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	May 14, 2025	June 24, 2025

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.

Table of Contents

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.

At Patriot High School, we've developed a thoughtful and responsive Schoolwide Plan (SWP) that aligns with the goals of the Every Student Succeeds Act (ESSA), our district's Local Control and Accountability Plan (LCAP), and other federal, state, and local initiatives. Our planning process began with a comprehensive needs assessment that closely examined student achievement data across all subgroups.

Through this process, we identified continued performance gaps in both ELA and Math, particularly for English Learners and students with disabilities. While our 2024 California School Dashboard results show positive momentum—ELA increased by 4.5 points and Math by 15.9 points—students are still performing below standard in both areas. In particular, only 35.6% of English Learners are making progress toward English proficiency, despite an upward trend. These findings helped shape the measurable goals in our SPSA, which mirror the district's broader goal to increase college and career readiness while closing gaps for our most impacted student groups.

To support this work, we've designed a multi-faceted strategy that leverages multiple funding sources in a coordinated and purposeful way. LCAP funds are used to provide Extended Learning Opportunities (ELO) focused on academic intervention and credit recovery. In addition, ESSA Title I funds are allocated to staff professional development, with a focus on effective math instruction and language development strategies for socioeconomically disadvantaged students, who make up over 70% of our student body. Recognizing the role families play in student success, we also use local funds to offer translation services and host parent workshops that equip families with tools to support their children's learning.

Monitoring and accountability are built into the plan. We use a variety of assessments to track student progress throughout the year, with particular attention to the progress of our target subgroups. This allows our staff to identify which strategies are most effective and make timely adjustments. We also remain committed to transparency, regularly sharing our goals, actions, and results with parents, staff, and community members.

By aligning resources and efforts across local, state, and federal programs, Patriot High is deeply committed to ensuring that every student has access to the supports they need to succeed—both in high school and beyond.

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

During the 2024–2025 school year, Patriot High School (PHS) expanded its commitment to meaningful parent, student, and community engagement through a variety of targeted events, collaborative structures, and communication tools. PHS families were invited to participate in a wide range of activities, including AP Parent Nights, PIQE Parent Education Classes (with approximately 50 graduates), the PHS Parent Workshop Series, Parent/Principal ELAC Forums, and ELAC meetings. PHS also provided opportunities for ELAC parents to attend the CABE Conference in Riverside, further supporting their involvement in English Learner education.

The school hosted several large-scale community engagement events such as Future Warrior Night, Back to School Night, Fall and Spring Community Fairs, the CTE Showcase, the Dual Language Immersion Showcase, and Cash for College Night to support FAFSA completion and postsecondary planning. In addition, parent booster club meetings, athletic events, and numerous student performances by the Visual and Performing Arts department served to strengthen connections between families and the school community. To support transparent and ongoing communication, PHS consistently updated its school website, used platforms such as ParentSquare, Remind, Canvas, and Google Classroom, and regularly posted announcements via Instagram.

Family and community members are actively involved in school decision-making through School Site Council (SSC), ELAC, and the PHS Advisory Committee. Their input directly informed the development of the School Plan for Student Achievement (SPSA) alongside contributions from teachers, classified staff, counselors, administrators, and leadership teams. Planning efforts were based on analysis of schoolwide data and aligned to LCAP goals and funding priorities.

Student voice played a central role in the planning process through multiple forums, including the Panorama and California Healthy Kids surveys, the House of Representatives student advisory (with representation from each Advisory class), the YES Committee (launched in partnership with RCOE), and small group sessions with AVID students and senior representatives. PHS students also contributed to the community through volunteer opportunities, club and sports-led outreach efforts, and performances for the City of Jurupa Valley and campus-sponsored events. These wide-ranging efforts demonstrate the school's commitment to fostering a collaborative, inclusive environment where families, students, and staff work together to support student success and continuous school improvement.

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.

English Language Arts: No overall red/orange; overall performance was YELLOW

Math: No overall red/orange; overall performance was YELLOW

English Learner Progress: YELLOW (not red/orange, but only 35.6% of ELs made progress)

Suspension Rate: GREEN

Graduation Rate: BLUE

College and Career: BLUE

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.

English Language Arts (All Students: YELLOW)

**English Learners: RED
**Long-Term English Learners: RED
**Students with Disabilities: ORANGE
**Socioeconomically Disadvantaged: YELLOW
--ELs and LTELs are two levels below "All Students"

Mathematics (All Students: YELLOW)

**English Learners: ORANGE
**Long-Term English Learners: ORANGE
**Students with Disabilities: ORANGE
**Socioeconomically Disadvantaged: ORANGE
--These groups are one level below "All Students", but performance gaps remain significant

English Learner Progress:

**All Students: YELLOW
**Long-Term English Learners: ORANGE
--One level below "All Students"

Graduation Rate (All Students: BLUE)

**Students with Disabilities: YELLOW
--Two performance levels below

Suspension Rate (All Students: GREEN)

**Students with Disabilities: YELLOW
**Asian: YELLOW
--One level below "All Students"

College and Career (All Students: BLUE)

**Students with Disabilities: ORANGE
--Two performance levels below

Other Needs

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

In addition to Dashboard data, local needs have been identified based on internal assessments, stakeholder feedback, and program evaluations:
**Patriot High will continue to prioritize academic interventions and targeted support in ELA and Math, particularly for English Learners, Long-Term English Learners, and Students with Disabilities.
**Based on local data, ongoing professional development is needed in integrated and designated ELD strategies, co-teaching, and inclusive practices to support academic growth and equitable access.
**Expanded focus on social-emotional learning and mental health will be supported through increased services provided by the Wellness Center and other Community School resources.
**The school will strengthen its outreach and communication efforts with families, continuing the use of ELAC, SSC, PIQE, and ParentSquare to encourage engagement and input.
**Patriot High will maintain a focus on college and career readiness, implementing additional CTE pathway supports and refining course placement practices to ensure equitable access to rigorous coursework for underperforming student groups.

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.16%	0.2%	0.28%	4	5	7
African American	1.85%	1.5%	1.53%	47	38	38
Asian	1.61%	1.78%	1.85%	41	45	46
Filipino	0.51%	0.67%	0.73%	13	17	18
Hispanic/Latino	85.05%	85.94%	85.86%	2,162	2176	2131
Pacific Islander	0.08%	0.12%	0.20%	2	3	5
White	9.28%	8.69%	8.42%	236	220	209
Multiple/No Response	0.47%	0.32%	0.32%	12	8	8
			Total Enrollment	2,542	2532	2482

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Grade 9	641	666	594
Grade 10	707	653	652
Grade 11	616	682	631
Grade 12	578	531	605
Total Enrollment	2,542	2,532	2,482

Conclusions based on this data:

1. Decline in 9th Grade Enrollment (2023-24): The 9th-grade enrollment dropped from 666 (22-23) to 594 (23-24), a significant decrease.

   Possible Causes:

   -A smaller cohort of 8th graders feeding into Patriot High.
   -Increased competition from charter schools, private schools, or nearby high schools.
   -Families moving out of the district due to economic or housing factors.

2. Fluctuation in 12th Grade Enrollment: The 12th-grade class decreased from 578 (21-22) to 531 (22-23) but rebounded to 605 (23-24).

Possible Causes:

-Higher retention rates and improved credit recovery efforts leading to more seniors staying enrolled.
-A previous dip in enrollment from the 9th-grade cohort that later stabilized.
-Potential shifts in graduation requirements or alternative education pathways impacting enrollment.

3. Overall Enrollment Decline: The total enrollment has slightly declined over the three years, from 2,542 (21-22) to 2,482 (23-24).

Possible Causes:

-Lower birth rates or demographic shifts in the community reducing the number of school-aged children.
-Transfers to alternative education options like online schools, early college programs, or vocational training.
-Migration trends leading to families relocating outside the school district.

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	473	480	473	17.6%	18.6%	19.0%
Fluent English Proficient (FEP)	861	872	851	35.8%	33.9%	34.3%
Reclassified Fluent English Proficient (RFEP)	28	35	35	4%	6%	7.4%

Conclusions based on this data:

1. Slight Increase in English Learner Enrollment – The percentage of English Learners (ELs) has grown from 18.6% in 2022-23 to 19.0% in 2023-24, indicating a continued need for language acquisition support and strategic instructional interventions.

2. Sustained Efforts to Improve Reclassification Rates – The percentage of Reclassified Fluent English Proficient (RFEP) students increased from 6% in 2022-23 to 7.4% in 2023-24, demonstrating positive progress in language proficiency development. To further enhance reclassification rates, Patriot High School will continue utilizing ELPAC interim assessments and expand support initiatives, including an ELPAC Saturday School Bootcamp, "ELPAC Chats" for individualized progress monitoring, and the integration of alternative assessments to provide a more comprehensive evaluation of student readiness for reclassification.

3. Increased outreach efforts, such as "ELPAC Chats," will provide individualized guidance and ensure that students and families are actively engaged in the reclassification process.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Overall Participation for All Students												
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	538	615	576	523	598	557	523	597	557	97.2	97.2	96.7
All Grades	538	615	576	523	598	557	523	597	557	97.2	97.2	96.7

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Overall Achievement for All Students															
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2559.	2569.	2572.	15.49	16.08	17.77	28.87	33.00	31.78	25.81	27.47	24.06	29.83	23.45	26.39
All Grades	N/A	N/A	N/A	15.49	16.08	17.77	28.87	33.00	31.78	25.81	27.47	24.06	29.83	23.45	26.39

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Reading **Demonstrating understanding of literary and non-fictional texts**									
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	17.78	19.80	18.49	58.89	61.07	56.37	23.33	19.13	25.13
All Grades	17.78	19.80	18.49	58.89	61.07	56.37	23.33	19.13	25.13

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Writing **Producing clear and purposeful writing**									
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	17.78	19.66	23.70	46.27	55.13	52.42	35.95	25.21	23.88
All Grades	17.78	19.66	23.70	46.27	55.13	52.42	35.95	25.21	23.88

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13.38	10.07	9.16	70.55	74.50	74.69	16.06	15.44	16.16
All Grades	13.38	10.07	9.16	70.55	74.50	74.69	16.06	15.44	16.16

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	14.15	16.44	19.39	66.35	66.78	62.66	19.50	16.78	17.95
All Grades	14.15	16.44	19.39	66.35	66.78	62.66	19.50	16.78	17.95

Conclusions based on this data:

1. Overall Improvement in ELA Performance, but Continued Need for Growth – Patriot High School's ELA performance improved by 4.5 points, reducing the gap below the standard. While this demonstrates progress, the school remains 7.4 points below the state standard, indicating a continued need for targeted literacy support and interventions to help students reach proficiency.

2. Persistent Achievement Gaps for Specific Student Groups – Despite the overall improvement, certain student subgroups continue to perform two or more levels below the "All Students" performance level, as reflected in the Equity Report. Addressing these disparities requires differentiated instruction, literacy support programs, and increased professional development to equip teachers with strategies to support struggling readers and writers.

