10	14.94	14.05	15.04	43.68	38.02	36.84	25.29	31.40	28.57	16.09	16.53	19.55	87	121	133
11	2.82	5.13	7.55	30.99	39.74	28.30	45.07	26.92	37.74	21.13	28.21	26.42	71	78	106
12	18.75	11.25	11.11	35.42	27.50	23.81	18.75	30.00	33.33	27.08	31.25	31.75	48	80	63
All Grades	12.11	9.40	9.26	35.71	39.52	31.02	31.68	32.29	34.95	20.50	18.80	24.77	322	415	432

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	26.72	19.85	13.08	27.59	55.88	36.15	27.59	16.91	39.23	18.10	7.35	11.54	116	136	130
10	29.89	29.75	27.07	37.93	45.45	39.85	19.54	14.88	19.55	12.64	9.92	13.53	87	121	133
11	15.49	19.23	16.98	43.66	41.03	37.74	21.13	23.08	32.08	19.72	16.67	13.21	71	78	106
12	31.25	23.75	17.46	37.50	36.25	38.10	2.08	22.50	22.22	29.17	17.50	22.22	48	80	63
All Grades	25.78	23.37	18.98	35.40	46.27	37.96	20.19	18.55	28.94	18.63	11.81	14.12	322	415	432

Oral Language — Percentage of Students at Each Performance Level for All Students

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	0.77	25.00	17.65	10.77	37.93	52.21	41.54	32.76	27.94	46.92	116	136	130
10	5.75	6.61	6.02	32.18	23.97	23.31	42.53	40.50	35.34	19.54	28.93	35.34	87	121	133
11	1.41	3.85	2.83	11.27	21.79	12.26	50.70	39.74	36.79	36.62	34.62	48.11	71	78	106
12	8.33	1.25	6.35	27.08	16.25	9.52	35.42	42.50	39.68	29.17	40.00	44.44	48	80	63
All Grades	4.66	3.61	3.70	24.22	20.00	14.81	41.61	44.58	38.19	29.50	31.81	43.29	322	415	432

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	3.08	68.97	83.09	74.62	24.14	15.44	22.31	116	136	130
10	11.49	4.13	13.53	63.22	83.47	63.16	25.29	12.40	23.31	87	121	133
11	1.41	0.00	4.72	61.97	62.82	60.38	36.62	37.18	34.91	71	78	106
12	2.08	3.75	6.35	68.75	55.00	53.97	29.17	41.25	39.68	48	80	63
All Grades	6.21	2.41	7.18	65.84	73.98	64.58	27.95	23.61	28.24	322	415	432

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	65.38	31.31	23.53	26.92	16.16	6.62	7.69	99	136	130
10	62.50	66.12	72.18	25.00	24.79	18.05	12.50	9.09	9.77	72	121	133
11	53.33	64.10	66.04	23.33	24.36	22.64	23.33	11.54	11.32	60	78	106
12	51.35	62.50	66.13	16.22	20.00	17.74	32.43	17.50	16.13	37	80	62
All Grades	55.22	66.27	67.75	25.75	23.37	21.81	19.03	10.36	10.44	268	415	431

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	3.08	47.41	46.32	37.69	43.97	47.06	59.23	116	136	130
10	9.41	14.88	12.03	60.00	39.67	48.12	30.59	45.45	39.85	85	121	133
11	4.29	6.41	5.66	51.43	35.90	29.25	44.29	57.69	65.09	70	78	106
12	19.15	3.75	7.94	44.68	38.75	31.75	36.17	57.50	60.32	47	80	63
All Grades	9.43	8.43	7.18	51.26	40.96	37.96	39.31	50.60	54.86	318	415	432

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Writing Domain **Percentage of Students by Domain Performance Level for All 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	0.00	78.45	85.29	76.92	18.97	13.24	23.08	116	136	130
10	2.33	2.48	3.01	83.72	79.34	75.19	13.95	18.18	21.80	86	121	133
11	12.68	5.13	7.55	70.42	64.10	63.21	16.90	30.77	29.25	71	78	106
12	12.77	8.75	8.06	61.70	68.75	64.52	25.53	22.50	27.42	47	80	62
All Grades	6.25	3.86	3.94	75.63	76.39	71.23	18.13	19.76	24.83	320	415	431

Conclusions based on this data:

1. Unlike the 20/21 school year, the Mean Scale Scores for all students decreased for all grade levels in 22/23.

2. Overall Language Level One increased from 18.8 to 24.77.

3. Writing domain had the least percentage of students well developed (3.7%), and Speaking Domain had the highest (67.75%).

School and Student Performance Data

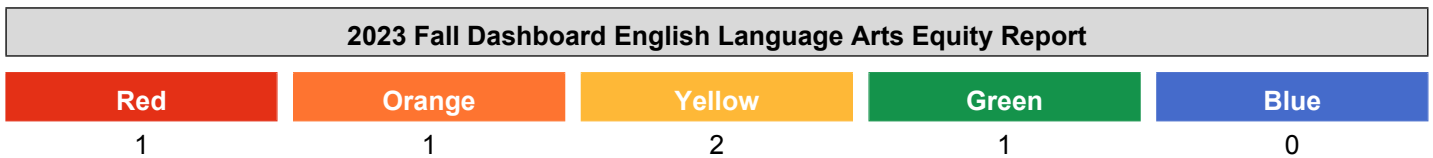## California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2532	**74.4**	**19**	**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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	480	19
Foster Youth	11	0.4
Homeless	16	0.6
Socioeconomically Disadvantaged	1885	74.4
Students with Disabilities	361	14.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	38	1.5
American Indian	5	0.2
Asian	45	1.8
Filipino	17	0.7
Hispanic	2176	85.9
Two or More Races	8	0.3
Pacific Islander	3	0.1
White	220	8.7

Conclusions based on this data:

1. Our school is majority (74.4%) SES disadvantaged and will need additional support within the school day to maintain success. The percentage increased from 71.8% last school year.

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 9% of every other demographic.

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Red	**Chronic Absenteeism** No Performance Color	
English Learner Progress Red		
College/Career High		

Conclusions based on this data:

1. Our graduation rate (Blue), Suspension Rate (Green), and College/Career (High) are the top three Dashboard performance indicators.

2. We need to continue to implement researched-based instructional strategies to support Math (Red) and EL Progress (Red). The transition to Carnegie math curriculum and providing core academic teachers professional development in EL strategies (Quality Student Interactions) are examples of ways we are focused on those two indicators.

3. College/Career was reported as High, but needs to continue to be an area of focus as we continue our focus on College and Career Readiness.

