

School Year:

2022-23



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Patriot High School
Address	4355 Camino Real Jurupa Valley, CA 92509
County-District-School (CDS) Code	33 67090 0114157
Principal	Damien Hernandez
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 12, 2022

Local Board Approval Date

June 13, 2022

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
School Vision and Mission	5
School Profile.....	5
SPSA Highlights.....	6
Review of Performance – Comprehensive Needs Assessment	6
Purpose and Description.....	7
Stakeholder Involvement	7
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	16
Student Population.....	21
Overall Performance	23
Academic Performance.....	25
Conditions & Climate.....	46
Goals, Strategies, & Proposed Expenditures	49
Goal 1.0.....	49
Goal 2.0.....	65
Goal 3.0.....	74
Annual Evaluation and Update	79
Goal 1.....	79
Goal 2.....	101
Goal 3.....	112
Budget Summary and Consolidation	118
Budget Summary	118
Allocations by Funding Source.....	118

Expenditures by Funding Source	119
Expenditures by Budget Reference	120
Expenditures by Budget Reference and Funding Source	121
School Site Council Membership	123
Recommendations and Assurances	125
Addendum.....	126
Instructions: Linked Table of Contents.....	126
Appendix A: Plan Requirements for Schools Funded Through the ConApp	130
Appendix B: Select State and Federal Programs.....	133

School Vision and Mission

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

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

School Profile

Describe The students and community and how school serves them.

The Story

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

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

Our academic culture is defined by the collaborative work done by our subject/departmental Impact Teams and Data Teams. These teams of teachers meet during scheduled work time almost every week to analyze student achievement data, identify critical areas of need, design instruction to address these needs and to evaluate student progress throughout the year. Each Data Team writes SMART goals and an action plan to align with the Single Plan for Student Achievement. These action plans are updated at least twice during the school year. We continue to focus on appropriate rigor aligned with the California State Standards and the Next Generation Science Standards.

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

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

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

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

SPSA Highlights

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

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

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

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

In the most recent California Dashboard, PHS experienced the greatest progress in English Language Arts as the school improved one indicator from Yellow to Blue. In the area of Graduation, our SWD graduation rates are at 88.3% with an increase of 5.3% and SWD also improved math performance—but are still below the standard. In reviewing most recent academic indicators, PHS has shown progress in CTE Pathway Completion with 107 Completers (+22 from prior year).

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

Greatest Needs

PHS declined in most academic indicators including: cohort graduation rate percentage, A-G course completion, college and career readiness indicators, and AP passing rate. 38.4% of students completed A-G requirements. Of the student groups, only 8.1% of ELLs and 2.7% of students with disabilities completed A-G requirements. None of our ELLs or students with disabilities completed at least one semester of college credit courses, and none of our white students earned the State Seal of Biliteracy.

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

Performance Gaps

Throughout the school year our school's administration team, Leadership Team, and Guidance Team receives data and it is analyzed during monthly meetings. A closer analysis was taken at the start of our second semester by the entire school staff with our department chairs and program leaders facilitating conversations during department and program meetings. Our school Leadership meets together in March to take a close analysis of the data, discuss our effectiveness, and decide changes to school-wide strategies and activities to achieve our College and Career Readiness LCAP Goal. Furthermore, in March 2022 our admin team sought input from School Site Council (SSC) regarding overall effectiveness.

In English Language Arts, our SWD and EL students are performing well below the standard, but there was improvement in all student groups and ethnicity. For math, all students are performing below the standard significantly. Furthermore, EL students are all performing below the standard and decreased in performance. In the area of Career/College Readiness our Hispanic, SWD, homeless, and EL students are not prepared for post secondary college or career upon graduation. Lastly, our ELL acquisition results show a need to support the students that are not making progress towards EL proficiency.

Purpose and Description

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

Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	693	624	709
Grade 10	625	636	635
Grade 11	564	583	644
Grade 12	539	545	536
Total Enrollment	2,421	2,388	2,524

Conclusions based on this data:

1. Overall enrollment for PHS increased steadily each year from 2015 through 2021 with a reduction in 2020.
2. There is a decline in grade level cohort enrollment each year. Indicates a need to assess what is causing the decline in enrollment? Is it intervention and access deficits or relocating families.
3. The growth trend and continued housing development indicates the need to consider planning for additional classroom structures.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	383	397	445	15.8%	16.6%	17.6%
Fluent English Proficient (FEP)	869	904	903	35.9%	37.9%	35.8%
Reclassified Fluent English Proficient (RFEP)	23	31	38	6.2%	8.1%	9.6%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	519	540	611	512	513	5	512	512	4	98.7	95	0.8
All Grades	519	540	611	512	513	5	512	512	4	98.7	95	0.8

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2587.9	2596.0	*	19.14	22.46	*	33.98	33.98	*	29.30	25.00	*	17.58	18.55	*
All Grades	N/A	N/A	N/A	19.14	22.46	*	33.98	33.98	*	29.30	25.00	*	17.58	18.55	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	23.83	29.10	*	54.88	44.92	*	21.29	25.98	*
All Grades	23.83	29.10	*	54.88	44.92	*	21.29	25.98	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	24.80	33.40	*	53.52	48.83	*	21.68	17.77	*
All Grades	24.80	33.40	*	53.52	48.83	*	21.68	17.77	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.95	19.34	*	66.60	66.41	*	14.45	14.26	*
All Grades	18.95	19.34	*	66.60	66.41	*	14.45	14.26	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	28.13	28.71	*	54.69	52.93	*	17.19	18.36	*
All Grades	28.13	28.71	*	54.69	52.93	*	17.19	18.36	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The majority of our students are at a level 1 or 2 in ELA. No new data for 2020/2021 due to school closure because of COVID-19 pandemic.
2. Our students continue to struggle with critical reading and writing.

-
-
3. Our students' strongest area was in producing clear and purposeful writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	519	540	612	507	514	4	507	514	4	97.7	95.2	0.7
All Grades	519	540	612	507	514	4	507	514	4	97.7	95.2	0.7

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2554.1	2553.0	*	5.92	6.81	*	18.93	19.84	*	28.99	28.21	*	46.15	45.14	*
All Grades	N/A	N/A	N/A	5.92	6.81	*	18.93	19.84	*	28.99	28.21	*	46.15	45.14	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	12.03	14.98	*	31.16	28.40	*	56.80	56.61	*
All Grades	12.03	14.98	*	31.16	28.40	*	56.80	56.61	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	8.28	9.92	*	47.73	52.92	*	43.98	37.16	*
All Grades	8.28	9.92	*	47.73	52.92	*	43.98	37.16	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	11.44	11.28	*	56.02	57.59	*	32.54	31.13	*
All Grades	11.44	11.28	*	56.02	57.59	*	32.54	31.13	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. A significant majority of our students performed at levels 1 and 2--with the highest percentage of students scoring at level 1. No new data for 2020/2021 due to school closure because of COVID-19 pandemic.
2. While we saw the greatest number of students above the standard for concepts and procedures, this was also the area where we saw the greatest number of students below the standard.
3. After concepts and procedures, our next weakest area was in problem solving and modeling/data analysis.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1544.9	1542.3	1526.9	1537.1	1538.0	1521.5	1552.2	1546.2	1531.9	127	126	117
10	1558.6	1553.8	1538.3	1553.9	1553.3	1535.5	1562.8	1554.0	1540.6	89	106	88
11	1559.0	1535.3	1515.2	1550.1	1522.4	1503.2	1567.4	1547.7	1526.7	64	70	76
12	1553.0	1546.2	1510.6	1547.5	1536.1	1496.0	1558.1	1555.7	1524.6	59	44	49
All Grades										339	346	330

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	20.47	10.32	12.93	44.88	42.06	32.76	25.98	28.57	33.62	8.66	19.05	20.69	127	126	116
10	33.71	25.47	14.94	37.08	33.02	43.68	14.61	26.42	25.29	14.61	15.09	16.09	89	106	87
11	31.25	12.86	2.82	34.38	20.00	30.99	18.75	40.00	45.07	*	27.14	21.13	64	70	71
12	37.29	18.18	18.75	25.42	31.82	35.42	18.64	25.00	18.75	18.64	25.00	27.08	59	44	48
All Grades	28.91	16.47	12.11	37.46	33.53	35.71	20.35	29.77	31.68	13.27	20.23	20.50	339	346	322