3. The Need for Sustained and Expanded Interventions – With the continued "Yellow" performance designation, Patriot High School must expand evidence-based literacy interventions, including increased access to academic tutoring, literacy-focused instructional strategies across disciplines, and structured supports for English Learners and students with disabilities. Strengthening writing and critical reading skills across all content areas will be crucial to accelerating student progress.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	538	615	576	525	603	565	525	602	565	97.6	98.0	98.1
All Grades	538	615	576	525	603	565	525	602	565	97.6	98.0	98.1

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2502.	2502.	2517.	2.10	3.32	4.78	11.05	11.46	11.15	21.90	17.77	21.59	64.95	67.44	62.48
All Grades	N/A	N/A	N/A	2.10	3.32	4.78	11.05	11.46	11.15	21.90	17.77	21.59	64.95	67.44	62.48

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.57	4.15	5.84	61.90	62.13	59.82	33.52	33.72	34.34
All Grades	4.57	4.15	5.84	61.90	62.13	59.82	33.52	33.72	34.34

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.05	4.15	5.49	64.38	59.80	63.54	32.57	36.05	30.97
All Grades	3.05	4.15	5.49	64.38	59.80	63.54	32.57	36.05	30.97

Conclusions based on this data:

1. Significant Growth in Mathematics Performance, but Continued Challenges – Patriot High School's Mathematics performance improved by 15.9 points compared to the previous year, reflecting strong progress. However, despite this gain, students remain 108.3 points below the state standard, indicating a persistent need for targeted math interventions and instructional improvements.

2. Achievement Gaps Remain for Underperforming Student Groups – While overall performance has improved, the Equity Report highlights that several student subgroups continue to perform at the "Orange" and "Red" performance levels in mathematics. These disparities emphasize the need for differentiated instruction, increased access to math tutoring, and additional support structures for English Learners and students with disabilities.

3. A Need for Strengthened Math Support Programs and Cross-Curricular Integration – The increase in math scores suggests that some interventions have been effective, but sustained and expanded efforts are required to close achievement gaps. Patriot High School should continue leveraging data-driven instruction, expanding math tutoring and intervention programs, and integrating mathematical reasoning skills across disciplines to support long-term student success.

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	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1542.8	1522.0	1518.4	1539.9	1519.8	1517.7	1545.2	1523.6	1518.6	137	130	119
10	1549.4	1542.6	1533.1	1548.1	1543.6	1531.7	1550.3	1541.1	1534.0	121	133	122
11	1535.3	1532.6	1532.2	1527.3	1533.8	1529.1	1542.8	1530.9	1534.9	78	106	102
12	1533.2	1528.4	1547.0	1527.0	1518.8	1552.4	1538.7	1537.5	1541.1	80	63	84
All Grades										416	432	427

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	6.62	3.85	4.20	47.79	30.77	26.89	37.50	40.00	38.66	8.09	25.38	30.25	136	130	119
10	14.05	15.04	8.20	38.02	36.84	31.97	31.40	28.57	36.89	16.53	19.55	22.95	121	133	122
11	5.13	7.55	3.92	39.74	28.30	34.31	26.92	37.74	35.29	28.21	26.42	26.47	78	106	102
12	11.25	11.11	16.67	27.50	23.81	28.57	30.00	33.33	27.38	31.25	31.75	27.38	80	63	84
All Grades	9.40	9.26	7.73	39.52	31.02	30.44	32.29	34.95	35.13	18.80	24.77	26.70	415	432	427

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	19.85	13.08	17.65	55.88	36.15	39.50	16.91	39.23	26.89	7.35	11.54	15.97	136	130	119
10	29.75	27.07	20.49	45.45	39.85	42.62	14.88	19.55	24.59	9.92	13.53	12.30	121	133	122
11	19.23	16.98	24.51	41.03	37.74	35.29	23.08	32.08	22.55	16.67	13.21	17.65	78	106	102
12	23.75	17.46	36.90	36.25	38.10	27.38	22.50	22.22	19.05	17.50	22.22	16.67	80	63	84
All Grades	23.37	18.98	23.89	46.27	37.96	37.00	18.55	28.94	23.65	11.81	14.12	15.46	415	432	427

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.21	0.77	1.68	17.65	10.77	11.76	52.21	41.54	32.77	27.94	46.92	53.78	136	130	119
10	6.61	6.02	3.28	23.97	23.31	14.75	40.50	35.34	35.25	28.93	35.34	46.72	121	133	122
11	3.85	2.83	0.98	21.79	12.26	9.80	39.74	36.79	44.12	34.62	48.11	45.10	78	106	102
12	1.25	6.35	4.76	16.25	9.52	16.67	42.50	39.68	32.14	40.00	44.44	46.43	80	63	84
All Grades	3.61	3.70	2.58	20.00	14.81	13.11	44.58	38.19	36.07	31.81	43.29	48.24	415	432	427

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.47	3.08	0.84	83.09	74.62	63.03	15.44	22.31	36.13	136	130	119
10	4.13	13.53	3.28	83.47	63.16	65.57	12.40	23.31	31.15	121	133	122
11	0.00	4.72	6.86	62.82	60.38	53.92	37.18	34.91	39.22	78	106	102
12	3.75	6.35	8.33	55.00	53.97	51.19	41.25	39.68	40.48	80	63	84
All Grades	2.41	7.18	4.45	73.98	64.58	59.25	23.61	28.24	36.30	415	432	427

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	69.85	65.38	59.66	23.53	26.92	26.89	6.62	7.69	13.45	136	130	119
10	66.12	72.18	63.93	24.79	18.05	27.05	9.09	9.77	9.02	121	133	122
11	64.10	66.04	58.82	24.36	22.64	26.47	11.54	11.32	14.71	78	106	102
12	62.50	66.13	79.52	20.00	17.74	13.25	17.50	16.13	7.23	80	62	83
All Grades	66.27	67.75	64.55	23.37	21.81	24.18	10.36	10.44	11.27	415	431	426

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	6.62	3.08	5.88	46.32	37.69	26.89	47.06	59.23	67.23	136	130	119
10	14.88	12.03	9.84	39.67	48.12	31.97	45.45	39.85	58.20	121	133	122
11	6.41	5.66	1.96	35.90	29.25	39.22	57.69	65.09	58.82	78	106	102
12	3.75	7.94	5.95	38.75	31.75	35.71	57.50	60.32	58.33	80	63	84
All Grades	8.43	7.18	6.09	40.96	37.96	33.02	50.60	54.86	60.89	415	432	427

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.47	0.00	0.00	85.29	76.92	63.03	13.24	23.08	36.97	136	130	119
10	2.48	3.01	1.64	79.34	75.19	70.49	18.18	21.80	27.87	121	133	122
11	5.13	7.55	4.90	64.10	63.21	70.59	30.77	29.25	24.51	78	106	102
12	8.75	8.06	9.52	68.75	64.52	63.10	22.50	27.42	27.38	80	62	84
All Grades	3.86	3.94	3.51	76.39	71.23	66.98	19.76	24.83	29.51	415	431	427

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. Significant Progress in English Learner Development, But Still Below Desired Benchmarks: Although only 35.6% of English Learners are making progress, this figure represents a 6.3% increase from the previous year. This shows positive momentum, but the yellow performance level and low overall percentage indicate a need for continued, targeted support in English Language Development (ELD) programs, especially in the listening, speaking, reading, and writing domains measured by the ELPAC.

2. Academic Growth in Math and ELA Signals Promise Despite Below-Standard Performance: Patriot High has made notable gains in both English Language Arts (+4.5 points) and Mathematics (+15.9 points). While both areas remain in the yellow performance level, this upward trend reflects effective instructional shifts or interventions. These gains could indicate that supports for English Learners and socioeconomically disadvantaged students (73.6% of the population) are beginning to yield results.

3. College and Career Readiness and Graduation Rates Outperform State Averages: With a Graduation Rate of 96.6% (Blue) and 71.5% of students classified as College/Career Ready (also Blue), Patriot High is exceeding in preparing students for life beyond high school. The 9.5% increase in college/career readiness underscores the school's effective postsecondary planning efforts—even more impressive considering nearly one in five students are English Learners and over 70% face economic disadvantages.

School and Student Performance Data
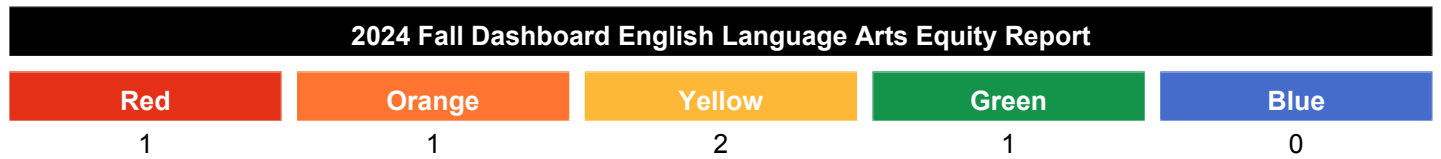
Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,482	**73.6%**	**19.1%**	**0.3%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	473	19.1%
Foster Youth	7	0.3%
Homeless	15	0.6%
Socioeconomically Disadvantaged	1,826	73.6%
Students with Disabilities	336	13.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	38	1.5%
American Indian	7	0.3%
Asian	46	1.9%
Filipino	18	0.7%
Hispanic	2,131	85.9%
Two or More Races	8	0.3%
Pacific Islander	5	0.2%
White	209	8.4%

Conclusions based on this data:

1. High Percentage of Socioeconomically Disadvantaged Students Indicates Ongoing Need for Equity-Based Supports: At 73.6%, nearly three out of every four students at Patriot High are socioeconomically disadvantaged.

This demographic reality reinforces the importance of maintaining and enhancing equitable access to academic support, social-emotional services, and college/career preparation to close opportunity gaps and ensure all students can thrive.

2. English Learners Represent a Significant Student Group Needing Targeted Language Development: With 19.1% of the student population identified as English Learners, nearly one in five students requires ongoing support in language acquisition. Coupled with the yellow rating on the English Learner Progress Indicator (35.6% making progress), this data highlights the importance of continued investment in English Language Development strategies aligned with the ELPAC's four domains: listening, speaking, reading, and writing.

3. Foster Youth and Other Small Subgroups Require Tailored Interventions: Although a small percentage (0.3%) of students are in foster care, this vulnerable population often faces unique challenges. The SPSA should ensure that interventions—both academic and social-emotional—are responsive to these students' needs and included in site-level planning to meet the equity goals set by the state.

School and Student Performance Data

Overall Performance

The 2024 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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Yellow		
College/Career Blue		

Conclusions based on this data:

1. Patriot High Demonstrates Strong Outcomes in Graduation and College/Career Readiness: Patriot High earned a Blue rating in both Graduation Rate (96.6%) and College/Career Readiness (71.5%), signaling strong systemic support for student success beyond high school. These high performance levels reflect effective counseling, academic advising, and CTE or A-G aligned programming, and they serve as a foundation for sustaining high expectations for all student groups.

2. Academic Achievement in English and Math is Improving but Still Below State Standards: Despite Yellow ratings in both English Language Arts (7.4 points below standard) and Mathematics (108.3 points below standard), Patriot High has demonstrated positive growth—+4.5 points in ELA and +15.9 points in Math. This upward trajectory suggests that recent instructional shifts are beginning to pay off, but sustained focus on academic rigor, intervention, and differentiation—especially for underperforming student groups—is still critical.

3. School Climate is Positive with a Low Suspension Rate: Patriot High received a Green rating for Suspension Rate, with only 2.5% of students suspended at least once, and a decline of 1.1% from the prior year. This data indicates a healthy and supportive school climate, which is essential for academic engagement and student well-being. Continued investment in restorative practices and tiered behavior supports should remain a site priority.