School and Student Performance Data

Academic Performance
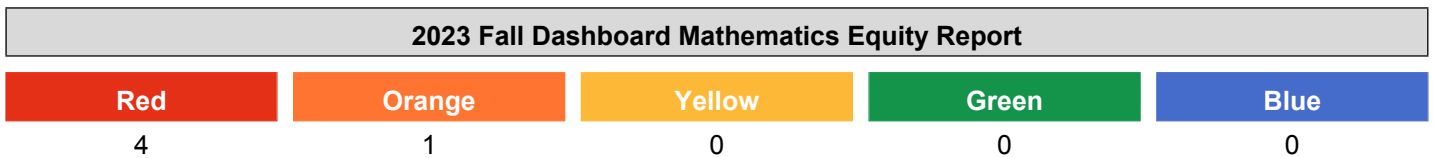### English Language Arts

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	1	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
11.9 points below standard	100.6 points below standard	
Increased +7.6 points	Maintained +1.2 points	1 Student
585 Students	115 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
	19.4 points below standard	118.9 points below standard
4 Students	Increased +10.2 points	Increased +7.6 points
	420 Students	86 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	1 Student	8 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Green
17 points below standard	1 Student	0 Students	8.9 points above standard
Increased +4.3 points			Increased +8.9 points
498 Students			59 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
138 points below standard	15.8 points below standard	4.1 points below standard
Maintained -0.5 points	Increased Significantly +30.9 points	Increased +8.8 points
85 Students	32 Students	276 Students

Conclusions based on this data:

1. Our white students are outperforming other sub groups and are 8.9 points above the standard.

2. Current EL students are far more below standard (138 points) than Reclassified (15.8 points) and English Only (4.1 points).While current ELLs maintained, there was significant increase with our RFEP students and an increase with English only students.

3. While they were in the Orange, students with disabilities were the lowest performing student group (118.9 points below standard--an improvement from 126.5 points below standard last school year).

School and Student Performance Data

Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	1	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
124.2 points below standard	183.4 points below standard	
Maintained -1.1 points	Decreased -5 points	1 Student
587 Students	117 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Orange
	133.9 points below standard	197 points below standard
3 Students	Maintained -1.4 points	Increased +7.9 points
	422 Students	86 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 127.3 points below standard Maintained -1.1 points 500 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Red 115.4 points below standard Decreased Significantly -16.3 points 59 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
208.1 points below standard	122.3 points below standard	123.7 points below standard
Decreased -8.2 points	Increased Significantly +22.4 points	Decreased -8.3 points
86 Students	32 Students	275 Students

Conclusions based on this data:

1. All student groups performed in either the Orange or Red, and while white students are outperforming other subgroups they are 115.4 points below standard. We recognize the concern, and this school year we are implementing a new math curriculum (Carnegie) for all students and math teachers being provided, and are implementing, professional development to support ELLs (Quality Student Interactions).

2. Current EL students are far more below standard (208.1 points) than Reclassified (122.3 points) and English Only (123.7 points). Current ELLs decreased 8.2 points, English only decreased 8.3 points, and RFEP increased significantly (22.4 points).

3. While they were in the Orange, students with disabilities were the lowest performing student group (118.9 points below standard--an improvement from 126.5 points below standard last school year).

School and Student Performance Data

## Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator
English Learner Progress
Red
29.2% making progress towards English language proficiency
Number of EL Students: 414 Students
Performance Level: 1
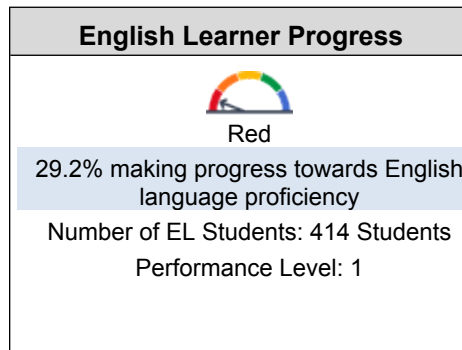
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
134	151	7	112

Conclusions based on this data:

1. 32% of EL students decreased at least one ELPI level. When compared to the number of EL students in 2022 (308 students), the number of EL students increased in 2023 (414 students).

2. 27% of EL students are making progress towards English language proficiency.

3. We need to support the 68% of students that are not making progress towards EL proficiency (decreased or maintained), and our core academic teachers are being provided professional development on instructional strategies to support ELLs.
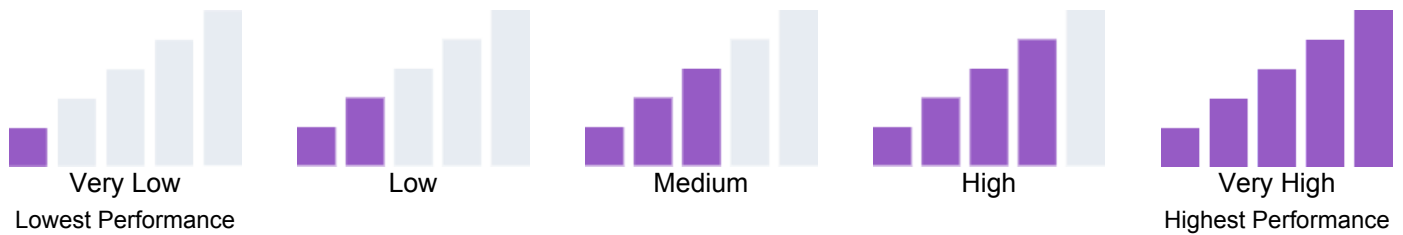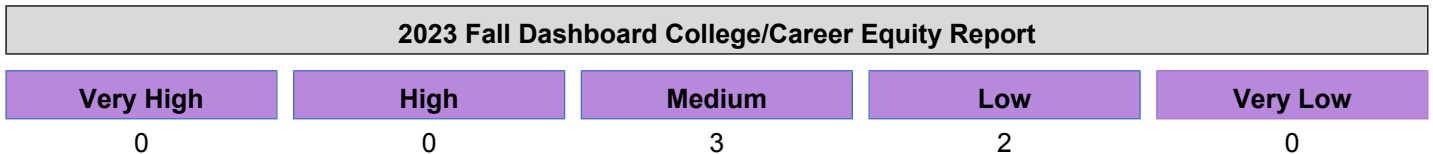
School and Student Performance Data