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	37.80	27.78	26.72	36.22	38.10	27.59	16.54	19.84	27.59	9.45	14.29	18.10	127	126	116
10	51.69	32.08	29.89	23.60	36.79	37.93	17.98	16.98	19.54	*	14.15	12.64	89	106	87
11	53.13	15.71	15.49	34.38	38.57	43.66	*	25.71	21.13	*	20.00	19.72	64	70	71
12	54.24	25.00	31.25	25.42	43.18	37.50	*	11.36	2.08	*	20.45	29.17	59	44	48
All Grades	47.20	26.30	25.78	30.68	38.44	35.40	12.68	19.08	20.19	9.44	16.18	18.63	339	346	322

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	3.97	4.31	31.50	15.08	25.00	38.58	51.59	37.93	23.62	29.37	32.76	127	126	116
10	14.61	4.72	5.75	32.58	36.79	32.18	28.09	35.85	42.53	24.72	22.64	19.54	89	106	87
11	20.31	1.43	1.41	26.56	14.29	11.27	21.88	50.00	50.70	31.25	34.29	36.62	64	70	71
12	25.42	4.55	8.33	*	34.09	27.08	27.12	29.55	35.42	32.20	31.82	29.17	59	44	48
All Grades	14.45	3.76	4.66	28.02	23.99	24.22	30.68	43.64	41.61	26.84	28.61	29.50	339	346	322

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	42.52	7.94	6.90	45.67	65.08	68.97	11.81	26.98	24.14	127	126	116
10	49.44	13.21	11.49	37.08	65.09	63.22	13.48	21.70	25.29	89	106	87
11	42.19	1.43	1.41	45.31	42.86	61.97	*	55.71	36.62	64	70	71
12	42.37	4.55	2.08	38.98	54.55	68.75	18.64	40.91	29.17	59	44	48
All Grades	44.25	7.80	6.21	42.18	59.25	65.84	13.57	32.95	27.95	339	346	322

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	50.39	74.60	52.53	41.73	16.67	31.31	*	8.73	16.16	127	126	99
10	62.92	74.53	62.50	31.46	11.32	25.00	*	14.15	12.50	89	106	72
11	65.63	72.86	53.33	26.56	14.29	23.33	*	12.86	23.33	64	70	60
12	66.10	70.45	51.35	20.34	13.64	16.22	*	15.91	32.43	59	44	37
All Grades	59.29	73.70	55.22	32.45	14.16	25.75	8.26	12.14	19.03	339	346	268

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	8.66	5.56	8.62	50.39	55.56	47.41	40.94	38.89	43.97	127	126	116
10	17.98	12.26	9.41	46.07	58.49	60.00	35.96	29.25	30.59	89	106	85
11	17.19	4.29	4.29	40.63	52.86	51.43	42.19	42.86	44.29	64	70	70
12	23.73	9.09	19.15	37.29	50.00	44.68	38.98	40.91	36.17	59	44	47
All Grades	15.34	7.80	9.43	45.13	55.20	51.26	39.53	36.99	39.31	339	346	318

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	11.81	3.17	2.59	80.31	80.95	78.45	*	15.87	18.97	127	126	116
10	33.71	7.55	2.33	53.93	75.47	83.72	12.36	16.98	13.95	89	106	86
11	39.06	5.71	12.68	50.00	72.86	70.42	*	21.43	16.90	64	70	71
12	35.59	6.82	12.77	44.07	68.18	61.70	20.34	25.00	25.53	59	44	47
All Grades	26.84	5.49	6.25	61.36	76.01	75.63	11.80	18.50	18.13	339	346	320

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Most of our EL students are working at a level 2. We need to continue to focus on academic language to increase development. No data for 2020 due to school closure because of COVID-19 pandemic.
- Reading support throughout the curriculum needs to continue to advance student performance to the Well Developed domain.

3. Continued instruction needs to focus on writing to clearly communicate using appropriate language to move support the majority of our EL students in the writing domain.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2524	66.0	17.6	0.9

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	445	17.6
Foster Youth	22	0.9
Homeless	5	0.2
Socioeconomically Disadvantaged	1666	66.0
Students with Disabilities	364	14.4

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	47	1.9
American Indian or Alaska Native	2	0.1
Asian	32	1.3

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
Filipino	15	0.6
Hispanic	2130	84.4
Two or More Races	14	0.6
Native Hawaiian or Pacific Islander	4	0.2
White	253	10.0

Conclusions based on this data:






1. Our school is majority (66%) SES disadvantaged and will need additional support within the school day to maintain success.
2. The diversity of needs of our students overlaps from SES, EL, and SWD all in the double digits
3. The ethnic/ racial diversity on campus is primary Hispanic with less than 10% of every other demographic.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Orange		
College/Career  Orange		

Conclusions based on this data:

1. Our graduation rate (Blue) and English Language Arts (Green) are in the top two Dashboard performance indicators. No new data due to school closure because of COVID-19 pandemic.

2. We need to continue to implement researched-based instructional strategies to support Math.
3. Math performance, our student suspension rate (discipline interventions), and college and career indicator needs to be areas of improvement.

School and Student Performance Data

Academic Performance English Language Arts

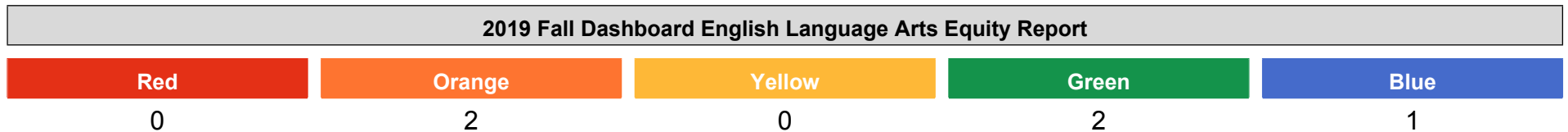
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 15.3 points above standard Increased ++8.2 points 510	 Orange 74.1 points below standard Increased ++8.9 points 109	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 4.9 points above standard Increased ++9.5 points 344	 Orange 76.9 points below standard Increased ++8.5 points 64

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.5 points above standard Increased ++10.7 points 428	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 53.8 points above standard Increased Significantly ++10.4 points 61

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
117.4 points below standard Maintained ++0.5 points 56	28.4 points below standard Increased ++10.8 points 53	37.4 points above standard Increased Significantly ++16.2 points 240

Conclusions based on this data:

- Our white students are outperforming other sub groups and are well above the standard. No new data in 2020 due to school closure because of COVID-19 pandemic, and the CAASPP was not proctored in 2021 due to the distanced learning environment.
- All major subgroups and races/ethnicities showed improvement on the scaled scores.

-
-
3. Our SWD and EL students are performing well below the standard, but there was improvement with both subgroups.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



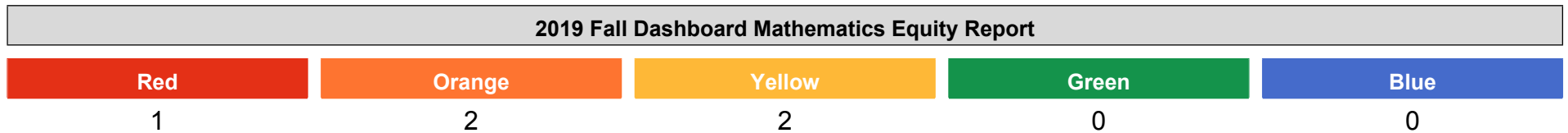
Green



Blue







Highest Performance

This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 71.8 points below standard Maintained -0.6 points 505	 Red 147.8 points below standard Declined -5.9 points 109	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 83.6 points below standard Maintained ++2 points 340	 Orange 169.4 points below standard Increased ++9.7 points 63

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 76.6 points below standard Increased ++4.2 points 426	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 38.8 points below standard Maintained ++1.6 points 59

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
178.6 points below standard Declined -6.4 points 56	115.3 points below standard Declined -10.9 points 53	59.8 points below standard Increased ++4.1 points 235

Conclusions based on this data:

1. Our SWD improved math performance, but are still below the standard. No new data for 2020 due to school closure because of COVID-19 pandemic, and the CAASPP was not proctored in 2021 due to the distanced learning environment.
2. All students are performing below the standard significantly