School and Student Performance Data

Academic Performance
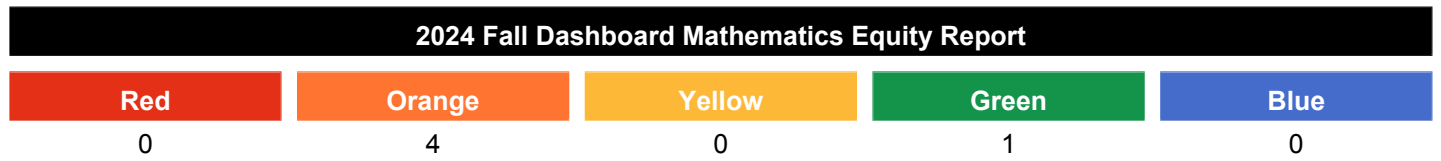## English Language Arts

The 2024 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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Red	Red
7.4 points below standard	103.9 points below standard	126.5 points below standard
Increased 4.5 points	Declined 3.3 points	Declined 14.3 points
547 Students	118 Students	81 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	16.4 points below standard
		Increased 3.0 points
3 Students	3 Students	406 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
115.0 points below standard	Less than 11 Students	Less than 11 Students
Increased 3.9 points		
71 Students	5 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
63.3 points above standard	Less than 11 Students	13.1 points below standard
16 Students		Increased 3.9 points
	3 Students	470 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
Less than 11 Students	Less than 11 Students	25.5 points above standard
		Increased 16.6 points
2 Students	1 Student	45 Students

Conclusions based on this data:

1. English Language Arts Performance is Improving, Yet Still Below Standard: Patriot High received a Yellow performance level in English Language Arts, with students performing 7.4 points below standard. However, the school saw a +4.5-point improvement, indicating that current instructional strategies are beginning to positively impact student achievement. Continued focus on standards-based instruction and literacy interventions will be key to accelerating this progress.

2. Performance Gaps Persist Across Student Groups: The Equity Report for ELA shows varied performance across student groups, with some performing significantly lower than others. With 2 student groups in the Red or Orange levels, it's clear that equity-driven supports—particularly for English Learners, socioeconomically disadvantaged students, and other underserved populations—must remain a top priority in literacy instruction and resource allocation.

3. Positive Growth Signals Potential for Goal Attainment with Strategic Investment: The upward trend in ELA scores suggests that recent investments in professional development, curriculum, and student support services are beginning to yield results. Strengthening Tier I instruction and layering on strategic Tier II/III interventions can help Patriot High move closer to meeting or exceeding the standard in English Language Arts in future years.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	1	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	Orange
108.3 points below standard	172.6 points below standard	189.1 points below standard
Increased 15.9 points	Increased 10.8 points	Increased 8.9 points
552 Students	124 Students	81 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	116.9 points below standard
		Increased 17.0 points
3 Students	4 Students	412 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
181.1 points below standard	Less than 11 Students	Less than 11 Students
Increased 15.9 points		
70 Students	4 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
42.1 points below standard	Less than 11 Students	116.8 points below standard
16 Students		Increased 10.5 points
	3 Students	476 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
Less than 11 Students	Less than 11 Students	52.3 points below standard
		Increased 63.0 points
2 Students	1 Student	45 Students

Conclusions based on this data:

1. Math Performance Remains a Key Area of Need Despite Encouraging Growth: Patriot High's Yellow performance level in Mathematics reflects a current standing of 108.3 points below standard—a significant gap. However, the +15.9-point gain from the prior year is a strong indicator that recent math interventions and instructional changes are having a positive impact. Continued focus on conceptual understanding, data-driven instruction, and targeted support is critical to closing this performance gap.

2. Multiple Student Groups Are Performing Below Standard: The Equity Report shows that five student groups are in the Orange performance level, highlighting considerable disparities in math achievement. These gaps underscore the need for differentiated instruction, scaffolded supports, and culturally responsive teaching practices to meet the needs of historically underserved students.

3. Data-Driven Math Instruction Should Remain a Sitewide Priority: Given the scale of improvement seen this year, there is strong potential to accelerate math achievement through consistent, high-quality Tier I instruction and data-informed Tier II/III interventions. Emphasizing math professional development, collaborative planning, and formative assessment use will be key to driving continued growth across all grade levels.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	Orange
35.6% making progress.	34.8% making progress.
Number Students: 405 Students	Number Students: 348 Students

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.

2024 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**
23.5%	40.5%	0.2%	34.3%

Conclusions based on this data:

1. English Learner Progress is Improving but Remains Below State Expectations: English Learners making progress toward English proficiency. While this represents a 6.3% increase from the previous year, it still reflects that more than 6 in 10 English Learners are not meeting growth targets. This highlights the continued need for intensive language development strategies and early identification of students requiring additional support.

2. Increased Progress Suggests Positive Impact of EL Programs and Supports: The upward trend in English Learner progress signals that current instructional practices—potentially including integrated and designated ELD, use of ELPAC-aligned strategies, and teacher collaboration—are beginning to move the needle. This momentum provides a strong foundation to build upon through expanded professional development and targeted academic language instruction.

3. Strategic Focus on ELD is Essential for Meeting Equity Goals: With 19.1% of the student body identified as English Learners, ensuring continued progress in language acquisition is both a legal and moral imperative. Leveraging data from the ELPAC domains (listening, speaking, reading, and writing) to individualize instruction and monitor progress will be critical to lifting this indicator into the green performance level in future years.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.
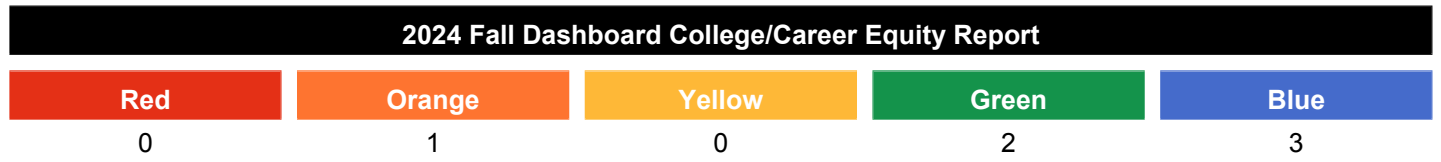
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

This section 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.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	3

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Green	Green
71.5 Prepared	52.3 Prepared	52.1 Prepared
Increased 9.5	Increased 6.6	Increased 2.1
585 Students	109 Students	94 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Blue
Less than 11 Students 0	46.7 Prepared	70.1 Prepared
	Declined 3.3	Increased 7.1
5 Students	15 Students	478 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
40.2 Prepared	63.6 Prepared	Less than 11 Students 0
Declined 6.5	0	
87 Students	11 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
Less than 11 Students 0	Less than 11 Students 0	71.7 Prepared
		Increased 8.6
9 Students	7 Students	494 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
Less than 11 Students 0	0 Students	70.2 Prepared
		Increased 20.2
1 Student		57 Students

Conclusions based on this data:

1. Patriot High Excels in College and Career Readiness: With a Blue performance level and 71.5% of students classified as "Prepared", Patriot High significantly exceeds state expectations on the College/Career Indicator (CCI). This strong outcome reflects effective programming in A–G coursework, Career Technical Education (CTE) pathways, Advanced Placement (AP), Dual Enrollment, and other postsecondary readiness supports.

2. Growth of 9.5% Shows Effective Strategic Investment: The school saw a 9.5 percentage point increase in the number of students classified as "Prepared" compared to the previous year. This improvement suggests that intentional efforts—such as expanding access to college-prep courses, improving academic counseling, or strengthening CTE pathways—are yielding measurable results.

3. Equity Gaps Still Exist Across Student Groups: While overall performance is strong, the Equity Report shows variation in performance levels among student subgroups, with one group in Orange and others in Green or Blue. This points to a need for targeted support to ensure all students—including English Learners, socioeconomically disadvantaged students, and students with disabilities—have equitable access to college and career preparation opportunities.

School and Student Performance Data

Academic Engagement
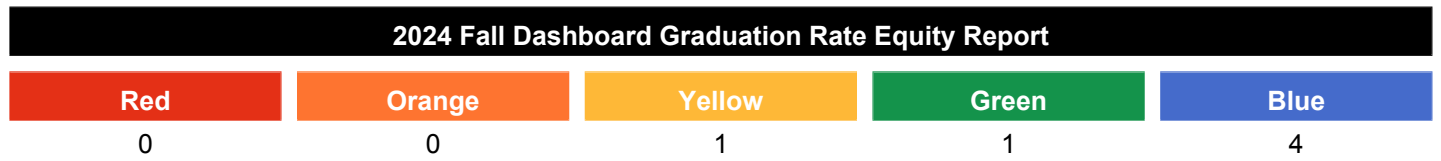## Graduation Rate

The 2024 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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	4

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Green	Blue
96.6% graduated	92.9% graduated	95.8% graduated
Maintained 0.8%	Increased 8.6%	Increased 6.4%
588 Students	112 Students	96 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	93.3% graduated	96.3% graduated
	Increased 13.3%	Maintained 0.9%
5 Students	15 Students	480 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
86.4% graduated	81.8% graduated	Fewer than 11 students - data not displayed for privacy
Maintained 0.7%	11 Students	1 Student
88 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	97% graduated
9 Students	7 Students	Increased 1.3%
		497 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	0 Students	96.5% graduated
1 Student		Maintained 0.6%
		57 Students

Conclusions based on this data:

1. Patriot High Demonstrates Excellent Graduation Outcomes: Patriot High earned a Blue performance level for Graduation Rate, with 96.6% of students graduating. This high rate reflects strong school-wide systems of support, including academic counseling, credit recovery opportunities, postsecondary planning, and a culture of high expectations that help students stay on track for graduation.

2. Graduation Rate Was Maintained, Indicating Consistency in Outcomes: While there was a slight change of +0.8%, the data shows that Patriot High is consistently supporting students through to completion of their high school education. Maintaining such a high rate over time speaks to effective instructional and intervention practices that ensure students meet diploma requirements.

3. Equity Focus Must Continue to Ensure All Student Groups Graduate: Although the overall graduation rate is strong, the Equity Report reveals performance variation across student subgroups, with one group performing at the Yellow level. This suggests a need to continue closing graduation gaps through individualized academic supports, expanded credit recovery, and wraparound services—especially for students facing socioeconomic, linguistic, or personal barriers.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	6	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Long-Term English Learners**
Green	Green	Green
2.5% suspended at least one day	4.2% suspended at least one day	5% suspended at least one day
Declined 1.1%	Declined 1.3%	Declined 0.6%
2635 Students	528 Students	423 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
12.5% suspended at least one day	2.8% suspended at least one day	3.1% suspended at least one day
Increased 12.5%	Increased 2.8%	Declined 0.8%
16 Students	36 Students	1982 Students

Students with Disabilities	**African American**	**American Indian**
Yellow	Green	No Performance Color
5.8% suspended at least one day	2.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0%	Declined 7%	
365 Students	43 Students	9 Students

Asian	**Filipino**	**Hispanic**
Yellow	No Performance Color	Green
2% suspended at least one day	0% suspended at least one day	2.5% suspended at least one day
Maintained 0%	Declined 5.3%	Declined 0.8%
50 Students	19 Students	2262 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2.7% suspended at least one day
Maintained 0%		Declined 3%
28 Students	5 Students	219 Students

Conclusions based on this data:

1. Patriot High Maintains a Low Suspension Rate, Indicating a Positive School Climate
With a Green performance level and only 2.5% of students suspended at least once, Patriot High demonstrates a strong commitment to creating a safe, inclusive, and supportive campus environment. The 1.1% decrease in suspensions from the previous year further supports the effectiveness of proactive behavior strategies and restorative practices.