Academic Performance
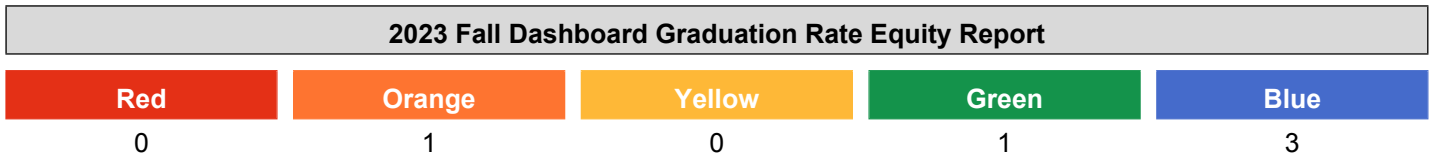### College/Career Report

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	3	2	0

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

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

All Students

62 Prepared

502 Students

English Learners

45.7 Prepared

92 Students

Foster Youth

Less than 11 Students

3 Students

Homeless

50 Prepared

14 Students

Socioeconomically Disadvantaged

63 Prepared

427 Students

Students with Disabilities

46.8 Prepared

62 Students
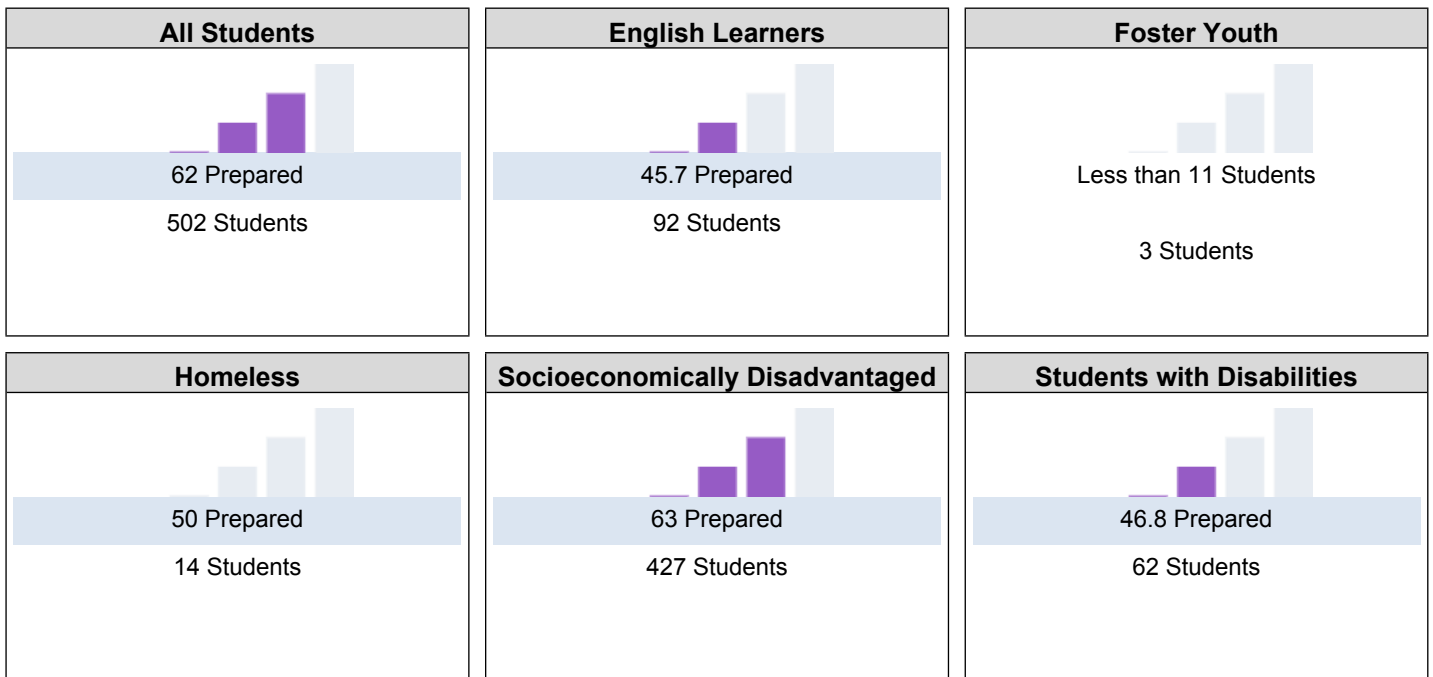
2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American

Less than 11 Students

9 Students

American Indian

0 Students

Asian

Less than 11 Students

9 Students

Filipino

Less than 11 Students

1 Student

Hispanic

63 Prepared

438 Students

Two or More Races

Less than 11 Students

3 Students

Pacific Islander

0 Students

White

50 Prepared
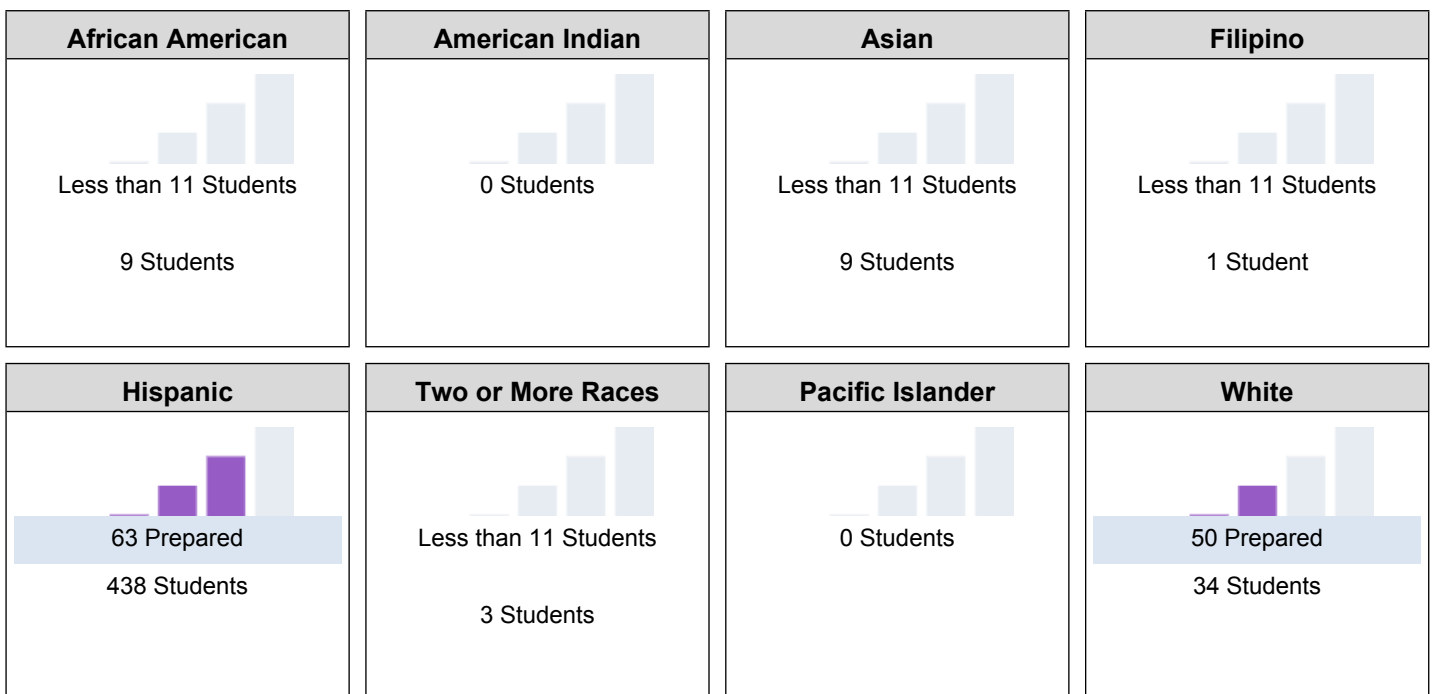
34 Students

Conclusions based on this data:

1. PHS had 62% of graduates prepared for college and career readiness--a "high" performance on state measures using comparable statewide data.

2. When compared to all students (62% prepared), Socioeconomically Disadvantaged (63% prepared) and Hispanic (63% prepared) were also in the "high" performance level.

3. Two subgroups were not as prepared for college and career using comparable statewide data. English learners (45.7% prepared), Students with Disabilities (46.8% prepared), and White (50% prepared) were in "medium" performance level.

School and Student Performance Data

Academic Engagement
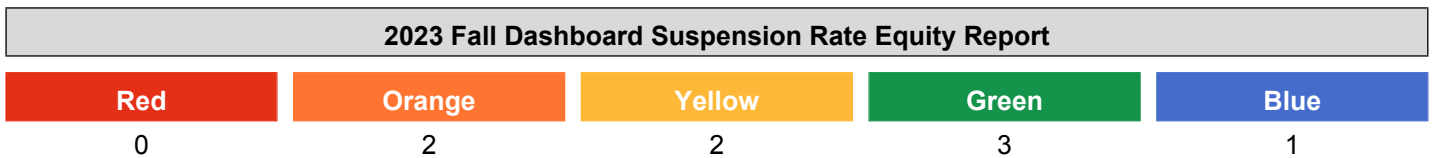### Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	1	3

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	Less than 11 Students
95.8% graduated	84.2% graduated	
Increased 2.5	Increased 2	3 Students
505 Students	95 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
80% graduated	Blue	Orange
Decreased -4.2	95.3% graduated	87.1% graduated
15 Students	Increased 2.9	Decreased -2.2
	430 Students	62 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 9 Students	No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 95.7% graduated Increased 3.3 441 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	Blue 97.1% graduated Maintained 0.4 34 Students

Conclusions based on this data:

1. In 2023, 95.8% students graduated; In 2022, 93.3% in 2022; and 92.5% in 2021. Patriot High School has been improving graduation rates since distance learning.

2. English Learners (95 students) graduation rate was 84.2% and homeless (15 students) was 80%--11.6% and 15.8%--respectfully, below the graduation percentage of all students

3. White students (34 students) graduated at a higher percentage rate (97.1%) when compared to "all students" (95.8%).

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	3	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	0% suspended at least one day
3.5% suspended at least one day	5.5% suspended at least one day	Declined -16.7
Declined -0.9	Increased 0.4	16 Students
2687 Students	527 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Green	Yellow
Maintained 0	3.9% suspended at least one day	5.7% suspended at least one day