3. EL students are all performing below the standard and decreased in performance.

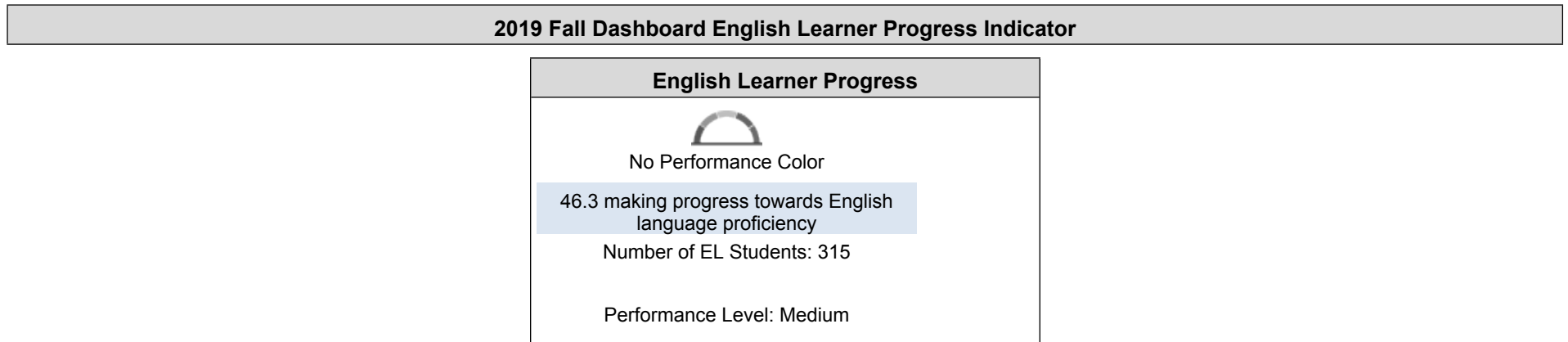
School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



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.

2019 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
19.6	33.9	4.1	42.2

Conclusions based on this data:

1. Majority of EL students progressed at least one ELPI level. No new data for 2020 due to school closure because of COVID-19 pandemic, and students did not complete the CAASPP in 2021 due to the distanced learning environment.
2. 133 EL students progressed at least one level.

-
-
3. We need to support the 53.7% of students that are not making progress towards EL proficiency.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	505	100
African American	11	2.2
American Indian or Alaska Native	N/A	N/A
Asian	6	1.2
Filipino	2	0.4
Hispanic	424	84
Native Hawaiian or Pacific Islander	N/A	N/A
White	56	11.1
Two or More Races	3	0.6
English Learners	74	14.7
Socioeconomically Disadvantaged	403	79.8
Students with Disabilities	73	14.5
Foster Youth	8	1.6
Homeless	16	3.2

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	57	11.3
African American	1	9.1
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic	51	12.1
Native Hawaiian or Pacific Islander	N/A	N/A
White	1	1.8
Two or More Races	N/A	N/A
English Learners	1	1.4
Socioeconomically Disadvantaged	47	11.7
Students with Disabilities	1	1.4
Foster Youth	N/A	N/A
Homeless	2	12.5

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic	0	0
Native Hawaiian or Pacific Islander	N/A	N/A
White	0	0
Two or More Races	N/A	N/A
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth	N/A	N/A
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	78	15.4
African American	0	0
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic	70	16.5
Native Hawaiian or Pacific Islander	N/A	N/A
White	7	12.5
Two or More Races	N/A	N/A
English Learners	9	12.2
Socioeconomically Disadvantaged	64	15.9
Students with Disabilities	12	16.4
Foster Youth	N/A	N/A
Homeless	4	25

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	194	38.4
African American	4	36.4
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic	167	39.4
Native Hawaiian or Pacific Islander	N/A	N/A
White	14	25
Two or More Races	N/A	N/A
English Learners	6	8.1
Socioeconomically Disadvantaged	152	37.7
Students with Disabilities	2	2.7
Foster Youth	N/A	N/A
Homeless	3	18.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	33	6.5
African American	0	0
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic	30	7.1
Native Hawaiian or Pacific Islander	N/A	N/A
White	2	3.6
Two or More Races	N/A	N/A
English Learners	1	1.4
Socioeconomically Disadvantaged	22	5.5
Students with Disabilities	1	1.4
Foster Youth	N/A	N/A
Homeless	1	6.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students	36	7.1
African American	2	18.2
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic	32	7.5
Native Hawaiian or Pacific Islander	N/A	N/A
White	2	3.6
Two or More Races	N/A	N/A
English Learners	0	0
Socioeconomically Disadvantaged	26	6.5
Students with Disabilities	0	0
Foster Youth	N/A	N/A
Homeless	1	6.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students	30	5.9
African American	2	18.2
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic	26	6.1
Native Hawaiian or Pacific Islander	N/A	N/A
White	2	3.6
Two or More Races	N/A	N/A
English Learners	0	0
Socioeconomically Disadvantaged	22	5.5
Students with Disabilities	0	0
Foster Youth	N/A	N/A
Homeless	1	6.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	41	8.1
African American	0	0
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic	40	9.4
Native Hawaiian or Pacific Islander	N/A	N/A
White	0	0
Two or More Races	N/A	N/A
English Learners	4	5.4
Socioeconomically Disadvantaged	39	9.7
Students with Disabilities	0	0
Foster Youth	N/A	N/A
Homeless	1	6.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. 38.4% of students completed A-G requirements. Of the student groups, only 8.1% of ELLs and 2.7% of students with disabilities completed A-G requirements.
2. None of our ELLs or students with disabilities completed at least one semester of college credit courses.
3. None of our white students earned the State Seal of Biliteracy.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	505	467	2	92.5
English Learners	74	57	1	77
Foster Youth	8	N/A	0	N/A
Homeless	16	13	0	81.3
Socioeconomically Disadvantaged	403	370	2	91.8
Students with Disabilities	73	66	1	90.4
African American	11	10	0	90.9
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	6	N/A	0	N/A
Filipino	2	N/A	0	N/A
Hispanic	424	389	2	91.7
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	56	54	0	96.4
Two or More Races	3	N/A	0	N/A

Conclusions based on this data:

1. in 2021, 92.5% of all students graduated.

2. English Learners graduation rate was 77% and homeless was 81.3%--15.5% and 11.3%, respectfully, below the graduation percentage of all students.
3. White students graduated at a higher percentage rate when compared to "all students."

School and Student Performance Data

Conditions & Climate Suspension Rate

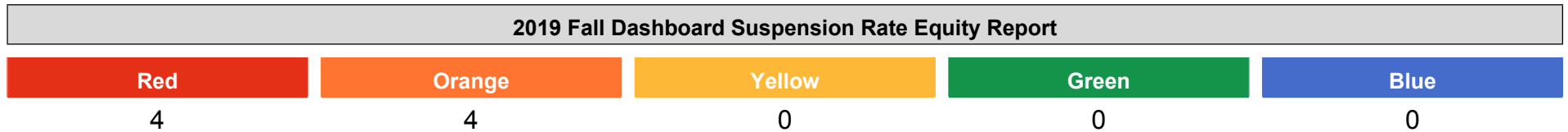
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