2. Multiple Student Groups Benefit from Consistently Low Suspension Rates
The Equity Report shows 6 student groups in the Green performance level for suspension, indicating that a wide range of students—including traditionally underserved populations—are experiencing a safe and supportive school culture. This reflects well on the implementation of PBIS (Positive Behavioral Interventions and Supports), SEL, and staff training in de-escalation and equity-centered discipline.

3. Continued Focus on Tiered Behavioral Supports Will Sustain Positive Outcomes
Even with strong results, 2 student groups remain in Yellow, suggesting that some disparities in disciplinary outcomes persist. To sustain and improve performance, Patriot High should continue refining Tier I behavioral expectations and reinforce Tier II/III supports (e.g., check-in/check-out systems, behavior contracts, mentorship), especially for students with chronic behavior or attendance challenges.

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 2023/2024 school year, Patriot High School demonstrated strong overall performance in key areas, with Graduation Rate and College/Career Readiness achieving the "Blue" performance level, reflecting high graduation rates (96.6%) and strong post-secondary preparedness (71.5%). However, challenges remain in academic performance, particularly in Mathematics and English Language Arts, both of which were rated "Yellow," despite showing improvement. The mathematics performance remains significantly below standard (108.3 points), with multiple student groups performing at the "Orange" level (English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic). In English Language Arts, performance gaps are especially pronounced, with English Learners and Long-Term English Learners rated "Red," and Students with Disabilities rated "Orange." Additionally, Long-Term English Learners were rated "Orange" on the English Learner Progress Indicator. Students with Disabilities also performed at the "Orange" level in the College/Career Indicator and "Yellow" in Graduation Rate and Suspension Rate. Asian students were also rated "Yellow" for Suspension Rate.
>
> To address these disparities, Patriot High School will focus on targeted interventions, particularly for underperforming subgroups, ensuring that all students have equitable opportunities to succeed in college and career pathways.

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
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students -7.4 English Learners -103.9 Long-Term English Learners -126.5 Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged -16.4 Students with Disabilities -115 African American N/A Asian N/A Filipino N/A Hispanic -13.1 Native Hawaiian or Pacific Islander N/A White 25.5 Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students -2.4 English Learners -98.9 Long-Term English Learners -121.5 Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged -11.4 Students with Disabilities -110 African American N/A Asian N/A Filipino N/A Hispanic -8.1 Native Hawaiian or Pacific Islander N/A White 30.5 Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students -108.3 English Learners -172.6 Long-Term English Learners -189.1 Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged -116.9 Students with Disabilities -181.1 African American N/A Asian N/A Filipino N/A Hispanic -116.8 Native Hawaiian or Pacific Islander N/A White -52.3 Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students -98.3 English Learners -162.6 Long-Term English Learners -179.1 Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged -106.9 Students with Disabilities -171.1 African American N/A Asian N/A Filipino N/A Hispanic -106.8 Native Hawaiian or Pacific Islander N/A White -42.3 Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
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: 35.6% Status Level: Yellow	Current Percentage of English Learners making progress: 40.6% Status Level: Yellow
P4: English Learner Reclassification Rate during 2024-25 School Year	Percentage of English Learners Reclassified: 6.42%	Percentage of English Learners Reclassified: 9.42%
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	Percentage of students: All Students 49.55% English Learners 2.35% Long-Term English Learners 3.23% Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged 45.52%	Percentage of students: All Students 54.55% English Learners 7.23% Long-Term English Learners 8.23% Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged 50.52%

	Students with Disabilities 6.15% African American N/A Asian 81.25% Filipino N/A Hispanic 47.4% Native Hawaiian or Pacific Islander N/A White 60% Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	Students with Disabilities 11.15% African American N/A Asian 86.25% Filipino N/A Hispanic 52.4% Native Hawaiian or Pacific Islander N/A White 65% Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	Percentage of students: All Students English Learners 1.08% Long-Term English Learners 0% Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged 12.59% Students with Disabilities 0% African American N/A Asian 35.29% Filipino N/A Hispanic13.53 % Native Hawaiian or Pacific Islander N/A White 33.33% Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	Percentage of students: All Students English Learners 6.08% Long-Term English Learners 5% Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged 17.59% Students with Disabilities 5% African American N/A Asian 40.29% Filipino N/A Hispanic 18.53% Native Hawaiian or Pacific Islander N/A White 38.33% Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Completion Rate of CTE Course Pathways (CASDB)	Percentage of students: All Students 37% African American N/A American Indian N/A Asian N/A Filipino N/A Hispanic 39.1% Pacific Islander N/A White 23.5% Two or More Races N/A English Learners 54.8 Socioeconomically Disadvantaged 37.9% Students with Disabilities 48.3% Foster Students N/A Homeless Students 28.6% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	Percentage of students: All Students 42% African American N/A American Indian N/A Asian N/A Filipino N/A Hispanic 44.1% Pacific Islander N/A White 28.5% Two or More Races N/A English Learners 59.8% Socioeconomically Disadvantaged 42.9% Students with Disabilities 53.3% Foster Students N/A Homeless Students 33.6% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
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 Students 16.7% African American N/A American Indian N/A	Percentage of students: All Students 21.7% African American N/A American Indian N/A

	Asian N/A Filipino N/A Hispanic 16.7% Pacific Islander N/A White 17.6% Two or More Races N/A English Learners 2.4% Socioeconomically Disadvantaged 15.2% Students with Disabilities 0% Foster Students N/A Homeless Students 28.6% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	Asian N/A Filipino N/A Hispanic 21.7% Pacific Islander N/A White 22.6% Two or More Races N/A English Learners 7.4% Socioeconomically Disadvantaged 20.2% Students with Disabilities 5% Foster Students N/A Homeless Students 33.6% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Percent of students who have met UC/CSU Requirements and CTE Pathway Completion (California Dashboard Additional Reports)	Percentage of students: All Students 75.2% African American N/A American Indian N/A Asian N/A Filipino N/A Hispanic 76.4% Pacific Islander N/A White 64.7% Two or More Races N/A English Learners 45.2% Socioeconomically Disadvantaged 73.6% Students with Disabilities 41.4% Foster Students N/A Homeless Students 71.4% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	"Percentage of students: All Students 80.2% African American N/A American Indian N/A Asian N/A Filipino N/A Hispanic 81.4% Pacific Islander N/A White 69.7% Two or More Races N/A English Learners 50.2% Socioeconomically Disadvantaged 78.6% Students with Disabilities 46.4% Foster Students N/A Homeless Students 76.4% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P5: Graduation Rate	Percentage of students: All Students 96.6% English Learners 92.9% Long-Term English Learners 95.8% Foster Youth N/A Homeless 93.3% Socioeconomically Disadvantaged 96.3% Students with Disabilities 86.4% African American 81.8% Asian N/A Filipino N/A Hispanic 97% Native Hawaiian or Pacific Islander N/A White 96.5% Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	Percentage of students: All Students 96.6% English Learners 95.9% Long-Term English Learners 98.8% Foster Youth N/A Homeless 96.3% Socioeconomically Disadvantaged 99.3% Students with Disabilities 89.4% African American 84.8% Asian N/A Filipino N/A Hispanic 100% Native Hawaiian or Pacific Islander N/A White 99.5% Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.

| LCFF Priority 8: Other Student Outcomes - 1st Semester Grades | Percentage of students passing with a C or better on Semester 1 report card:
ELA: 83.15%
Math: 78.45%
Social Science: 80.25%
Physical Science: 73.96%
Life Science: 65.09% | Percentage of students passing with a C or better on Semester 1 report card:
ELA: 88.15 %
Math: 83.45%
Social Science: 85.25%
Physical Science: 78.96%
Life Science: 70.09% |

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 Academic Support through Acceleration, Prevention, Remediation, and Intervention (with a focus on subgroups): a. Link Crew Program – Will continue to provide proactive support to help ninth-grade students make successful academic and social transitions to high school. (Funded under Goal #3) b. CTE Pathways – Continue developing, enhancing, and refining Career Technical Education (CTE) pathways while meeting CTEIG accountability requirements. This includes providing professional development for teachers and instructional materials. (CTE/CTEIG funded) c. Support for English Learners and Students with Disabilities – Utilize programs such as GoGuardian, Delta Math, Edpuzzle, and other supplemental online tools to enhance language acquisition and academic progress as part of a schoolwide strategic focus. d. Master Schedule and Remediation Options – Maintain a comprehensive master schedule that includes JOLT courses for remediation and intervention, based on student needs. Facilitate enrollment in Expanded Learning Opportunities (ELO) coursework before/after school and Saturday School interventions when appropriate. e. Teacher Collaboration Time – Continue supporting cross-curricular, horizontal/vertical, and common planning teams to foster collaboration. Focus areas include sharing best practices (e.g., WICOR, QTEL), modeling lessons, peer observation/Instructional Walks, data analysis, and aligning grading practices to increase access and rigor, especially for Students with Disabilities (SWDs) and English Language Development (ELD) students. f. Instructional Materials and Supplies – Provide necessary department and program-specific	All Students	24355 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Gap Materials and Supplies, other supplementary materials (f.) 50,000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Subs for teacher collaboration time (e.) 623745 LCFF Sec Int -- 0046 1000-1999: Certificated Personnel Salaries Intervention Teachers Salaries 9756.00 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Software License (c.) 237699 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Assistant Principal Salary 102507 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Assistant Principal Secretary Salary

	supplies to support student learning (ELA/Math notebooks, calculators, etc.) g. Administrative and Staff Support – Allocate additional administrative and staff resources to strengthen curriculum and instruction through targeted academic support services.			

1.2	Increase graduation rates, A-G completion rates, AP class participation, and FAFSA completion rates
	To enhance college and career exploration and increase the percentage of students completing A-G requirements, we will:
	
	a. Support A-G Completion – Continue funding the Career Center Clerk to provide access to college and career readiness materials and use data to guide student support.
	   • Offer Expanded Learning Opportunities (ELO) for identified students to complete coursework for credit recovery/grade improvement.
	
	b. Parent and Student Engagement – The College/Career Counselor will lead parent information nights on A-G requirements, FAFSA, scholarships, CTE pathways, and the college application process.
	   • Events include AP Parent Nights, FAFSA workshops, and classroom presentations in partnership with academic counselors.
	
	c. Counselor Collaboration – Strengthen coordination between caseload counselors and the College & Career Center to improve access to A-G aligned supports. (District-funded)
	
	d. A-G and College Awareness – Expand access to the Career and College Counselor and Clerk. Host activities that promote college, career, and community engagement.
	   • PSAT will be offered to support student college readiness.
	
	e. Targeted Academic Support – Provide tutoring and academic interventions beyond the school day, especially in core content areas, for at-risk students, English Learners (ELs), and Students with Disabilities (SWDs).
	   • Support will be available through ELO, Saturday School, and focused tutoring sessions. (Site and District-funded)
	
	f. Advanced Coursework Access – Identify and increase GATE, AP, and Honors student participation in AP and Dual Enrollment (DE) coursework through teacher recommendations and assessment data. (District-funded)
		All Students	10,000.00
			LCFF Suppl/Conc -- 0707
			1000-1999: Certificated Personnel Salaries
			Teacher Hourly (e.)
			