27 Students	Declined -0.9	Maintained -0.2
	2046 Students	384 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	Less than 11 Students 6 Students	Green	5.3% suspended at least one day Increased 5.3 19 Students
9.3% suspended at least one day Declined -1.1 43 Students		2% suspended at least one day Declined -2.9 50 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	Less than 11 Students 5 Students	Orange
3.3% suspended at least one day Declined -1 2306 Students	0% suspended at least one day Declined -5.1 31 Students		5.7% suspended at least one day Increased 1 227 Students

Conclusions based on this data:

1. 3.5% of students were suspended at least one day which is a decrease from 4.4% of students in 2022 and 6.3% in 2019 (before distance learning).

2. In 2023 our suspension rate decreased with most student groups and races with the exception of white, and EL students. No homeless students or Foster Youth were suspended--no homeless students were also suspended in 2022.

3. A trend towards less suspendable student behavior could also indicate a possible improvement in positive school climate and an increase in alternative behavior interventions to suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **All students will be college and career ready.**
> The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower all students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> All students will be college and career-ready.

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

> In reviewing the California School Dashboard for the 2022/2023 school year, there are two state indicators of which overall performance was in the "Red" or "Orange" performance categories: English Learner Progress (Red) and Mathematics (Red). In reviewing the California School Dashboard for the 2022/2023 school year, there are multiple state indicators for which the performance of student groups was two or more performance levels below the "all student" performance level. Graduation Rate (all students--Blue) and Students with Disabilities were in the Orange level. English Language Arts (all students--Yellow) and English Learners were in the Red level. Furthermore, Patriot High School will continue to set goals to improve student performance outcomes in all academic areas, especially English and math, as indicated in Goal #1 for College and Career Readiness (expected outcomes and actions), with a focus on our underperforming subgroups.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)	All Students: -11.9 Socioeconomically Disadvantaged: -19.4 English Learners: -100.6 Students with Disabilities: -118.9 Foster Youth: Students experiencing Homelessness: African American: American Indian: Asian: Filipino: Hispanic: -17 Pacific Islander: Two or More Races: White: +8.9	All Students: -1.9 Socioeconomically Disadvantaged: -9.4 English Learners: -90.6 Students with Disabilities: -108.9 Foster Youth: Students experiencing Homelessness: African American: American Indian: Asian: Filipino: Hispanic: -7 Pacific Islander: Two or More Races: White: +18.9
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California	All Students: -124.2	All Students: -114.2