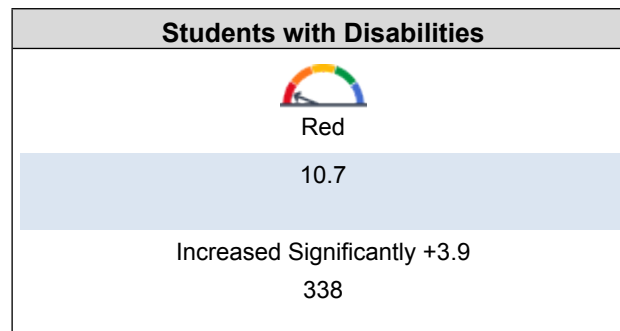
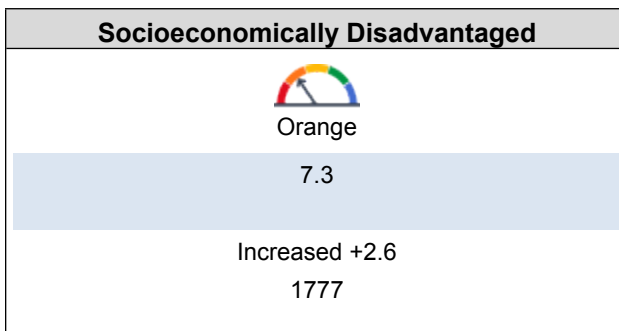
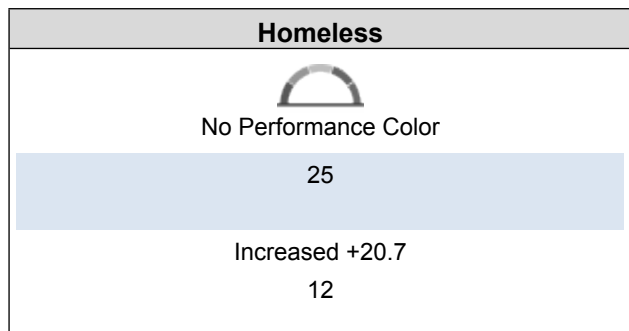
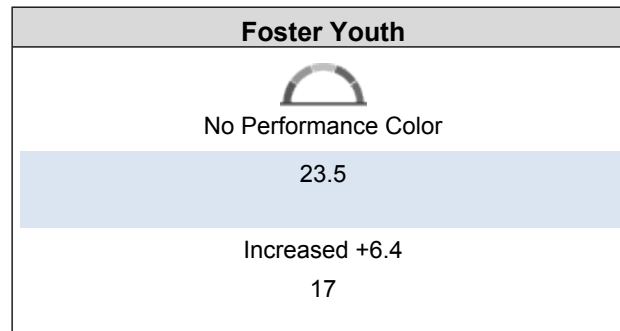
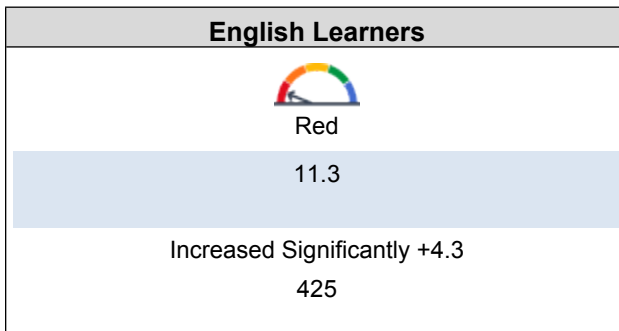
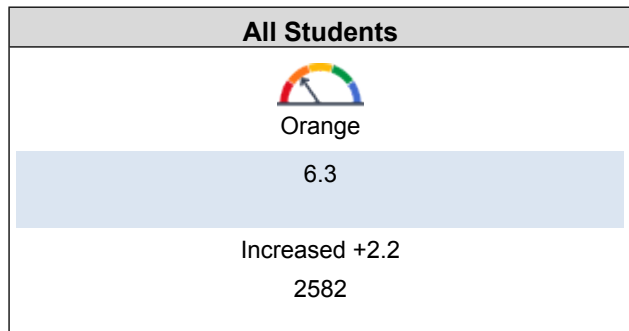


This section provides number of student groups in each color.











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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 13.2 Increased +8 68	 No Performance Color Less than 11 Students - Data Not 5	 Orange 5.9 Increased +0.3 34	 No Performance Color Less than 11 Students - Data Not 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.9 Increased +1.7 2103	 Red 14.6 Increased +11.5 41	 No Performance Color Less than 11 Students - Data Not 10	 Orange 6.1 Increased +2.5 312

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.2	6.3

Conclusions based on this data:

- In 2019, our suspension rate increased with all student groups and races. No new data for 2020 due to school closure because of COVID-19 pandemic.
- Suspension rates for the student population as a whole increased by 2.2%.
- A trend towards more suspendable student behavior could also indicate a possible decline in positive school climate.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

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

- Continue PD opportunities (ex. conferences, workshops)
- Review and reflect on our Grading Practices
- Collaboration with other school sites (ex. VAPA, peer observation - site/other sites)
- Vertical alignment across departments and other school sites
- Credit recovery opportunities (ex. 0/7 Period course options)
- Continue ELO next year
- Improve ELL supports - EL academic support class

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> <p>P4: 2022 ELA Reading Inventory Proficiency Summary Report (local assessment baseline data)</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> <p>P4: 2022 ELA Reading Inventory Proficiency Summary Report (local assessment baseline data)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Baseline Data: Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 29% Nearly Met: 24% Met: 32% Exceeded: 15%</p>	<p>2022 Goal:: Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 24% (-5%) Nearly Met: 19% (-5%) Met: 37% (+5%) Exceeded: 20% (+5%)</p>
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> <p>Baseline Data: Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 49% Nearly Met: 23% Met: 15% Exceeded: 12%</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> <p>2022 Goal:: Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 44% (-5%) Nearly Met: 18% (-5%) Met: 20% (+5%) Exceeded: 17% (+5%)</p>
<p>P4: English learner reclassification rate:</p>	<p>P4: No CA Dashboard data is available.</p> <p>2021 RFEP 38 (9.6%) students</p> <p>2021 ELPAC Language Proficiency 12.11% Level 4 well developed (-4.36%) 35.71% Level 3 moderately developed (+2.18%) 31.68% Level 2 somewhat developed (+1.91%) 20.50% Level 1 minimally developed (-0.27%)</p>	<p>P4: No CA Dashboard data is available.</p> <p>2022 Goal:: RFEP (14.6%) students (+5%)</p> <p>2022 Goal: ELPAC Language Proficiency 17.11% Level 4 well developed (+5%) 40.71% Level 3 moderately developed (+5%) 26.68% Level 2 somewhat developed (-5%) 15.50% Level 1 minimally developed(-5%)</p>
<p>P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher</p>	<p>P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher:</p> <p>2021: 35% (-9%) 2020: 44% 2019: 43%</p>	<p>P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher:</p> <p>2022 Goal::40% (+5%) 2021: 35% 2020: 44%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2018: 38%	2019: 43% 2018: 38%
P5: High school graduation rates:	P5: High school graduation rates (No CA Dashboard data available. Data from CDE Data Quest): 2021: 92.4% (-2.2%) 2020: 94.6%	P5: High school graduation rates (No CA Dashboard data available. Data from CDE Data Quest): 2022 Goal:95% (2%) 2021: 92.4% 2020: 94.6%
P7: Percent increase in A-G course completion rate:	P7: A-G course completion rate: 2021 School: 38.6% (-7.4%) 2020: 46% 2019: 48.4% 2018: 46%	P7: A-G course completion rate: 2022 Goal::43% (+5%) 2021: 38.6% 2020: 46% 2019: 48.4% 2018: 46%
P7: Percent enrolled in AP courses	P7: Percent enrolled in AP courses 2022: 13% (-6%) 2021: 19% 2020: 16% 2019: 18% 2018: 20%	P7: Percent enrolled in AP courses 2023: 17% (+5%) 2022: 13% 2021: 19% 2020: 16% 2019: 18% 2018: 20%
P8: College Going Rate	P8: College Going Rate (National Clearinghouse) Class of 2021: School: 56% (-5%) SWD: 29.2% (-6.3%) EL: 28.6% (-13.7%) Class of 2020: School: 61.0% SWD: 35.5% EL: 42.3% Class of 2019:	P8: College Going Rate (National Clearinghouse) 2022 Goal:: School: 61% (+5%) SWD: 35% (+5%) EL: 33%% (+5%) Class of 2021: School: 56% SWD: 29.2% EL: 28.6% Class of 2020:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	School: 65.0% SWD: 45.1% EL: 27.0%	School: 61.0% SWD: 35.5% EL: 42.3% Class of 2019: School: 65.0% SWD: 45.1% EL: 27.0%
P1: Satisfied With Education	P1: 2021 LCAP Overall, how satisfied are you with the education received at school (moderately to extremely satisfied)? 2021: Students-- 71.7% (+8.55%) Parents-- 63.81% (-18.19%) 2020: No data available 2019 Students--63.15% Parents--82%	P1: 2021 LCAP Overall, how satisfied are you with the education received at school (moderately to extremely satisfied)? 2022 Goal: Students-- 77% (+6%) Parents-- 70% (+6%) 2021: Students-- 71.7% Parents-- 63.81% 2020: No data available 2019 Students--63.15% Parents--82%
P4: Career and College Readiness	P4: Career and College Readiness Indicator (Calculated by JUSD/No CA Dashboard Data) 2021 School: 28.7% prepared (-14.6% from 2020) SWD: 4% prepared (-4.3% from 2019) EL: 5.3% prepared (-8.3% from 2019) 2020 School: 43.3% prepared 2019 School: 37.4% prepared SWD: 8.3% prepared	P4: Career and College Readiness Indicator (Calculated by JUSD/No CA Dashboard Data) 2022 Goal: School: 34% prepared (+5%) SWD: 9% prepared (+5%) EL: 10% prepared (+5%) 2021 School: 28.7% prepared SWD: 4% prepared EL: 5.3% prepared 2020