			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
			
			1,000
			LCFF Suppl/Conc -- 0707
			4000-4999: Books And Supplies
			Support for A-G events held in the evening (b.)	

	g. Parent Communication – Improve communication when students are not mastering content using tools like ParentSquare, email, phone calls, social media, and conferences. (District-funded)

h. Teacher Collaboration for Subgroup Success – Provide release time for instructional teams to analyze data, plan collaboratively, and align grading practices with clear success criteria to support EL students.

i. College Course Opportunities – Provide students with college-level courses aligned with CTE pathways to increase completion of College/Career Indicator (CCI) requirements. | | | |
| **1.3** | Support the growth of our AVID program
To support the growth of our AVID program and expand AVID strategies schoolwide, we will increase support for both teachers and students through tutoring, professional development, and college readiness opportunities:

a. College AVID Tutors – Maintain the required 7:1 student-to-tutor ratio in upper-level AVID classes by funding additional college tutors.

b. Professional Development and Schoolwide Support – Fund AVID Coordinators, workshops, and teacher participation in AVID Regional Center (ARC) and County AVID PD. Provide schoolwide WICOR strategy training through late-start sessions, Math I/ELA 9 small collaborative study groups, site workshops, and collaborative release days. Support AVID teacher release days for collaboration, focused note-taking strategies, peer observations, and site implementation.

c. College and Career Access – Increase student access to college experiences including field trips, guest speakers, and college readiness resources. Provide sub coverage for AVID field trips and extend college visit opportunities to non-AVID students as well.

d. Tutoring and Academic Support – Offer after-school tutoring, Saturday School, and extended college tutor hours to help students transition into AP and Dual Enrollment coursework.

e. A-G and College Readiness – Strengthen collaboration between the AVID Team and Guidance Team to analyze student data and improve A-G completion and college/career awareness.

g. AVID Program Development – Fund AVID membership consultant support and annual AVID Certification process. | All Students | | 3,000.00
LCFF AVID – 0765
1000-1999: Certificated Personnel Salaries
Teacher Subs

42,344
LCFF AVID – 0765
2000-2999: Classified Personnel Salaries
College Tutors

1,000.00
LCFF Suppl/Conc -- 0707
5700-5799: Transfers Of Direct Costs
Transportation |

| 1.4 | Increase schoolwide achievement for English Language Learners
To support English Learners (ELs) in accessing rigorous content instruction and accelerating language development, we will provide targeted instructional support, collaboration time, professional development, and opportunities for real-world application:

a. Classroom Support –
• Provide Bilingual Language Tutor (BLT) staffing to serve Level 1 and Level 2 ELs in the classroom.
• Implement a Bridge Program for Newcomers (Initial ELs) to help students build connections to the PHS campus through access to personnel, resources, mentors, and school community networks.
• Provide an ELO Bridge Program (HELLO Project) for ELs at Initial through Level 3 to support both academic progress and emotional/social well-being through targeted interventions, mentorship, and tutoring.

b. Instructional Materials and Software –
• Renew contracts and purchase ELD-specific materials and educational software to support integrated and designated instruction.

c. Professional Development and Coaching –
• Provide professional development and peer coaching focused on instructional strategies for ELs, including the continued implementation of QTEL.
• Include special educators and general education teachers in schoolwide collaboration efforts to ensure integrated ELD support.

d. Instructional Rounds and Collaboration –
• Facilitate Instructional Rounds in partnership with Language Services to model effective ELD strategies.
• Provide release time for the EL Facilitator to lead roundtable meetings, plan PD, and organize ELPAC testing.
• Allocate collaboration time for teachers to design culturally relevant, inclusive lessons that address the needs of ELs.

e. Family Engagement –
• Organize and support ELAC meetings, including stipends for after-hours participation, guest speakers, translation services, and interpretation.
• Present the SPSA to ELAC annually to gather input and feedback on schoolwide supports. | English Learners | 6214
Title III LEP -- 4203
2000-2999: Classified Personnel Salaries
Bilingual Language Tutor Salary- 3 hrs (1.0)

14083
LCFF Suppl/Conc -- 0707
2000-2999: Classified Personnel Salaries
Bilingual Language Tutors Salaries- 3 hrs (3.0)

42352
Title I Basic -- 3010
2000-2999: Classified Personnel Salaries
Bilingual Language Tutors Salaries - 3 hrs (3.0)

1,500
Title I Basic -- 3010
1000-1999: Certificated Personnel Salaries
Substitute Teachers

2,315
Title III LEP -- 4203
1000-1999: Certificated Personnel Salaries
Teacher Hourly

1000.00
Title I Basic -- 3010
4000-4999: Books And Supplies
Materials and Supplies

489
Title III LEP -- 4203
4000-4999: Books And Supplies
Differentiated Resources for English Learners

3,500
LCFF Suppl/Conc -- 0707
5700-5799: Transfers Of Direct Costs
EL-focused field trips |

	f. College and Career Readiness – • Provide ELO Dual Enrollment support and core class tutoring for English Learners. • Offer real-world learning opportunities (e.g., Conversational English sessions, field experiences) to build practical language acquisition. • Coordinate college tours and EL-focused college/career readiness conferences to expose students to post-secondary opportunities and planning.			
1.5	College and Career Exploration & CTE Pathways Support To ensure all students are equipped with the tools, experiences, and real-world skills needed for post-secondary success, we will strengthen college and career exploration efforts while refining and expanding our CTE pathways to meet workforce demands and evolving CTEIG requirements. a. Exploration Tools and Access • Utilize schoolwide software programs to support college and career exploration. • Train teachers on tool implementation and embed use during the instructional day. • Schedule time for students to explore career interest inventories, college matches, and post-secondary planning tools. b. College & Career Experiences • Coordinate college representative visits and campus tours for students. • Host guest speakers and career panels to broaden exposure to potential career paths. c. Career Technical Education (CTE) Pathways • Support both new and existing CTE pathways with updated materials and resources that align with current industry standards. (CTE/CTEIG-funded) • Increase student certifications and articulation agreements through rigorous and aligned coursework. • Invest in materials and software that strengthen the connection between classroom learning and workforce expectations, including digital communication tools. • Cover costs associated with partnership-building efforts, including travel, to expand student internships and career connections with local industry. • Offer ongoing professional development for CTE teachers to support the rigor,	All Students		5000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies 2000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Professional Development: Counselors, other staff 213285 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Counselor Salary 16,000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Campus Visits

	relevance, and innovation of pathway instruction.		
1.6	Digital Gateway (DG) Support & Implementation To ensure effective and equitable implementation of the Digital Gateway (DG) initiative, we will continue to support students, teachers, staff, and families in the responsible and purposeful use of technology as a learning tool: a. Digital Citizenship Instruction – • Provide in-class digital citizenship lessons for students using Common Sense Media curriculum to promote safe, responsible, and ethical technology use. (District-funded) b. Ongoing Stakeholder Support – • Offer continued support and training for teachers, staff, and parents to maximize instructional impact, improve digital literacy, and ensure consistent implementation of DG practices across classrooms. c. Student Integration and Access – • Embed DG tools and expectations into classroom routines and instruction to support college and career readiness, digital fluency, and responsible device use.	All Students	
1.7	Textbooks, Instructional Resources, and Enrichment Materials To ensure all students have equitable access to standards-based curriculum and enrichment resources, the following supports will be provided: a. Core Textbook Access – Ensure every student has access to required core textbooks in all subject areas, including LOTE (Languages Other Than English). (District-funded) b. Curriculum Support Materials – Provide supplemental materials to address curriculum gaps and enhance instructional access in core academic areas. c. Reference and Enrichment Resources – Increase both the quantity and variety of reference materials available to students to support research, reading, and academic inquiry across content areas. d. Technology Support Tools – Utilize technology-based tools and digital platforms to enhance instruction, provide intervention, and support differentiated learning. e. Instructional Materials for Teachers – Ensure teachers have the necessary materials and	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 Lease 2,440.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Materials and Supplies (printing) 12,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Technology Equipment

	resources to effectively teach content standards and engage students in rigorous instruction. f. Textbook Management – Support the Library Technician in managing textbook orders and inventory to maintain up-to-date resources and ensure timely access for all students. g. Implementation Support – Provide professional development and collaborative opportunities to increase teacher efficacy in using newly adopted instructional materials and curriculum resources.		
1.8	AP Courses & Capstone Support To increase enrollment and success in AP and Capstone programs, we will expand professional learning for teachers and provide targeted academic and enrichment opportunities for students: a. Professional Development for AP Teachers – • Provide access to AP Institutes and AP by the Sea summer training. • Support ongoing collaboration with AP teachers across JUSD high schools to share best practices and build alignment. b. Student Access and Success – • Continue to promote and offer the AP exam at no cost to students to increase exam participation and pass rates. (District funded) • Fund extended learning through after-school and Saturday study sessions, including practice exams and workshops. c. Program Enrichment and Engagement – • Support guest speakers and college visits to deepen student understanding of the college-level expectations associated with AP and Capstone programs.	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	Professional Learning Focus As indicated on the California Dashboard, ongoing schoolwide professional development is essential to increase equity, access, and academic outcomes for our diverse student population—including English Learners (ELs), Students with Disabilities (SWDs), Long-Term English Learners (LTELs), and other underperforming groups. Our professional learning plan supports the implementation of Integrated ELD and a stronger Multi-Tiered System of Supports (MTSS) through high-quality training and collaboration. a. Integrated ELD & Real-Time Instructional Support –	All Students	2000.00 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Professional Development 13800 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Sub costs for Team and Staff Collaboration. 6200 LCFF Suppl/Conc -- 0707

	• Provide ongoing training and peer coaching to support the implementation of QTEL, WICOR, and other evidence-based strategies for Integrated ELD and LTEL support. b. Collaborative Planning and Culturally Relevant Instruction – • Strengthen collaborative teams and PLC structures with dedicated time for lesson design, culturally relevant material selection, professional development, and shared instructional planning. • Include evidence walks to observe the impact of instructional practices across classrooms. c. Observation and Feedback Cycles – • Continue classroom observations by administrators with a focus on ELs and SWDs, followed by same-day feedback to support instructional growth. d. Professional Learning & Release Time – • Fund substitute coverage to allow teachers and support staff to attend PD, competitions, and targeted training opportunities. • Include training on equitable teaching and grading practices that emphasize mastery learning and student growth over traditional grading metrics. e. Schoolwide MTSS Development – • Provide training for all staff—including teachers, case carriers, guidance coordinators, administrators, and classified staff—on the design and implementation of a multi-tiered system of academic, behavioral, and social-emotional supports. • Examples of supported PD include: PBIS, and MTSS-aligned intervention strategies.		5000-5999: Services And Other Operating Expenditures PLC Training: ELA/Math/Admin
1.10	Visual and Performing Arts (VAPA) Support To strengthen VAPA programs and pathways that prepare students for college, career, and creative industries, the following supports will be provided: a. Support VAPA Programs and Pathways – Provide resources that expand access to high-quality visual and performing arts instruction aligned with college and career readiness standards. b. Licensing and Instructional Materials – Assist with the costs of play scripts, performance licensing, and other instructional materials needed for student productions and exhibitions.	All Students	4,500.00 LCFF VAPA -- 0763 4000-4999: Books And Supplies Materials and Supplies 2,000.00 LCFF VAPA -- 0763 5700-5799: Transfers Of Direct Costs Field trips 1000 Title I Basic -- 3010 4000-4999: Books And Supplies

| | c. Teacher Collaboration and Planning – Provide release days for VAPA teachers to collaborate, plan integrated lessons, and align instruction to pathway goals.

d. College and Career Exposure – Support transportation costs for VAPA-related field trips and college visits to connect students with real-world applications of the arts and post-secondary opportunities. | | Materials and Supplies |

Annual Review

SPSA Year Reviewed: 2024-25

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.