Assessment of Student Performance and Progress (CAASPP): Mathematics Academic Indicator: Distance from Standard (DFS)	Socioeconomically Disadvantaged: -133.9 English Learners: -183.4 Students with Disabilities: -197.0 Foster Youth: Students experiencing Homelessness: African American: American Indian: Asian: Filipino: Hispanic: -127.3 Pacific Islander: Two or More Races: White: -115.4	Socioeconomically Disadvantaged: -123.9 English Learners: -173.4 Students with Disabilities: -187.0 Foster Youth: Students experiencing Homelessness: African American: American Indian: Asian: Filipino: Hispanic: -117.3 Pacific Islander: Two or More Races: White: -105.4
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: Status Level: 29.2%	Current Percentage of English Learners making progress: Status Level: 39.2%
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 7.4%	Percentage of English Learners Reclassified: 17.4%
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	Percentage of students: All: 49.08% African American: Asian: Hispanic: 48.13 White: 48.27 English Learners: Socioeconomically Disadvantaged: 46.29 Students with Disabilities: 9.63 Foster Youth: Students experiencing Homelessness:	Percentage of students: All: 54.08% African American: Asian: Hispanic: 53.13 White: 53.27 English Learners: Socioeconomically Disadvantaged: 51.29 Students with Disabilities: 14.63 Foster Youth: Students experiencing Homelessness:
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	Percentage of students: All: 14.78% African American: Asian: Hispanic:13.11 White: 20.69 English Learners: Socioeconomically Disadvantaged: 11.29 Students with Disabilities: 6.02 Foster Youth: Students experiencing Homelessness:	Percentage of students: All: 19.78 African American: Asian: Hispanic: 18.11 White: 25.69 English Learners: Socioeconomically Disadvantaged: 16.29 Students with Disabilities: 11.02 Foster Youth: Students experiencing Homelessness:
P4: Completion Rate of CTE Course Pathways (CASDB)	Percentage of students: All: 59% African American: Asian: Hispanic: 58.7 White: 54.5 English Learners: 71.4 Socioeconomically Disadvantaged: 59.6 Students with Disabilities: 69.2 Foster Youth:	Percentage of students: All: 64% African American: Asian: Hispanic: 53.7 White: 59.5 English Learners: 76.4 Socioeconomically Disadvantaged: 64.6 Students with Disabilities: 74.2 Foster Youth:

	Students experiencing Homelessness: 33.3	Students experiencing Homelessness: 38.3
LCFF Priority 4: Percentage of students who met CCI "Prepared" criteria via a score of 3 or higher on two Advanced Placement (AP) exams	Percentage of students: All: 16.7% African American: Asian: Hispanic: 16.7 White: 17.6 English Learners: 2.4 Socioeconomically Disadvantaged: 15.2 Students with Disabilities: 0 Foster Youth: Students experiencing Homelessness: 28.6	Percentage of students: All: 21.7% African American: Asian: Hispanic: 21.7 White: 22.6 English Learners: 7.4 Socioeconomically Disadvantaged: 20.2 Students with Disabilities: Foster Youth: Students experiencing Homelessness: 33.6
P4: Percent of students who have met UC/CSU Requirements and CTE Pathway Completion (California Dashboard Additional Reports)	Percentage of students: All: 25.1% African American: Asian: Hispanic: White: 8.8 English Learners: 17.9 Socioeconomically Disadvantaged: 25.3 Students with Disabilities: 19.4 Foster Youth: Students experiencing Homelessness: 20	Percentage of students: All: 30.1% African American: Asian: Hispanic: White: 13.8 English Learners: 22.9 Socioeconomically Disadvantaged: 30.3 Students with Disabilities: 24.3 Foster Youth: Students experiencing Homelessness: 25
P5: Graduation Rate	All Students: 95.8% Socioeconomically Disadvantaged: 95.3 English Learners: 84.2 Students with Disabilities: 87.1 Foster Youth: Students experiencing Homelessness: 80 African American: American Indian: Asian: Filipino: Hispanic: 95.7 Pacific Islander: Two or More Races: White: 97.1	All Students: 96.8 Socioeconomically Disadvantaged: 96.3 English Learners: 89.2 Students with Disabilities: 92.1 Foster Youth: Students experiencing Homelessness: 85 African American: American Indian: Asian: Filipino: Hispanic: 96.7 Pacific Islander: Two or More Races: White: 98.1
LCFF Priority 8: Other Student Outcomes - 1st Semester Grades	Percentage of students passing with a C or better on Semester 1 report card: ELA: 76.12 Math: 62.73 Social Science: 78.78 Physical Science: 66.12 Life Science: 66.07	Percentage of students passing with a C or better on Semester 1 report card: ELA: 81.12 Math: 69.73 Social Science: 83.78 Physical Science: 71.12 Life Science: 71.07

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Support high-quality curriculum and instruction 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 e. Create universal academic vocabulary to support the cross-curricular application of learning	All Students	6700 LCFF Suppl/Conc -- 0707 5800: Professional/Consulting Services And Operating Expenditures Professional Development 76,284 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Collaboration Release Day 8000 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies 10000.00 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Software License 10700 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies 231663 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Assistant Principal Salary 91008 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Assistant Principal Secretary Salary
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 c. AP Parent Nights d. FAFSA workshops e. Offer PSAT for students	All Students	10,000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly 6,000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Clerk Hourly (testing)

			2000.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies
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 ARC County AVID Professional Development d. College field trips (AVID and non-AVID students)	All Students	1,000.00 LCFF AVID – 0765 1000-1999: Certificated Personnel Salaries Teacher Subs 31,215 LCFF AVID – 0765 2000-2999: Classified Personnel Salaries College Tutors 10,000.00 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Transportation
1.4	Improve proficiency for all students in Mathematics and ELA a. Improve proficiency for all students in Mathematics and ELA: b. Provide PD for differentiation and instructional strategies that 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	All Students	5000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies 2,000.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Substitute Teachers 1,500.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies
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. Purchase materials as needed b2. Provide PD to support teachers c. Inclusion/ Collaborative Classes c1. PD for collab teachers c2. Collaborative planning time c3. Purchase materials as needed	All Students	633256 LCFF Sec Int -- 0046 1000-1999: Certificated Personnel Salaries Intervention Teachers Salaries 1,600.00 Title I Basic -- 3010 4000-4999: Books And Supplies Read 180 Supplies 1,000.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Teacher Hourly 2,000.00 Title I Basic -- 3010