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL: 13.6% prepared Socioeconomically Disadvantaged: 32.6% 2019-2020--no subgroup data available	School: 43.3% prepared 2019 School: 37.4% prepared SWD: 8.3% prepared EL: 13.6% prepared Socioeconomically Disadvantaged: 32.6% 2019-2020--no subgroup data available
P4: Career and College Readiness	P4: CTE Pathway Completion 2021: 107 Completers (+22) 2020: Completers 85 2019: Completers 20 2018: Completers 5 2017: Completers 4	P4: CTE Pathway Completion 2022 Goal : Completers 113 (+5%) 2021: Completers 107 2020: Completers 85 2019: Completers 20 2018: Completers 5 2017: Completers 4
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	P4. EAP in ELA Using local assessment results for 2021-22, students who "met" or "exceeded" in ELA. Baseline Data: 2020-2021: 47%	P4. EAP in ELA Using local assessment results for 2021-22, students who "met" or "exceeded" in ELA. 2022 Goal: 52% (+5%) Baseline Data: 2020-2021: 47%
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	P4. EAP in Math Using local assessment results for 2021-22, students who "met" or "exceeded" in Math. Baseline Data: 2020-2021: 27%	P4. EAP in Math Using local assessment results for 2021-22, students who "met" or "exceeded" in Math. 2022 Goal: 32% (+5%) Baseline Data: 2020-2021: 27%
P8: Other Student Outcomes - MDTP for Math	P8: Other Student Outcomes - MDTP for Math Baseline Data:	P8: Other Student Outcomes - MDTP for Math 2022 Goal:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 49% Nearly Met: 23% Met: 15% Exceeded: 12%</p>	<p>Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 44% (-5%) Nearly Met: 18% (+-%) Met: 20% (+5%) Exceeded: 17% (+5%)</p> <p>Baseline Data: Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 49% Nearly Met: 23% Met: 15% Exceeded: 12%</p>

Planned Strategies/Activities

Action 1.1

1.1 Support high-quality curriculum and instruction

	<input checked="" type="checkbox"/> Unchanged Action	
--	--	--

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

e. Create universal academic vocabulary to support the cross-curricular application of learning

Teacher Hourly (Collaboration Teams)
 1000-1999: Certificated Personnel Salaries
 Title I Basic -- 3010
 \$12,000.00
 Materials and Supplies
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$18000
 Software License
 5000-5999: Services And Other Operating
 Expenditures
 Title I Basic -- 3010
 \$25250.00
 Assist Principal and Secretary
 1000-1999: Certificated Personnel Salaries
 LCFF District -- 500 0707
 \$260,259
 Materials and Supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$10700

Action 1.2

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

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
1.2 Increase graduation rates, A-G completion rates, AP class participation, and FAFSA completion rates: a. Offer ELO to identified students to complete ELO coursework for credit b. Provide targeted tutoring for core content areas beyond the regular school day c. AP Parent Nights d. FAFSA workshops e. Offer PSAT for students	<input checked="" type="checkbox"/> All Students	Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$25,500.00 OWare Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$15000 Materials and Supplies

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

Action 1.3

1.3 Support the growth of our AVID program

	X	Unchanged Action	
--	---	------------------	--

Planned Actions/Services	Students to be served	Budget and Source
1.3 Support the growth of our AVID program: a. College AVID tutors to maintain the 7:1 ratio for upper class AVID classes. b. AVID Coordinators, AVID workshops, provide PD on WICOR strategies school wide c. AVID teachers attended RIMS AVID conference d. AVID summer institute attendance e. College field trips (AVID and non-AVID students)	X All Students	Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$8,000.00 College Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$15,000.00 Professional Development 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$6,000.00 Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765

		<p>\$3,215.00</p> <p>Transportation 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>College Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7,000.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,500.00</p>
--	--	---

Action 1.4

1.4 Improve proficiency for all students in Mathematics and ELA

	X	Unchanged Action	
--	---	------------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>1.4</p> <p>a. Improve proficiency for all students in Mathematics and ELA:</p> <p>b. Provide PD for differentiation and instructional strategies which support meeting the CCSS expectations</p> <p>c. Offer ELO to math students to validate or recover credits within the semester</p> <p>d. Provide supplemental materials to meet the needs of CCSS</p>	<p>X All Students</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4,000.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,500.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$4,000.00</p>

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

Action 1.5

1.5 Provide support and interventions for students at-risk

	X Unchanged Action	
--	--------------------	--

Planned Actions/Services	Students to be served	Budget and Source
1.5 Provide support and interventions for students at-risk: a. Reading Intervention a1. Contract for Read 180 services a2. Purchase materials as needed a3. Provide professional development support for teachers b. Math Support b1. Contract for ALEX b2. Purchase materials as needed b3. Provide PD for support teachers c. Inclusion/ Collaborative Classes c1. PD for collab teachers c2. Collaborative planning time c3. Purchase materials as needed	X All Students Other student X group(s) Students with Disabilities	Intervention Teachers (3.6) 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$447,654 Read 180 Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,600.00 Read 180 Consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,600.00 Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000.00 Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,500.00

Action 1.6

1.6 Increase schoolwide achievement for English Language Learners

	X Unchanged Action	
--	--------------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>1.6 Increase school-wide achievement for English Language Learners:</p> <p>a. Provide BLT staffing for sheltered classes b. Support ELD for level 3 and LT English Learners c. Provide PD on instructional strategies and supports for ELLs</p>	<p>X Other student group(s) English Learners</p>	<p>Bilingual Language Tutor - 3 hrs (1.0) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5,299</p> <p>Bilingual Language Tutors - 3 hrs (4.0) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$20,111</p> <p>Bilingual Language Tutors - 3 hrs (4.0) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$52,384</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$455.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$850.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1941.00</p> <p>Differentiated Resources for English Learners 4000-4999: Books And Supplies Title III LEP -- 4203 \$5784</p> <p>Profesional Development for ELD integration 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2671.00</p>

Action 1.7

1.7 Support multiple Career Technical Education pathways

X

Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

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

X All Students

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2,421.00

Professional Development
5800: Professional/Consulting Services And
Operating Expenditures
LCFF Suppl/Conc -- 0707
\$2000.00

Action 1.8

1.8 Provide support for our AP and Capstone Programs

X

Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

1.8
Provide support for our AP and Capstone Programs

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

X All Students

Materials and Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$3214

Teacher Hourly
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$1,500.00

Profesional Development
5000-5999: Services And Other Operating
Expenditures
LCFF Suppl/Conc -- 0707
\$5,000.00

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

Action 1.9

1.9 College and Career Exploration

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
1.9 College and career exploration a. Tasks a1. Identify software program that can be used school-wide for college and career exploration. a2. Train teachers on use of exploration tool. a3. Schedule time for students to use tool. a4. Schedule College representatives and campus visits	<input checked="" type="checkbox"/> All Students	Software Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,300.00 Career Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$60,674 Career Center Counselor 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$167,152 Campus Visits 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4,000.00

Action 1.10

1.10 a-g awareness campaign

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
1.10 A-G Awareness Campaign a. Develop resources to help promote and explain the importance of a-g completion for all stakeholders	<input checked="" type="checkbox"/> All Students	Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,500.00

- b. Meet with stakeholders to share this information
- c. Increase in enrollment in A-G classes.
- d. Increase in success in earning qualifying grades in a-g classes.