During the 2024-25 school year, Patriot High School implemented the strategies and actions aligned to Goal 1 with fidelity. Our goal focused on improving college and career readiness by enhancing instruction, expanding intervention, and leveraging data to support underperforming student groups—especially English Learners (ELs), Students with Disabilities (SWDs), and socioeconomically disadvantaged students.

What and How We Implemented:

**Instructional Practices & PLC Focus:
-Teachers engaged in PLC meetings centered around common formative assessments, CAASPP Interim Assessment Blocks (IABs), and collaboration on instructional shifts to support literacy and numeracy. These strategies allowed for real-time data analysis and targeted reteaching.

**Extended Learning Opportunities (ELO):
-We implemented targeted ELO sessions before/after school to support students in credit recovery and academic improvement. Students were identified using grade data and counselor referrals.

**English Learner & SWD Focus:
-Targeted support for ELs included push-in instructional support, structured ELD classes, and access to ELPAC interim assessments. QSI (Quality Student Interactions) PD was provided for all core academic teachers to support inclusive strategies for both ELs and SWDs.

**Academic Support, ELO, and/or other Tiered Supports:
-Students struggling in core academic areas were enrolled in academic support, ELO, and/or other tiered supports during the school day, before/after school, or on Saturday. These supports provide direct instruction, academic monitoring, and targeted remediation.

Effectiveness of Implementation:

Our mid-year data demonstrates promising progress in student achievement and targeted interventions:

**ELO Success Rates:
-Students who participated in ELO for credit recovery showed strong success, with 86% of students earning credit in one or more courses. This reflects improved alignment between teacher instruction and student support during intervention windows.

**Decreases in D/F Rates:
-Compared to the same time last year, our overall D/F rate dropped by 7%, with the most significant gains observed among 9th and 10th graders, where early intervention and academic supports were most heavily concentrated.

CAASPP ELA Growth (11th grade):
-The percentage of students scoring Standard Not Met dropped from 29.83% to 23.45%, and those meeting or exceeding the standard increased. Reading, writing, and research/inquiry domains all showed upward trends.

CAASPP Math Growth (11th grade):
-While math continues to be an area of growth, the percentage of students in the "Standard Not Met" category declined, and those approaching standard increased—a reflection of targeted supports and teacher-led data cycles.

Reclassification of English Learners:
-Reclassification rates rose from 6% to 7%, due in part to structured test preparation, ELPAC Saturday school bootcamp, focused support for newcomers (advisory/ELO), and expanded use of ELPAC IABs.

College and Career Readiness (CCI) Indicators:
-Dual enrollment participation increased, AP exam registrations are up, and our CTE pathway completion rate is on track to exceed last year's numbers—placing more students in the "Prepared" category on the CCI.

Conclusion:

The implementation of Goal 1 strategies has been both comprehensive and data-driven. The success of our ELO program, reduction in D/F rates, and steady progress in CAASPP performance point to meaningful growth in student outcomes. Continued investment in PLC development, targeted supports, and family engagement will help sustain and amplify this trajectory.

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

In the 2024–25 SPSA, several strategic and financial adjustments were made to better align expenditures with updated priorities, expanded programming, and increased participation in academic interventions.

Key Differences:

AVID Program Expansion:
-The cost of AVID tutors increased due to expanding tutoring services to maintain a recommended 10:1 ratio. This was necessary to serve more students and ensure fidelity to the AVID instructional model.
-Transportation/Sub costs for AVID college visits was funded through both LCAP and AVID site funds, representing a shift from the original plan which budgeted this through AVID only.

ELO Support and Staffing:
-Extended Learning Opportunities were expanded to cover more content areas and student groups, requiring higher expenditures for certificated hourly pay and classified support, particularly during intersession and after-school programs.
-Increased spending on teacher hourly pay (LCFF Suppl/Conc) to staff additional math tutoring.

Professional Development & Collaboration Time:
-Additional funds were allocated for certificated personnel salaries to provide collaboration release days, with a focus on improving instruction and data cycles through vertical and horizontal alignment with other secondary sites.
-PD spending included increased attendance at district-led and external conferences, especially around Quality Student Interactions (QSI) and culturally responsive practices.

Technology & Instructional Materials:
-Increased spending on software licenses and supplemental instructional tools to support digital platforms used in ELO, IABs, and standards-based interventions.

These reallocations and increased investments reflect a deliberate strategy to expand the scope and impact of Goal 1 activities. They were driven by mid-year data indicating improved student outcomes through targeted intervention, as well as stakeholder feedback emphasizing the need for stronger academic supports and college/career exploration opportunities.

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

As a result of our ongoing analysis of mid-year academic data, stakeholder feedback, and a review of instructional effectiveness, several strategic changes have been made to Goal 1 for the 2025–26 SPSA. These adjustments reflect a shift toward more responsive, flexible, and effective intervention structures that better meet the diverse academic needs of our students.

Summary of Changes:

-Elimination of Math 1A/1B Intervention Classes
What Changed: These previously scheduled course-based math interventions have been removed from the 2025–26 SPSA.

Rationale: Student outcomes and data did not demonstrate sufficient academic gains to justify the time and resource investment. Instead, students in need of math support will now be served through tiered in-day academic small group instructional supports, after-school tutoring, and ELO programs which have shown higher success rates in improving achievement and flexibility for scheduling.

SPSA Location: Goal 1 – Strategy 1, Activity 3 (Revised/Removed)
-Discontinuation of Read 180/Core with Support
What Changed: The standalone Read 180/Core with Support class structure has been phased out.

Rationale: Analysis indicated these structures were no longer aligned with current instructional models and student needs. Reading intervention and foundational literacy will now be supported through integrated literacy-focused instructional practices, and embedded scaffolds in core classrooms, as well as specialized small-group reading support provided during ELO/intervention periods.

SPSA Location: Goal 1 – Strategy 1, Activity 5 (Removed)
-Expansion of Tutoring & Targeted ELO
What Changed: Tutoring and ELO programs will be expanded, with increased funding allocated for staffing, instructional materials, and transportation.

Rationale: Our 86% success rate in ELO credit recovery and 7% drop in D/F rates highlight the effectiveness of targeted and flexible support models over rigid course-based interventions.

SPSA Location: Goal 1 – Strategies 2 & 3, Activities 1–4 (Updated/Expanded)
-Increased AVID and CCI-Aligned Programming
What Changed: Funding and staffing were expanded for AVID tutoring, vertical articulation days, and college visits. We also added dedicated support for students on the College & Career Indicator (CCI) path through intentional tracking and goal setting.

Rationale: Data shows increased AVID enrollment and a positive trend in students achieving "Prepared" status on the CCI. Educational partners prioritized college-readiness as a key metric.

SPSA Location: Goal 1 – Strategy 4, Activities 2–5 (Added/Expanded)

These changes demonstrate a shift from static, less effective course-based interventions toward data-driven, scalable, and targeted supports—ensuring our students receive timely academic help while maintaining access to core instruction and elective opportunities.

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.

Dashboard and Local Data Review

- School Climate & Conditions Data:

-Suspension Rate: 2.5% (Green), indicating positive behavior management but not capturing full student experience.

-Panorama Student Survey (Fall 2024):

 *Feeling like a valued member of the school community: Only 32% of students agree.
 *Emotion Regulation: 41% (4-point drop; district avg: 42%)
 *Social Awareness: 46% (9-point decline)
 *Positive Feelings: 51% (2-point drop)
 *Challenging Feelings: 51% report frequently feeling:
 *Lonely (14%), Worried (19%), or Sad (12%)

- Student Voice & Qualitative Feedback:

-Input from House of Representatives, YES Committee, ELAC & SSC Student Representatives, and ASB Leaders highlights:

 *Need for more inclusive representation in curriculum and school leadership.
 *EL students report feeling invisible in academic discussions and limited by language barriers.
 *Desire for stronger mental health supports and peer-to-peer connections.

Steps Taken to Address the Need
To address these performance gaps and climate concerns, Goal 2 will focus on the following key strategies:

- Instructional Equity & Intervention:

-Expand professional development in:
-Universal Design for Learning (UDL)
-Culturally responsive teaching
-Integrated and designated ELD best practices (QTEL/WICOR)
-Strengthen Tier 1 instruction through scaffolded supports and high-leverage strategies aligned to student need.

- Targeted Support Systems:

-Deepen Multi-Tiered System of Supports (MTSS/PBIS: ARMOR) to include:

 *Academic interventions
 *Social-emotional learning (SEL) supports
 *Behavioral strategies

- Collaboration & Planning:

*Increase interdisciplinary collaboration through PLCs.
*Use formative assessment data and IABs to drive targeted supports and re-teaching cycles.

- Student Belonging & School Culture:

-Launch schoolwide initiatives:

*Warrior Wellness Campaign (PICO, All Stars, SEL)
*Peer mentoring programs (Link Crew)
*Inclusive advisory curriculum with SEL and cultural relevance (Be the Change).