			1000-1999: Certificated Personnel Salaries Substitute Teacher
1.6	Increase schoolwide achievement for English Language Learners a. Provide BLT staffing b. Support ELD for level 1 and level 2. c. Provide PD on instructional strategies and supports for ELLs	English Learners	8421 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Bilingual Language Tutor Salary- 3 hrs (1.0) 29211 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salaries- 3 hrs (3.0) 30097 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salaries - 3 hrs (3.0) 455.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Substitute Teachers 850.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly 1000.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies 426 Title III LEP -- 4203 4000-4999: Books And Supplies Differentiated Resources for English Learners 2926 LCFF Suppl/Conc -- 0707 5800: Professional/Consulting Services And Operating Expenditures Profesional Development for ELD integration
1.7	Support multiple Career Technical Education pathways Support multiple Career Technical Education pathways with resources and materials that	All Students	5000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies

			2000.00 LCFF Suppl/Conc -- 0707 5800: Professional/Consulting Services And Operating Expenditures Professional Development
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	All Students	1562 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies 1,500.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Teacher Hourly 5,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Profesional Development 2500.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Field Trips/ Projects
1.9	College and Career Exploration a. Tasks a1. Utilize software programs that can be used school-wide for college and career exploration. a2. Train teachers on the use of exploration tools. a3. Schedule time for students to use the tool. a4. Schedule College representatives and campus visits	All Students	2000 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Campus Visits 94921 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Career Center Clerk Salary 206867 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Career Center Counselor Salary
1.10	A-G awareness campaign a. Develop resources to help promote and explain the importance of a-g completion for all stakeholders b. Meet with stakeholders to share this information c. Increase in enrollment in A-G classes. d. Increase in success in earning qualifying grades in a-g classes.	All Students	4,500.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute Teachers 3,000.00 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Printing and Materials

1.11	Support VAPA programs and Pathway a.Support VAPA programs and pathways to prepare students for college and career b. Assist with the fees for play scripts and other licensing costs	All Students	4,500.00 LCFF VAPA -- 0763 4000-4999: Books And Supplies Materials and Supplies 2,000.00 LCFF VAPA -- 0763 5800: Professional/Consulting Services And Operating Expenditures Consultants 1000 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies
1.12	Technology and Content Standards Materials 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 the necessary materials and resources to teach content standards	All Students	2,500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies 13,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Copier Leaser 2,500.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies (printing) 4,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Technology Equipment
1.13	Ongoing Schoolwide Professional Development As indicated on the California Dashboard, ongoing schoolwide professional development is needed to increase equity and access for our diverse student population (SED, EL, SWD, and underperforming student groups).	All Students	1,525.00 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Professional Development

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

1.1 Support high-quality curriculum and instruction; 1.4 Improve proficiency for all students in Mathematics and ELA

Transitioning back from a distanced learning model to in-person instruction two school years ago, our academic indicators continue to trend in a positive direction. Our teachers continue to collaborate in planning, grading, and analyzing student data to support their evolving efforts to support student learning. Our PLC's transitioned from Impact Teams (IT) to Teacher Teams last school year, and continue to collaborate and address student learning needs, develop clear learning intentions, and create common assessments. For the second year, ELA and math teachers have been proctoring interim CAASPP assessments and reviewing relevant data as a formative assessment. Science teachers will begin utilizing interim CAST assessments during the 2024/2025 school year.

1.13 Ongoing Schoolwide Professional Development
During the 2023-2024 school year, professional development (PD) was provided to all PHS 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. Furthermore, our core academic teachers participated in PD on implementing/improving Quality Student Interactions focusing on small group collaborative learning strategies to support our English Language Learners.

1.3 Support the growth of our AVID program
PHS teachers and AVID tutors continue to provide tutoring support at the suggested 10:1 ratio.

1.5 Provide support and interventions for students at-risk
All students can access Extended Learning Opportunities (ELOs) created by individual departments/courses providing students an opportunity to raise a grade from the fall semester; this opportunity supports students by providing additional time to demonstrate proficiency in grade level standards, decreases our school's D/F rate and increases A-G completion rate.

1.2 Increase graduation rates, A-G completion rates, AP class participation, and FAFSA completion rates; 1.9 College and Career Exploration; 1.10 A-G Awareness Campaign
We continue for the sixth 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 two years ago to reduce overall student caseloads. Our GCs and counselors attend training on CS/ UC acceptance criteria, program offerings, and financial aid. The GC's and counselors deliver CCGI lessons to all grade levels during our Advisory period. Our guidance team supports our foster and McKinney-Vento students by connecting with school programs, supports and resources through consistent meetings and check-ins.

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 March 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 continue to increase.
*AP passing rates continue to improve which increases percentage of students meeting CCI "prepared" criteria.
*CTE pathway rates continue to increase with student with disabilities showing a higher percentage then all other significant subgroups.
*ELOs and other after school opportunities are supporting students.
*English and Math SBAC Interim assessments should improve CAASPP scores by assisting in preparing students and teachers for the exams.
*Improved CAASPP scores would increase demonstration of "preparedness" for EAP ELA and math.

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

Material differences between the proposed expenditures and estimated actual expenditures included: AVID expenses for transportation--college visits to colleges and universities funded using both LCAP and AVID funds; AVID tutors an additional $35,000.

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, and that two of our Critical Areas of Need 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 2024-2025 school year:

Providing professional development for both certificated and classified staff and opportunities for collaboration. Collaboration is necessary - continue, or begin, providing time for "teacher team" collaboration, horizontal and vertical meetings, and collaborate with other JUSD secondary schools (example: middle schools and AP teachers). Student supports identified as a priority are Extended Learning Opportunities for academic support across the curriculum, supporting students participating in dual enrollment courses, and to continue the focus on "life after high school", and creating and using common academic vocabulary across the curriculum.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **All students will have a safe, orderly, and inviting learning environment.**
> Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> All students will have a safe, orderly, and inviting learning environment.