Printing and Materials
 5700-5799: Transfers Of Direct Costs
 LCFF Suppl/Conc -- 0707
 \$3,000.00

Action 1.11

1.11 Support VAPA programs and Pathway

Modified Action

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

Action 1.12

1.12 Technology and Content Standards Materials

Unchanged Action

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

Action 1.13

1.13 Ongoing Schoolwide Professional Development

	<input checked="" type="checkbox"/> Unchanged Action	
--	--	--

Planned Actions/Services	Students to be served	Budget and Source
1.13 Ongoing schoolwide Professional Development to increase equity and access for our diverse population of students (SED, EL, SWD, and under performing student groups as indicated on the CDE Data Dashboard).	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Other student group(s) <input checked="" type="checkbox"/> Socioeconomically Disadvantaged, English Learners, Students with Disabilities	Professional Development 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,525.00 Professional Development 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,300.00

Teacher Hourly
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1,200.00
Substitute Teachers
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$800.00

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

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

Continue:

- Week of Welcome
- Saturday School Opportunities
- Tier 3 Supports

Changes/Need:

- Add additional campus supervision
- Add supervision in the PE area
- Front Office Hours Next Year - adjusted hours for later start times (schedule changing from 7:15 to 8:30.
- Expand/improve learning and campus spaces (ex. classroom furniture, classes, testing furniture, etc.)
- Weather proof outdoor workout equipment.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: School attendance rates	P5: Attendance Percentages (JUSD Report Server) 2020-2021: 95.61% (-0.74%) 2019-2020: 96.35% 2018-2019--94.9% 2017-2018--95.7%-2020--P1 95.4% (through 12/31/19)	P5: Attendance Percentages (JUSD Report Server) 2022 Goal: 96.71% (+1%) 2020-2021: 95.61% 2019-2020: 96.35% 2018-2019--94.9% 2017-2018--95.7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: Pupil suspension rates	P6 Pupil Suspension rate: 2021 0.08% suspended at least once (distanced learning) 2018-2019 6.3% (baseline: last school year of in-person instruction)	P6 Pupil Suspension rate: 2022 Goal: 5.3% (-1% from 2018-2019 baseline) 2021 0.08% suspended at least once (distanced learning) 2018-2019 6.3% (baseline: last school year of in-person instruction)
P6: Surveys of pupils, parents, teachers on sense of safety	P6: Participation in 2022 LCAP surveys: 2021 LCAP Survey Students--1,074 (+1,029) Parents--125 (+5) Staff--101 (+61) 2019 LCAP Survey Students--45 Parents--120 Staff--40 Participation in 2022-2023 California Healthy Kids Survey 9th Grade--95% (+11%) 11th Grade--95% (+19%) Participation in 2020-2021 California Healthy Kids Survey 9th Grade--84% (-6%) 11th Grade--76% (-14%)	P6: Participation in 2022 LCAP surveys: 2022 Goal: Students-1,374 (+300) Parents--150 (+25) Staff--126 (+25) 2021 LCAP Survey Students-1,074 Parents--125 Staff--101 2019 LCAP Survey Students--45 Parents--120 Staff--40 Participation in 2022-2023 California Healthy Kids Survey 9th Grade--95% (+11%) 11th Grade--95% (+19%) Participation in 2020-2021 California Healthy Kids Survey 9th Grade--84% 11th Grade--76%
P6: Pupil, parent, and teacher sense of safety	P6: 2021 LCAP Survey	P6: 2021 LCAP Survey

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2021: Feelings of safety while at school (moderate to very): Students--89% (+7%) Parents--65% (-20%) Staff--87% (+37%)</p> <p>2020: No data available</p> <p>2019 Students--82% Parents--85% Staff--50%</p>	<p>2022 Goal: Students--94% (+5%) Parents--70% (+5%) Staff--92% (+5%)</p> <p>2021: Feelings of safety while at school (moderate to very): Students--89% Parents--65% Staff--87%</p> <p>2020: No data available</p> <p>2019 Students--82% Parents--85% Staff--50%</p>
<p>P6: Pupil, parent, and teacher sense of safety</p>	<p>P6: 2021 LCAP:</p> <p>2021: How likely to reach out to an adult at their school if students have a problem (somewhat to extremely likely): Students--Question not on 2021 LCAP survey Parents--39% (-19%) Parents--No Knowledge 20% (-0%)</p> <p>There is a trusted adult at school that you can go to with your social and emotional needs. Students: Yes 78.79%</p> <p>Staff--Question not on LCAP survey</p> <p>2019 Students--79% Parents--52% Parents--No Knowledge 20% Staff--Question not on LCAP survey</p>	<p>P6: 2021 LCAP:</p> <p>How likely to reach out to an adult at their school if students have a problem (somewhat to extremely likely):</p> <p>2022 Goal: (somewhat to extremely likely): Students--Question not on 2021 LCAP survey Parents--44% (+5%)</p> <p>2021: Students--Question not on 2021 LCAP survey Parents--39% Parents--No Knowledge 20% (</p> <p>There is a trusted adult at school that you can go to with your social and emotional needs.</p> <p>2022 Goal: Students Yes 83.79% (+5%)</p> <p>2021 Students: Yes 78.79%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Staff--Question not on LCAP survey 2019 Students--79% Parents--52% Parents--No Knowledge 20% Staff--Question not on LCAP survey
P6: Pupil, parent, and teacher sense of safety	P6: California Healthy Kids Survey 2022-2023 Goal: Caring adults in school (Pretty much true or Very much true) 9th Grade--71% (+10%) 11th Grade--71% (+10%) Caring adults in school (Pretty much true or Very much true) 9th Grade--61% (+3%) 11th Grade--61% (+4%)	P6: California Healthy Kids Survey 2022-2023 Goal: Caring adults in school (Pretty much true or Very much true) 9th Grade--71% (+10%) 11th Grade--71% (+10%) Caring adults in school (Pretty much true or Very much true) 9th Grade--61% 11th Grade--61%
P6: Pupil, parent, and teacher sense of safety	P6: California Healthy Kids Survey Perceived Safety at School (Safe or Very Safe) 2022/2023 Goal: 9th Grade--75% (+10%) 11th Grade--88% (+10%) 2020-2021 California Healthy Kids Survey Perceived Safety at School (Safe or Very Safe) 9th Grade--65% (+10%) 11th Grade--78% (+28%)	P6: California Healthy Kids Survey Perceived Safety at School (Safe or Very Safe) 2022/2023 Goal: 9th Grade--75% (+10%) 11th Grade--88% (+10%) 2020-2021 California Healthy Kids Survey Perceived Safety at School (Safe or Very Safe) 9th Grade--65% 11th Grade--78%
P1: School facilities are maintained in good repair	P1: School facilities are maintained in good repair (2021-22 FIT Reports) Baseline Data 2021-22 : 100%	P1: School facilities are maintained in good repair (2021-22 FIT Reports) 2022-2023 Goal: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		2021-22 : 100%
P5: High School dropout rates	P5: High School dropout rates (DataQuest) Baseline Data 2020-2021:4.9%	P5: High School dropout rates (DataQuest) 2021-2022 Goal: 3.9% (-1%) 2020-2021:4.9%
P6: Pupil expulsion rate	P6: Pupil expulsion rate (DataQuest) Baseline Data: 2020-2021: 0.0%	P6: Pupil expulsion rate (DataQuest) 2022 Goal: 0.0% 2020-2021: 0.0%

Planned Strategies/Activities

Action 2.1

2.1 PBIS and Campus Supervision

	<u>X</u> Unchanged Action	
--	---------------------------	--

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

	Behavior and Attendance Incentives 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000.00 Equipment 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1,500.00 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$634.00
--	---

Action 2.2

2.2 Student Health and School Safety

	<input checked="" type="checkbox"/>	Modified Action	
--	-------------------------------------	-----------------	--

Planned Actions/Services	Students to be served	Budget and Source
2.2 Student Health and School Safety: a. Provide Health Clerks in the Health Office	<input checked="" type="checkbox"/> All Students	Health Care Aides 3.5 hrs (2.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$57,069

Action 2.3

2.3 Student engagement and recognition

	<input checked="" type="checkbox"/>	Unchanged Action	
--	-------------------------------------	------------------	--

Planned Actions/Services	Students to be served	Budget and Source
2.3 Student engagement and recognition:	<input checked="" type="checkbox"/> All Students	Materials and Supplies 5000-5999: Services And Other Operating Expenditures

a. Promote student involvement in school beyond the classroom. Students who do so regularly do better in school and experience higher graduation rates and PSE enrollment rates.