-Elevate student voice through:

 *Listening circles and focus groups (Newcomers group, etc.)
 *Increased student representation in SSC/ELAC and site planning

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: 97% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting ""Good Repair"" status: 100% Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	Grade 9: 92.9% Grade 10: 93.1% Grade 11: 92% Grade 12: 91.9% English Learners: 91.5% Foster: 88.5% McKinney-Vento: 79.8% Special Education: 92.1% Source: Student Information System P-2 report	Grade 9: 95.9% Grade 10: 96.1% Grade 11: 95% Grade 12: 94.9% English Learners: 94.5% Foster: 91.5% McKinney-Vento: 82.8% Special Education: 95.1% Source: Student Information System P-2 report
LCFF Priority 6: Pupil Suspension Rate	All Students 2.5% English Learners 4.2% Long-Term English Learners 5.0% Foster Youth 12.5% Homeless 2.8% Socioeconomically Disadvantaged 3.1% Students with Disabilities 5.8% African American 2.3% Asian 2.0% Filipino 0% Hispanic 2.5% Native Hawaiian or Pacific Islander White 2.7% Two or More Races 0% Source: Fall 2024 Dashboard	All Students 1.5% English Learners 3.2% Long-Term English Learners 4% Foster Youth 10.5% Homeless 1.8% Socioeconomically Disadvantaged 2.1% Students with Disabilities 4.8% African American 1.3% Asian 1% Filipino 0% Hispanic 1.5% Native Hawaiian or Pacific Islander White 1.7% Two or More Races 0% Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students:0.15% Source: Data Quest 2023-24	All Students: 0.10%
LCFF Priority 6: School Climate Survey: School Safety	Percent favorable perceptions of student physical and psychological safety at school 49% Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school 59% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Sense of Belonging	Percent favorable of how much students feel they are valued members of the school community. 36% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community. 46% Source: Panorama Student Survey

LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 44% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 54% Source: Panorama Student Survey
LCFF Priority 5: High School Dropout Rate	Percentage of 4-year cohort students who dropped out: 4.8% Source: DataQuest 2023-24	Percentage of 4-year cohort students who dropped out: 2.8%

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	MTSS & Student Behavior Support a. Restorative Alternatives to Suspension – • Offer alternatives such as Student Youth Court, on-campus interventions (OCI), behavioral contracts, conflict resolution, parent partnership in consequences, lunch detention, PICO referrals, and use of the PICO staff. • Provide ARMOR lessons and restorative circles in lieu of suspension where appropriate. b. Support for Students with Disabilities (SWDs) – • SMAAP/SMA Counselor/Supervisors will address chronic Level 1 behaviors (e.g., truancy, disruptions), in collaboration with Student Services, special education staff, and documentation in Q. c. Behavior & Attendance Incentives – • Increase student celebrations and recognition for self-regulation, positive behavior, and improved attendance. • Provide student-related rewards and MTSS materials, including gear and prizes for Attendance Awareness Month and ongoing incentive programs. • Implement the use of 5-Star Bluetooth scanners to track student participation, engagement points, and attendance at events, school activities, and during emergency situations. This tool will support accurate data collection and reinforce student involvement through the MTSS incentive system. d. Staff Professional Learning – • Provide ongoing training in SEL, behavioral supports, and trauma-informed practices, including substitute coverage as needed.	All Students	18,000.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Substitutes 1500.00 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 4500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Purchasing blue tooth 5-star scanners

- Provide dedicated behavioral support training for new staff and the BSEL team.

e. Campus Supervisor Development & Support –
- Continue training in de-escalation, systematic supervision, and restroom monitoring, including annual JUSD training, weekly/bi-weekly site-based meetings, and cross-training for new hires.
- Fund distinctive, site-branded clothing (shirts/sweatshirts) for visibility and positive campus presence.

f. BSEL & ARMOR Implementation –
- Support the BSEL Coordinator's role in administering temperature checks, leading ARMOR lessons in the Tier 2 room, and collaborating with the PICO staff.

g. Bullying Prevention & Digital Citizenship –
- Provide anti-bullying education and student campaigns through advisory classes.
- Deliver annual digital citizenship lessons to address social media responsibility and online conduct.
- Engage The Warrior Shield (Patriot's Journalism Club) in promoting awareness and advocacy by publishing informative articles, op-eds, and reports that address bullying, cyberbullying, harassment, and mental health. Their work will include sharing data, strategies, policies, and real student perspectives to ensure teachers, staff, parents, students, and district leaders are informed and equipped to support a safe and inclusive campus environment.

h. Equity & Inclusive School Culture –
- Educate students and staff on the history and harm of discriminatory language, including slurs related to race, ethnicity, gender identity, and sexual orientation (Be the Change Committee).
- Promote respectful communication and cultural understanding through schoolwide expectations and professional learning (advisory lessons/UNITY week).

| 2.2 | Safety Equipment, Emergency Preparedness & Campus Security
To ensure a safe, secure, and health-focused learning environment, Patriot High School will continue implementing proactive safety measures, maintain emergency preparedness systems, provide essential health services, and support staff | All Students | 72582
LCFF District -- 500 0707
2000-2999: Classified Personnel Salaries
Health Care Aides Salary 6 hrs (1.0) |

	and student readiness. a. Emergency Supplies & Procedures – • Purchase and maintain emergency response equipment and supplies following FEMA guidelines. • Ensure proper storage and accessibility of safety materials across campus. b. School Safety Plan – • Annually update the School Safety Plan in collaboration with site leadership and gain School Site Council approval. c. Staff Safety Training & Community Awareness – • Provide professional development for all staff on lockdown protocols, security alerts, active shooter response, fire, and earthquake drills. • Coordinate drug awareness presentations through the School Resource Officer (SRO) and SMA Office for students, staff, and families. d. Campus Supervision & Security Systems – • Support effective campus safety through trained supervision, radio communication, the Raptor visitor system, and transportation monitoring. • Continue ongoing training for campus supervisors to ensure aligned expectations, including de-escalation and strategic supervision practices. • Allocate additional campus supervision personnel as needed to provide coverage during high-traffic periods, large events, emergency situations, and other times when enhanced visibility and student support are required. e. Health Services & Student Support – • Provide a six-hour Health Clerk/Health Care Aide to support the Health Office. • Responsibilities include: – Assisting the school nurse – Maintaining student health records – Supporting students with daily health-related needs		2000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Campus supervisor Hourly
2.3	Creating Welcoming, Collaborative, and Connected Learning Environments a. Create and maintain welcoming, student-centered learning environments that foster collaboration, engagement, and effective integration of technology. b. Ensure consistent library access by providing staffing that allows students to utilize library resources both during and after school hours for study, research, and academic support.	All Students	99823 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Library Technician Salary (1.0)

	c. Enhance the newly established Warrior Wellness Staff Lounge by adding decor and convenience items that promote relaxation, wellness, and a positive staff climate.			
2.4	Campus Improvements & Co-Curricular Student Support To ensure a safe, inclusive, and engaging school environment for all students, staff, and community members, Patriot High School will continue to invest in equipment, facility improvements, and supportive spaces that promote wellness, student connection, and a strong sense of school pride. a. Facility & Equipment Upgrades – • Replace outdated or unsafe equipment used for strength and conditioning to ensure student safety and access to high-quality physical education experiences. • Continue to improve PE and athletic facilities, especially in and around the gym, to enhance the overall student-athlete experience. • Prioritize and address non-athletic equipment and facility repairs, ensuring all learning and gathering spaces are functional and well-maintained. • Add plants, signage, and inclusive décor to create a warm, welcoming, and visually engaging learning environment. b. Campus Gathering & Shade Areas – • Develop indoor and outdoor gathering areas where students, staff, and families can safely connect and engage. • Install or upgrade shade structures across campus—especially in high-traffic outdoor areas—to promote comfort during school and community events. c. Co-Curricular & Student Engagement Support – • Provide ongoing support for clubs and student organizations that foster engagement, connection, and leadership. • Continue expanding and resourcing student athletics, including newly added CIF sports such as girls' flag football and boys' volleyball. • Strengthen the Link Crew program to support 9th grade transition and build meaningful relationships between students and staff. • Promote student involvement in co-curricular and extracurricular activities as a key factor in improving academic success, school connectedness,	All Students		5000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies (Link Crew) 15000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Facility/Equipment (Shade) 2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Athletic equipment

		graduation rates, and post-secondary enrollment. d. Positive Behavior Support & Climate – • Provide positive, proactive behavior interventions such as reteaching expectations for minor infractions and implementing systems to recognize and reward positive behavior and attendance.		
2.5	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	3500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Professional Development and Curriculum for Restorative Practices (Equity conference) 2500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies for Tier 3 program

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In 2024–2025, implementation efforts under Goal 2 were centered on cultivating a safe, welcoming, and engaging campus environment. Strategies such as PBIS, student recognition programs, socioemotional support through MSW interns, and co-curricular engagement were instrumental in re-establishing positive school culture post-COVID and in alignment with The Warrior Way and our core values. Key activities included the Week of Welcome, expansion of clubs and athletics, and the continued use of Advisory for building student-teacher connections. These efforts led to increased student participation, improved feelings of safety for upper-grade students, and a modest reduction in suspensions.

However, the analysis of 2024–25 local and Dashboard data—combined with feedback from SSC, ELAC, and student voice groups—highlighted persistent and widening gaps in student connectedness, emotional regulation, and academic progress among English Learners, Students with Disabilities, and McKinney-Vento students. Panorama Survey data revealed a drop in students' social awareness and emotional well-being, with only 32% of students reporting they felt valued at school. These insights prompted a deeper realignment of strategies and resources for 2025–26.

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

The most notable fiscal difference from the 2024–25 plan was an increase in actual expenditures for co-curricular athletics, due to unexpected costs associated with transportation and staff supervision for events. Additionally, the scope of mental health supports and Tier 3 interventions had to be stretched beyond initial funding assumptions, particularly in response to growing student needs related to behavior, wellness, and peer conflict.

Beyond budget shifts, some strategies (e.g., general incentives or broad-based engagement efforts) lacked the targeted focus needed to address disparities in school climate and academic access for historically underserved student groups.

While these activities supported general school culture, they were not as effective in closing opportunity and engagement gaps highlighted by the Dashboard and student voice.

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.

Updated Identified Needs and Strategic Focus (2025–2026 SPSA)

The updated Identified Need section now draws from:

Detailed Dashboard analysis showing critical academic and engagement gaps for ELs, LTELs, SWDs, and SED students; Panorama Survey trends, including student-reported increases in loneliness and declines in social-emotional skills; Feedback from student groups (House of Reps, ELAC, SSC, YES Committee, ASB) calling for greater inclusivity, support for EL participation, and mental health access.

Strategic Revisions:

In response to these findings, Patriot High School's Leadership Team narrowed and deepened the focus of Goal 2 through the following key shifts:

1. Refined MTSS Implementation (Strategy 2.1):
*Transitioned from general PBIS to a comprehensive MTSS framework with restorative alternatives to suspension, targeted support for SWDs, and SEL-infused advisory.
*Embedded equity-driven behavior supports including digital citizenship, anti-bullying education, and culturally responsive practices.
*Increased investment in behavioral incentives, professional learning, and supervision systems aligned with restorative and inclusive practices.

2. Mental Health and Climate Support
*Expanded Warrior Wellness initiatives with peer mentoring (Link Crew), staff wellness enhancements, and advisory integration of SEL and cultural responsiveness (e.g., Be the Change curriculum, Ethnic Studies, Unity week)
*Added student-led groups and listening circles to promote peer voice and belonging—especially for ELs and SWD students.

3. Facility and Environmental Enhancements (Strategy 2.5):
*Prioritized facility upgrades to create physically safe, inviting, and inclusive spaces, including shaded outdoor areas, collaborative learning zones, and improved PE/athletics resources. Included visual markers of inclusion and cultural pride across campus.

4. Adjusted Metrics and Outcomes:
*Attendance, suspension, and school connectedness metrics were refined to better reflect subgroup data (e.g. LTELs, SWDs, Homeless).

Goals are now tied more explicitly to Panorama SEL indicators and student perception data, ensuring accountability for both academic and emotional growth.

Funding Alignment:

Strategies now reflect a more intentional alignment with Supplemental/Concentration (LCFF) funds, targeted Title I allocations for SEL and club support, and site-based prioritization of equity-focused spending (e.g., newcomer group support, student-led campaigns, mental wellness staff training).

Conclusion:

The evolution of Goal 2 from 2024–25 to 2025–26 represents a strategic shift from general culture-building to equity-centered, data-responsive systems of support. By refining strategies based on current performance data and student voice, and by re-aligning funding to support the most urgent needs, Patriot High School is positioned to better support student success—both academically and emotionally—while ensuring all learners feel safe, valued, and connected.

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.