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

> In reviewing the California School Dashboard for the 2022/2023 school year, there are multiple state indicators for which performance of student groups were two or more performance levels below the "all student" performance level. Suspension Rate (all students--Green) and both English Learners and White were in the Orange level. Patriot High School will continue to offer and implement SEL and mental health resources, which will continue to be provided by on-site PICO services and resources. Our staff will continue to create ways to involve and engage parents by promoting these services at events, social media, individual conversations, etc.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 100% Source: 2022-23 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2022-23 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	Grade 9: 93.4% Grade 10: 92.5% Grade 11: 92.6% Grade 12: 92.1% English Learners: 91.5% Foster: 94.9% McKinney-Vento: 84.1% Special Education: 91% Source: Student Information System P-2 report	Grade 9: 95.4% Grade 10: 94.5 Grade 11: 94.6 Grade 12: 94.1 English Learners: 93.5 Foster: 95.9 McKinney-Vento: 89.1 Special Education: 93 Source: Student Information System P-2 report
LCFF Priority 6: Pupil Suspension Rate	All Students: 3.5 Socioeconomically Disadvantaged: 3.9 English Learners: 5.5 Students with Disabilities: 5.7 Foster Youth: 0	All Students: 3.0 Socioeconomically Disadvantaged: 3.4 English Learners: 5.0 Students with Disabilities: 5.2 Foster Youth: 0

		Students experiencing Homelessness: 0 African American: 9.3 American Indian: Asian: 2.0 Filipino: 5.3 Hispanic: 3.3 Pacific Islander: Two or More Races: White: 5.7	Students experiencing Homelessness: 0 African American: 3.0 American Indian: Asian: 1.5 Filipino: 3.0 Hispanic: 3.0 Pacific Islander: Two or More Races: White: 3.7
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0.86%	All Students: 0.56%
LCFF Priority 6: School Climate Survey: School Safety	How safe do you feel when you are at school? Safe/Very Safe: Grade 9--54% Grade 11--65% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	How safe do you feel when you are at school? Safe/Very Safe: Grade 9-- 64% Grade 11--75% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: School Connectedness	I feel connected to my school. Strongly Agree/Agree: Grade 9--49%% Grade 11--55% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	I feel connected to my school. Strongly Agree/Agree: % Grade 9--59% Grade 11--65% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: Caring Relationships	Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: Grade 9--51% Grade 11--61% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: % Grade 9--61% Grade 11--71% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 5: High School Dropout Rate	Dropout rate: 2.3% (Source 22-23 School Accountability Report Card)	Dropout rate: 1.7% (Source 22-23 School Accountability Report Card)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	PBIS and Campus Supervision a. Provide training on behavioral supports for new staff and BSEL team b. Provide incentives for behavior and attendance and student-related rewards c. Provide students with student handbook	All Students	500.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Substitutes 500.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute Teachers 500.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly 5,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Behavior and Attendance Incentives 634.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies
2.2	Student Health and School Safety Provide Health Clerk in the Health Office a. Six hour health care aide provides a variety of activities, including health care services for students. • assists school nurse • maintains student health records • assists students with health related needs	All Students	73421 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aides Salary 6 hrs (1.0)
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 and PSE enrollment rates. b. Provide positive and proactive student behavior interventions, such as re-teaching for low-level infractions and recognition and rewards for positive behavior choices.	All Students	8,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Materials and Supplies 1,600.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures 5 Star (License)
2.4	Welcoming learning spaces that support collaboration and use of technology a. Provide welcoming learning spaces and support collaboration and use of technology. b. Provide library staffing so the library is available to students during and after school.	All Students	65,772 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Library Technician Salary (1.0)
2.5	Support for ongoing co-curricular student activities	All Students	5,000.00

	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 (for example, girls' golf and stunt cheer). c. Provide support for Link Crew to connect freshmen to the school community.		LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies (Link Crew) 12,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Materials and Supplies (Athletics) 2,000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Professional Development 2,000 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Materials and Supplies (Clubs)
2.6	Promote a college-going and pathway completing culture for students a. Promote a college-going and pathway-completing culture for students • College Campus Visits • Pathway t-shirts • College banners • Pathway posters • College/ Career Speakers	All Students	5,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies 3,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Assemblies 10,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Field Trips/ Projects
2.7	Socioemotional (SEL) Support through MSW-Interns Behavioral Health Peer Specialist to support social emotional strategies, and self regulation and promote student wellness.	All Students	1,500.00 Title I Basic -- 3010 5800: Professional/Consulting Services And Operating Expenditures Professional Development
2.8	Tier 3 Support a. Support for Tier 3 on campus will take place for restorative intervention and alternative to suspension b. Adopt a programming curriculum to support SEL and Restorative practices	All Students	500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Furniture for Tier 3 Room 2,500.00 LCFF Suppl/Conc -- 0707 5800: Professional/Consulting Services And Operating Expenditures

| | | | | Professional Development and Curriculum for Restorative Practices

3,000
LCFF Suppl/Conc -- 0707
5000-5999: Services And Other Operating Expenditures Materials and Supplies for Tier 3 program |
|---|---|---|---|---|

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

2.3 Student engagement and recognition; 2.4 Welcoming learning spaces that support collaboration and use of technology; 2.5 Support for ongoing co-curricular student activities
Our continued focus on creating a safe and welcoming campus that supports a college-going culture involves focusing on providing opportunities for students to experience their passions and interests. Our school continues to adjust to distance learning. Our athletic teams, student leadership groups, performing arts, and campus clubs are focused on returning students to previous in-person instruction and student connectedness levels. Multiple on-campus events were purposely offered to our students to engage in school activities and rebuild our academic and extra-curricular programs. For the fifth 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 a critical connection to our campus. Advisory follows a flexible structure that supports team bonding and school culture lessons created by a teacher-led committee.

2.1 PBIS and Campus Supervision; 2.2 Student Health and School Safety; 2.7 Socioemotional (SEL) Support through MSW- Interns
Our behavior management/ school culture team works 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 done through meetings, class discussions with Advisory teachers, and college field trips or presentations.

Throughout the school year, our school's administration, Leadership, and Guidance teams receive data analyzed during monthly meetings. At the start of our second semester, the school staff took a closer analysis with our department chairs, facilitating conversations during department meetings. Our school Leadership met in April to closely analyze the data, discuss our effectiveness, and decide on changes to school-wide strategies and activities to achieve our College and Career Readiness LCAP Goal. Furthermore, in March 2024, our admin team sought input from the School Site Council (SSC) and our English Language Advisory Committee (ELAC) regarding overall effectiveness.

Below are the findings of overall effectiveness from our SSC, ELAC, and Leadership Team:
*Overall, school attendance continues to increase. Foster Youth is higher than the school average, but McKinney-Vento students are lower.
*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 extracurricular activities.
*There is a discrepancy between our 9th graders and 11 graders in feelings of safety, connectedness, and caring relationships--our 11th graders have more positive feelings.
*Provide a safe environment continues to be a focus. The suspension rate has decreased due to an increase in interventions and other means of correction.
*Continue House of Representatives and provide opportunities for students to voice their concerns.

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

Material differences between the proposed expenditures and estimated actual expenditures included: 39,000.00 more than projected on support for co-curricular activities for athletics due to the increase in costs for busing and staff supervision of athletic events.

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 thoughtfully discussed changing strategies to achieve this goal. We agreed that it would tremendously benefit our school community to narrow the focus while 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 Critical Areas of Need continues to be appropriate for this SPSA goal.