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

LCFF Suppl/Conc -- 0707
 \$30,000.00
 5 Star (License)
 5000-5999: Services And Other Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$1,600.00

Action 2.4

2.4 Welcoming learning spaces that support collaboration and use of technology

X Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

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

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

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

X All Students

Library Technician (1.0)
 2000-2999: Classified Personnel Salaries
 LCFF District -- 500 0707
 \$80,294
 Materials and Supplies Collaborative
 Classroom Furniture
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$10,000.00

Action 2.5

2.5 Support for ongoing co-curricular student activities

X Modified Action

Planned Actions/Services

Students to be served

Budget and Source

2.5
 a. Provide support for ongoing co-curricular student activities and clubs to connect students to the school community.

X All Students

Materials and Supplies (Link Crew)
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$9,000.00

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

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

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

Action 2.6

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

	<u>X</u> Unchanged Action	
--	---------------------------	--

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

Action 2.7

2.7 Socioemotional (SEL) Support through MSW- Interns

X

Unchanged Action

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

Action 2.8

X

New Action

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

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

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

Changes/Needs:

- Promote PICO supports to parents and campus.
- Warrior Wardrobe for students in need.
- Student Incentives & Student Conferences (ex. CADA)
- Parent & Staff workshop - Q/Connect & Parent Square
- Create CANVAS page to replace PSL/Student Spot
- Continue partnership with PIQE

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students:</p>	<p>P3: 2021 LCAP Survey How would you measure your level of participation in school-wide activities (most of the time to all the time):</p> <p>2021 Students--61.6% (-0.56%) Parents--22% (-5%)</p> <p>2019 LCAP Survey Students--62.16%</p>	<p>P3: 2021 LCAP Survey How would you measure your level of participation in school-wide activities (most of the time to all the time):</p> <p>2022 Goal: Students--66.6% (+5%) Parents--27% (+5%)</p> <p>2021 Students--61.6%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Parents--27% No LCAP survey data for 2019/2020	Parents--22% 2019 Students--62.16% Parents--27% No LCAP survey data for 2019/2020
P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making:	P3: 2021 LCAP Survey Are there opportunities for you to get involved with school and district decision making? 2021: Parents: Yes. 45% (-13%) No personal knowledge: 40% (+9%) 2019 LCAP Parents: Yes 58% No personal knowledge: 31%	P3: 2021 LCAP Survey Are there opportunities for you to get involved with school and district decision making? 2022 Goal: Parents: Yes. 50% (+5%) 2021: Parents: Yes. 45% No personal knowledge: 40% 2019 LCAP Parents: Yes 58% No personal knowledge: 31%
P3: Welcoming Environment	P3: 2021 LCAP Survey 2021: My school is welcoming to my parent (moderately to strongly agree): Student: 90.5 % (+10.5%) How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: 70% (-4%) 2019 LCAP Survey My school is welcoming to my parent (moderately to strongly agree): Student: 80% How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: 74%	P3: 2021 LCAP Survey 2022 Goal: My school is welcoming to my parent (moderately to strongly agree): Student: 95.5 % (+5%) How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: 75% (+5%) 2021: My school is welcoming to my parent (moderately to strongly agree): Student: 90.5 % How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: 70%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>2019 LCAP Survey My school is welcoming to my parent (moderately to strongly agree): Student: 80%</p> <p>How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: 74%</p>
P3: Parent Involvement	<p>P3: California Healthy Kids Survey Parent involvement in school (Agree or Strongly agree)</p> <p>2022-2023 California Healthy Kids Survey Goal: Parent involvement in school (Agree or Strongly agree) 9th Grade--67% (+10%) 11th Grade--61% (+10%)</p> <p>2020-2021 California Healthy Kids Survey Parent involvement in school (Agree or Strongly agree) 9th Grade--57% 11th Grade--51%</p>	<p>P3: California Healthy Kids Survey Parent involvement in school (Agree or Strongly agree)</p> <p>2022-2023 California Healthy Kids Survey Goal: Parent involvement in school (Agree or Strongly agree) 9th Grade--67% (+10%) 11th Grade--61% (+10%)</p> <p>2020-2021 California Healthy Kids Survey Parent involvement in school (Agree or Strongly agree) 9th Grade--57% 11th Grade--51%</p>
P5: Student Connectedness	<p>P5: California Healthy Kids Survey</p> <p>2022-2023 California Healthy Kids Survey Goal: School Connectedness (Agree or Strongly agree) 9th Grade--61% (+10%) 11th Grade--66% (+10%)</p> <p>2020-2021 California Healthy Kids Survey School Connectedness (Agree or Strongly agree) 9th Grade--51% 11th Grade--56%</p>	<p>P5: California Healthy Kids Survey</p> <p>2022-2023 California Healthy Kids Survey Goal: School Connectedness (Agree or Strongly agree) 9th Grade--61% (+10%) 11th Grade--66% (+10%)</p> <p>2020-2021 California Healthy Kids Survey School Connectedness (Agree or Strongly agree) 9th Grade--51% 11th Grade--56%</p>
P5: Informed Parents and Students	P5: 2021 LCAP Survey How well informed of school-wide activities (extremely or well informed)	P5: 2021 LCAP Survey How well informed of school-wide activities (extremely or well informed)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021: Students--76% (+13%) Parents--62% (-5%) 2019 LCAP Survey Students--63% Parents--68%	2022 Goal: Students--81% (+5%) Parents--67% (+5%) 2021: Students--76% Parents--62% 2019 LCAP Survey Students--63% Parents--68%
P5: Informed Parents	P5: 2021 LCAP Survey (Baseline Data) Do you feel you student's school communicates effectively with parents through newsletters, phone messages, flyers, and meetings? (agree to strongly agree) 2021 LCAP Baseline Data Parents: 84%	P5: 2021 LCAP Survey (Baseline Data) Do you feel you student's school communicates effectively with parents through newsletters, phone messages, flyers, and meetings? (agree to strongly agree) 2022 Goal: Parents: 89% (+5%) 2021: Parents: 84%

Planned Strategies/Activities

Action 3.1

3.1 Parent Communications and Outreach

	<u>X</u> Unchanged Action	
--	---------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
3.1 Parent Communications and Outreach	<u>X</u> All Students	Classified Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902

<p>a. Update and maintain site webpage</p> <p>b. Survey parents and design/develop resources and workshops/activities based on parent interest or need</p> <p>c. Recruit parents to participate in school planning such as WASC and SSC</p> <p>d. Technology set up in office for parent use of Parent Connect and to print district forms, level of use.</p> <p>e. Professional Development/ Workshops to support student achievement of diverse student populations (SES, EL, underrepresented post-secondary demographic groups)</p>	<p>\$450.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$737</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$700.00</p>
---	--

Action 3.2

3.2 Parent Leadership

	<input checked="" type="checkbox"/> Unchanged Action	
--	--	--

Planned Actions/Services	Students to be served	Budget and Source
<p>3.2 PIQE- Parents Involvement in Quality Education program to partner with the school site to engage parents in: advocating for their student, partnering with the school to help all children succeed, communicating effectively with teachers, counselors, and administrators</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) English Learners</p>	<p>PIQE Consultant Partnership 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$12,000</p>

Action 3.3

Student Connectedness and Engagement

<p>3.3 Student Connectedness and Engagement</p> <p>Provide students opportunities to become connectected with our school and engage in school activities.</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Student Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000</p>
---	---	--