Patriot High School is committed to ensuring that all students feel safe, valued, and connected to their school community through meaningful relationships, engaging practices, and strong partnerships with families. While strong progress has been made in maintaining a positive behavioral environment (Green on Suspension Rate), data from the 2024 California School Dashboard, Panorama Student Surveys, and the 2024–25 LCAP Parent Survey reveal continued areas requiring focused improvement, particularly in the domains of school connectedness, student voice, parent communication, and equity in academic supports.

- Student Climate & SEL Needs

Panorama Student Survey (Spring 2024) data highlights critical areas of student disconnection and social-emotional need:
**Only 32% of students reported feeling like valued members of the school community.
**Emotion Regulation: 41% (4-point decline; district avg: 42%)
**Social Awareness: 46% (9-point decline)
**Positive Feelings: 51% (down 2 points)
**Challenging Feelings: 51% report feeling lonely (14%), worried (19%), or sad (12%)

- Equity Gaps

Students who are English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWDs) continue to demonstrate achievement and engagement gaps, with red and orange performance levels in both ELA and Math.

- Parent Feedback & Engagement Barriers

The LCAP Parent Survey (2024–25) revealed several areas needing attention:
**Only 78.2% of parents felt encouraged to be active partners.
**Only 72.3% felt teachers communicated what students are expected to learn.
**Only 70.3% felt informed about their child's progress.
**Only 63.4% were aware of student support services.
**Only 47.5% felt the principal was regularly visible on campus.

Open-ended parent feedback revealed the need for improved event communication, reduced barriers to volunteering, increased career/college prep support, more timely teacher communication, and more inclusion for ELs and African American students.

Steps Taken and Next Steps to Address These Needs

-To Support Student Belonging and Engagement

**Expand schoolwide opportunities in sports, performing arts, clubs, and leadership.
**Utilize 5-Star tracking to identify disengaged students for targeted outreach.
**Strengthen student recognition through awards and public celebrations.
**Integrate SEL into Advisory and expand Link Crew for 9th-grade transition.
**Continue growing Youth Equity Stewardship (YES) Student Committee, Captains Council, and House of Representatives to foster inclusive dialogue and elevate student voice.

-To Deepen Family Partnerships and Equity

**Increase parent workshops on FAFSA, A–G, Dual Enrollment, AP, and mental health resources.
**Use multilingual flyers, emails, ParentSquare, and in-person outreach.
**Maintain and grow PIQE and family involvement in SSC, ELAC, WASC.
**Improve early event notification and IG social media parent participation.

-To Promote Staff Responsiveness and Inclusive Practices

**Provide PD in trauma-informed care (BIAS, QTEL, WICOR, and cultural responsiveness).
**Increase staff inclusion in planning committees and site events.
**Standardize communication norms for teacher-family interaction.

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 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 78.2% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 83.2% Source: LCAP Parent Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 78% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 83% Source: LCAP Staff Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 72.3% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 77.3% Source: LCAP Parent Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 87% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 92% Source: LCAP Staff Survey Winter 2025-26

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 To strengthen school-home partnerships and ensure families are informed, supported, and engaged in their child's education, Patriot High School will implement the following actions: a. Host informational workshops for families on key academic topics including A–G requirements, course registration, college/career readiness, and FAFSA/college application support. b. Design parent trainings and student outreach events based on identified site needs through ongoing parent surveys. Invite relevant community resource vendors to participate and support families. c. Celebrate student achievement through meaningful recognition events, including Academic Awards Night, DLI Recognition, and Senior Honors Night. d. Expand leadership opportunities for parents by encouraging participation in site-based decision-making groups such as SSC, ELAC, WASC, and PIQE (Parent Institute for Quality Education), as well as other advisory committees. e. Develop and distribute multilingual flyers highlighting school programs, important dates, academic supports, and community-based resources. f. Promote parent use of Parent Connect to monitor student attendance and academic progress. Maintain office-based tech access for families who need support accessing digital tools or printing district forms. g. Update and maintain the school website and social media accounts to ensure information is current, accessible, and valuable to families. Expand the parent communication tab on the website and increase the use of ParentSquare and social media as primary tools for engagement. h. Provide professional development and workshops for families aimed at supporting student success, especially for English Learners, socioeconomically disadvantaged students, and other underrepresented college-bound groups.	All students	1407 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Classified Hourly 17700 Title I Basic -- 3010 5800: Professional/Consulting Services And Operating Expenditures PIQE Consultant Partnership 4000 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries Certificated hourly (after school workshops, community events) 326 Title I Parent Involvement -- 3010 1902 5000-5999: Services And Other Operating Expenditures Travel and Conferences 2000 Title I Parent Involvement -- 3010 1902 5700-5799: Transfers Of Direct Costs District food service catering for parent events.
3.2	Increase Staff Engagement To foster a collaborative, motivated, and unified staff culture that directly supports student achievement and engagement, Patriot High School will implement the following actions: a. Provide targeted professional development in areas such as technology integration, QTEL strategies, AI tools, and WICOR to support	All students	3500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Team building/support staff (b.) 600 LCFF Suppl/Conc -- 0707

	instructional staff and classified team members in enhancing the learning environment and narrowing achievement gaps. b. Offer team-building opportunities for office and support staff to strengthen relationships, morale, and workplace collaboration (Staff club, treat trolly, the sword). c. Continue incorporating professional learning and team-building activities into regular faculty meetings to build unity and instructional alignment. d. Include office and support staff in sitewide events and collaborative meetings to increase their connection to the school's mission and promote a positive, inclusive work environment (retreats/workshops). e. Promote consistent staff communication with families through the use of platforms such as ParentSquare, Instagram, and Canvas, both at the classroom and schoolwide level. f. Support and develop athletic and extracurricular coaches through seasonal coaches' meetings and implementation of routine evaluations to strengthen leadership, collaboration, and program quality. g. Host annual promotional events such as A.P./PHS Program/Club Rush Days and W.O.W. (Week Of Welcome) to highlight academic pathways, programs, and extracurricular opportunities—helping maintain or grow enrollment. h. Encourage participation in advisory and leadership committees such as SSC, ELAC, WASC, and site-based teams, ensuring staff and parent voices are included in school planning and improvement efforts.		4000-4999: Books And Supplies Marketing and supplies to run events (h.)
3.3	Student Connectedness and Engagement To foster a stronger sense of belonging, safety, and engagement at Patriot High School, the following strategies will be implemented: a. Evaluate and strengthen schoolwide systems of support that promote positive school culture and safe decision-making, including ARMOR, Be the Change, Advisory, Link Crew, Kindness Campaigns, and Multi-Tiered Systems of Support (MTSS). b. Provide free or reduced-cost admission for 9th-grade students to school events to encourage early engagement and connection (e.g., free entry to non-CIF athletic events, discounted dance and CIF event tickets).	All students	9,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student Incentives 1,000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print shop materials to support ARMOR/Be the Change MTSS initiative

c. Recognize and celebrate student achievement in academics (e.g., DLI and Senior Awards), athletics, performing arts, CTE, and community service through meaningful incentives such as t-shirts, cords, medals, plaques, experiences, and recognition ceremonies. d. Fund transportation for curriculum-based and competition-related field trips to ensure equitable access to enrichment opportunities, as budget permits. e. Begin using 5-Star Students technology to track student participation in school activities, attendance, and behavior. Use the data to identify disengaged students—especially English Learners (ELs) and Students with Disabilities (SWDs)—and provide targeted outreach and support to foster connectedness. f. Maintain robust outreach efforts, including SART/SARB meetings and home visits, to address chronic absenteeism and re-engage students and families. g. Support Advisory Committee efforts through funding for materials, meeting supplies, and student recognition and incentive programs designed to promote academic and behavioral success. h. Support ARMOR (school climate and restorative practices committee) by funding materials and meetings that promote student voice, peer connection, and positive behavioral interventions. i. Continue funding the Link Crew program, including supplies, event materials, and extra duty hours for advisors, to support 9th-grade transition and peer mentorship. j. Increase student connectedness and engagement by promoting attendance incentives, extracurricular and co-curricular opportunities, and pathways to explore career and workforce readiness experiences.			

Annual Review

SPSA Year Reviewed: 2024-25

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	$97,121.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,762,584.00
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 ($)
Title I Basic -- 3010	$80,370.00
Title I Parent Involvement -- 3010 1902	$7,733.00
Title III LEP -- 4203	$9,018.00

Subtotal of additional federal funds included for this school: $97,121.00

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	$45,344.00
LCFF District -- 500 0707	$725,896.00
LCFF Sec Int -- 0046	$623,745.00
LCFF Suppl/Conc -- 0707	$263,978.00
LCFF VAPA -- 0763	$6,500.00

Subtotal of state or local funds included for this school: $1,665,463.00

Total of federal, state, and/or local funds for this school: $1,762,584.00

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	80370	0.00
Title I Parent Involvement -- 3010 1902	7733	0.00
Title III LEP -- 4203	9018	0.00
LCFF Suppl/Conc -- 0707	263978	0.00
LCFF District -- 500 0707	725896	0.00
LCFF Sec Int -- 0046	623745	0.00
LCFF VAPA -- 0763	6,500	0.00
LCFF AVID – 0765	45344	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID – 0765	45,344.00
LCFF District -- 500 0707	725,896.00
LCFF Sec Int -- 0046	623,745.00
LCFF Suppl/Conc -- 0707	263,978.00
LCFF VAPA -- 0763	6,500.00
Title I Basic -- 3010	80,370.00
Title I Parent Involvement -- 3010 1902	7,733.00
Title III LEP -- 4203	9,018.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,162,844.00
2000-2999: Classified Personnel Salaries	407,312.00
4000-4999: Books And Supplies	82,506.00
5000-5999: Services And Other Operating Expenditures	83,722.00

5700-5799: Transfers Of Direct Costs	8,500.00
5800: Professional/Consulting Services And Operating Expenditures	17,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF AVID – 0765	3,000.00
2000-2999: Classified Personnel Salaries	LCFF AVID – 0765	42,344.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	450,984.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	274,912.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	623,745.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	75,800.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	40,083.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	71,955.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	71,640.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	4,500.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	4,500.00
5700-5799: Transfers Of Direct Costs	LCFF VAPA -- 0763	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	3,000.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	42,352.00
4000-4999: Books And Supplies	Title I Basic -- 3010	5,562.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	11,756.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	17,700.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	4,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,407.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement -- 3010 1902	326.00

5700-5799: Transfers Of Direct Costs	Title I Parent Involvement -- 3010 1902	2,000.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	2,315.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	6,214.00
4000-4999: Books And Supplies	Title III LEP -- 4203	489.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,491,146.00
Goal 2	231,905.00
Goal 3	39,533.00

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
Naomi Brush	Principal
Barbara Tyer	Classroom Teacher
Amber Iest	Classroom Teacher
Shannon Robinson	Classroom Teacher
Juana Rodriguez	Classroom Teacher
Julie Huett	Other School Staff
Amber Jones	Parent or Community Member
Jaime Piper	Parent or Community Member
Andrea Lyman	Parent or Community Member
Valerie Orta	Secondary Student
Elise Bravo	Secondary Student
Miguel Garcia	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 5/14/25.

Attested:

Naomi Brush	Principal, Naomi Brush on 5/14/25
Natalia Gamez	SSC Chairperson, Natalia Gamez on 5/14/25

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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

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/

Updated by the California Department of Education, October 2023