Critical Area of Need 2: Demonstrate core values (Integrity, Commitment, Courage, Responsibility, Respect, Discovery, Teamwork, and Safety and security) to prepare students for college, the workforce, 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 2024-2025 school year:
Providing a safe environment (including peer relationships), continuing the Week of Welcome, providing Saturday School opportunities, Tier 3 interventions, increasing/improving campus supervision, and increasing and promoting mental health supports.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.
We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

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

One of the primary goals for PHS is to ensure all students will feel connected to their school community through engaging educational practices and partnerships with parents and community.
32% of students feel that they are valued members of the Patriot Community (Source: Spring 2024 Student Supports + Environment , Panorama Education)
To address this need:
- Continue with the current focus of school connectedness and engagement with our programs and extracurricular activities.
- Continue providing additional opportunities for parents involved in school input.
- Youth Equity Stewardship Student Committee

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 77% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 82% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement." 89% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement." 94% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with ""Teachers communicate with parents about what students are expected to learn in class." 68% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 73% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 87% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of staff who "strongly agree or agree" with ""Teachers at this school communicate with parents about what their children are expected to learn in class." 92% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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 interests or needs c. Recruit parents to participate in school planning such as WASC and SSC d. Technology was set up in the office for parent use of Parent Connect and printing district forms and level of use. e. Professional Development/ Workshops to support student achievement of diverse student populations (SES, EL, underrepresented post-secondary demographic groups)	All students	600 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Classified Hourly 326 Title I Parent Involvement -- 3010 1902 5000-5999: Services And Other Operating Expenditures Travel and Conferences
3.2	Parent Leadership 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	All students	14911 Title I Basic -- 3010 5800: Professional/Consulting Services And Operating Expenditures PIQE Consultant Partnership
3.3	Student Connectedness and Engagement Provide students with opportunities to become connected with our school and engage in school activities. • Attendance incentives • Promotion of extracurricular opportunities • Promotion of work-related opportunities	All students	4358 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student Incentives

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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 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 into 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 uses Arreya, along with morning announcements, to disseminate information on our campus with multiple screens in the

front office, two classrooms, our library, and the cafeteria. A Canvas page for students is regularly updated with information for all grade levels, and it also shows how students access Advisory lessons and presentations.

Based on ELAC parent recommendation, PIQE parent classes continued and included multiple levels of curriculum, changing from 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.

Throughout the school year, our school's administration team, Leadership Team, and Guidance Team receive data, and it is analyzed during monthly meetings. The entire school staff took A closer analysis at the start of our second semester, with our department chairs facilitating conversations during department meetings. Our school Leadership met in April to closely analyze the data, discuss our effectiveness, and decide on changes to school-wide strategies and activities to achieve our College and Career Readiness LCAP Goal. Furthermore, in March 2024, 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 of overall effectiveness from ELAC, SSC, and Leadership Team:
*Parent participation in surveys has increased.
*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.
*PICO/JUSD has provided more workshops and communications to parents.
*Parent Square appears to be working with increasing parent communication.
*There is a discrepancy between our parents and teachers regarding the amount of communication regarding what our students are expected to learn in class.

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

For Goal #3, the material difference between the proposed expenditures and estimated actual expenditures was $15,789 for PIQE.

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 thoughtfully discussed changing strategies to achieve this goal. We agreed that it would be a tremendous benefit to our school community to narrow the focus while 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 Critical Areas of Need continues to be appropriate 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 workforce, 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 2024-2025 school year:
Continue providing parent support and informational classes, supporting students in need with our Warrior Wardrobe, promoting PICO supports on campus and to parents, student incentives & student conferences, promote school success to the Warrior Community, create student engagement opportunities with feeder elementary and middle schools, and promote civic engagement opportunities (State Seal of Civic Engagement, clubs, AVID, student leadership programs, etc.).

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$202241
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,796,809.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF AVID – 0765	$32,215.00
LCFF District -- 500 0707	$763,652.00
LCFF Sec Int -- 0046	$633,256.00
LCFF Suppl/Conc -- 0707	$263,263.00
LCFF VAPA -- 0763	$6,500.00
Title I Basic -- 3010	$88,150.00
Title I Parent Involvement -- 3010 1902	$926.00
Title III LEP -- 4203	$8,847.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $1,796,809.00

Total of federal, state, and/or local funds for this school: $1,796,809.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	88150	0.00
Title I Parent Involvement -- 3010 1902	926	0.00
Title III LEP -- 4203	8847	0.00
LCFF Suppl/Conc -- 0707	263263	0.00
LCFF District -- 500 0707	763652	0.00
LCFF Sec Int -- 0046	633256	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	763,652.00
LCFF Sec Int -- 0046	633,256.00
LCFF Suppl/Conc -- 0707	263,263.00
LCFF VAPA -- 0763	6,500.00
Title I Basic -- 3010	88,150.00
Title I Parent Involvement -- 3010 1902	926.00
Title III LEP -- 4203	8,847.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,174,375.00
2000-2999: Classified Personnel Salaries	431,166.00
4000-4999: Books And Supplies	66,780.00

5000-5999: Services And Other Operating Expenditures		78,951.00
5700-5799: Transfers Of Direct Costs		13,000.00
5800: Professional/Consulting Services And Operating Expenditures		32,537.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF AVID – 0765	1,000.00
2000-2999: Classified Personnel Salaries	LCFF AVID – 0765	31,215.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	438,530.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	325,122.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	633,256.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	94,634.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	35,711.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	42,692.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	63,100.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	14,126.00
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	6,955.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	30,097.00
4000-4999: Books And Supplies	Title I Basic -- 3010	19,162.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	15,525.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	16,411.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	600.00

5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement -- 3010 1902	326.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	8,421.00
4000-4999: Books And Supplies	Title III LEP -- 4203	426.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,574,187.00
Goal 2	202,427.00
Goal 3	20,195.00

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
Barbara Tyer	Classroom Teacher
Emma Lemster	Classroom Teacher
Amber Iest	Classroom Teacher
Antonia Taggart	Classroom Teacher
Estela Olvera	Other School Staff
Amber Jones	Parent or Community Member
Lucy Centeno	Parent or Community Member
Reyna Ortiz	Parent or Community Member
Natalia Gamez	Secondary Student
Valerie Orta	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 4/25/24.

Attested:

D. Hernandez (signature)	Principal, Damien Hernandez on 4/25/24
Natalia G. (signature)	SSC Chairperson, Natalia Gamez on 4/25/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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

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

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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