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> <p>P4: 2022 ELA Reading Inventory Proficiency Summary Report (local assessment baseline data)</p> <p>Baseline Data: Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 29% Nearly Met: 24% Met: 32% Exceeded: 15%</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> <p>P4: 2022 ELA Reading Inventory Proficiency Summary Report (local assessment baseline data)</p> <p>Baseline Data: Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 29% Nearly Met: 24% Met: 32% Exceeded: 15%</p>
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> <p>Baseline Data: Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 49% Nearly Met: 23% Met: 15% Exceeded: 12%</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p> <p>Baseline Data: Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 49% Nearly Met: 23% Met: 15% Exceeded: 12%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: English learner reclassification rate:	<p>P4: No CA Dashboard data is available.</p> <p>2020 RFEP Baseline Data 18 students</p> <p>2020 ELPAC Progress Baseline Advanced--59 students Stayed the Same--178 Regressed--81</p>	<p>P4: No CA Dashboard data is available.</p> <p>2021 RFEP 38 (9.6%) students</p> <p>2021 ELPAC Language Proficiency 12.11% Level 4 well developed (-4.36%) 35.71% Level 3 moderately developed (+2.18%) 31.68% Level 2 somewhat developed (+1.91%) 20.50% Level 1 minimally developed (-0.27%)</p>
P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher	<p>P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher: 2021 Goal: 47% (+3%) 2020: 44% 2019: 43% 2018: 38%</p>	<p>P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher:</p> <p>2021: 35% (-9%) 2020: 44% 2019: 43% 2018: 38%</p>
P5: High school graduation rates:	<p>P5: High school graduation rates:</p> <p>2021 Goal: 96.6% (+2%) 2020: 94.6%</p>	<p>P5: High school graduation rates (No CA Dashboard data available. Data from CDE Data Quest):</p> <p>2021: 92.4% (-2.2%) 2020: 94.6%</p>
P7: Percent increase in A-G course completion rate:	<p>P7: A-G course completion rate: 2021 School Goal: 49% (+3%)</p> <p>2020 School: 46%</p> <p>2019 School: 48.4% SWD: 7% EL: 6.5%</p> <p>2018</p>	<p>P7: A-G course completion rate:</p> <p>2021 School: 38.6% (-7.4%)</p> <p>2020: 46% 2019: 48.4% 2018: 46%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	School: 46% SWD: 3.8% EL: 7.0% 2019-2020--no subgroup data available	
P7: Percent enrolled in AP courses	P7: Percent enrolled in AP courses: 2022 Goal: 22% (+3%) 2021: 19% 2020: 16% 2019: 18% 2018: 20%	P7: Percent enrolled in AP courses 2022: 13% (-6%) 2021: 19% 2020: 16% 2019: 18% 2018: 20%
P8: College Going Rate	P8: College Going Rate (National Clearinghouse) Class of 2021: School: 64.0% (+3%) SWD: 38.5% (+3%) EL: 45.3% (+3%) Class of 2020: School: 61.0% SWD: 35.5% EL: 42.3% Class of 2019: School: 65.0% SWD: 45.1% EL: 27.0% Class of 2018: Enrolled Coll 1st 2 years post-graduation School: 71%	P8: College Going Rate (National Clearinghouse) Class of 2021: School: 56% (-5%) SWD: 29.2% (-6.3%) EL: 28.6% (-13.7%) Class of 2020: School: 61.0% SWD: 35.5% EL: 42.3% Class of 2019: School: 65.0% SWD: 45.1% EL: 27.0% Class of 2018: Enrolled Coll 1st 2 years post-graduation School: 71% (-1%)
P1: Satisfied With Education	P1: LCAP Surveys Overall, how satisfied are you with the education received at school (moderately to extremely satisfied)?	P1: 2021 LCAP Overall, how satisfied are you with the education received at school (moderately to extremely satisfied)?

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>2021 Goal: Students--75% (+5%) Parents--72% (+5%)</p> <p>2019 Students--63.15% Parents--82%</p> <p>2019-2020--no data available</p>	<p>2021: Students-- 71.7% (+8.55%) Parents-- 63.81% (-18.19%)</p> <p>2020: No data available</p> <p>2019 Students--63.15% Parents--82%</p>
P4: Career and College Readiness	<p>P4: Career and College Readiness Indicator (CA Dashboard)</p> <p>2021 Goal School: 47.3% prepared (+5%) SWD: 12.3% prepared (+5%) EL: 17.6% prepared (+5%) Socioeconomically Disadvantaged: 37.6% prepared (+5%)</p> <p>2020 School: 43.3% prepared</p> <p>2019 School: 37.4% prepared SWD: 8.3% prepared EL: 13.6% prepared Socioeconomically Disadvantaged: 32.6%</p> <p>2019-2020--no subgroup data available</p>	<p>P4: Career and College Readiness Indicator (Calculated by JUSD/No CA Dashboard Data)</p> <p>2021 School: 28.7% prepared (-14.6% from 2020) SWD: 4% prepared (-4.3% from 2019) EL: 5.3% prepared (-8.3% from 2019)</p> <p>2020 School: 43.3% prepared</p> <p>2019 School: 37.4% prepared SWD: 8.3% prepared EL: 13.6% prepared Socioeconomically Disadvantaged: 32.6%</p> <p>2019-2020--no subgroup data available</p>
P4: CTE Pathway Completion	<p>P4: CTE Pathway Completion</p> <p>2021 Goal: 100 (+25%) 2020: Completers 85 2019: Completers 20 2018: Completers 5 2017: Completers 4</p>	<p>P4: CTE Pathway Completion</p> <p>2021: 107 Completers (+22) 2020: Completers 85 2019: Completers 20 2018: Completers 5 2017: Completers 4</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	<p>P4. EAP in ELA</p> <p>Using local assessment results for 2021-22, students who "met" or "exceeded" in ELA.</p> <p>Baseline Data: 2020-2021: 47%</p>	<p>P4. EAP in ELA</p> <p>Using local assessment results for 2021-22, students who "met" or "exceeded" in ELA.</p> <p>Baseline Data: 2020-2021: 47%</p>
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	<p>P4. EAP in Math</p> <p>Using local assessment results for 2021-22, students who "met" or "exceeded" in Math.</p> <p>Baseline Data: 2020-2021: 27%</p>	<p>P4. EAP in Math</p> <p>Using local assessment results for 2021-22, students who "met" or "exceeded" in Math.</p> <p>Baseline Data: 2020-2021: 27%</p>
P8: Other Student Outcomes - MDTP for Math	<p>P8: Other Student Outcomes - MDTP for Math</p> <p>Baseline Data: Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 49% Nearly Met: 23% Met: 15% Exceeded: 12%</p>	<p>P8: Other Student Outcomes - MDTP for Math</p> <p>Baseline Data: Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 49% Nearly Met: 23% Met: 15% Exceeded: 12%</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 Support high-quality curriculum and instruction</p> <p>1.1 Support high-quality curriculum and instruction aligned to CCSS, History-Social Science Frameworks, NGSS, and</p>	<p>1.1 Support high-quality curriculum and instruction</p> <p>a. The adopted biology curriculum contains supplemental materials for CCSS - teachers are continuing training on this curriculum</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2872</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2872</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>that integrates technology (Digital Gateway):</p> <p>a. Provide supplemental materials to meet the needs of CCSS</p> <p>b. Provide ongoing PD for teachers across the curriculum on instructional strategies and assessment</p> <p>c. Provide opportunities for peer instructional planning, observations and collaboration</p> <p>d. Use common assessments, grading, and rubrics in core content areas</p> <p>e. Create universal academic vocabulary to support the cross-curricular application of learning</p>	<p>ESS, Physics, and Chemistry are piloting new textbooks that align with NGSS and CCSS.</p> <p>Purchase of AMSCO books for AP classes, a set of historical graphic novels, etc. Support of students attending Hamilton Musical field trip. GoFormative for the Math Department. ALEKS provided for Math Department UOS material like clinometers and tape measures for Unit 5 PT and pebbles and containers for Unit 1 PT</p> <p>Education Specialists participate in Collaboration Team meetings.</p> <p>B. Teacher attendance at professional conferences (CCSS California Council for the Social Studies), CUE, etc. ALLUDO professional development. New departments joining Impact Teams this year were given PD at district office by PHS leadership team. Attend conference on Math for LD. Continued District Science Committee collaboration time to develop district science tests aligned with NGSS standards.</p> <p>C. Collaboration Days for Math 1A, Math 1B, Math 2, Math 3, and Pre-Cal (New book adoption)</p> <p>D. ESS common assessments on performance standards that follow a rubric where colleagues calibrate on their grading practices and student expectations.</p>	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$18,743.00</p> <p>Teacher Hourly (Data Teams) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$17,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$28034</p> <p>Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$30,250.00</p> <p>Assist Principal and Secretary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$256,056</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$2128</p>	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$18743</p> <p>Teacher Hourly (Data Teams) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$12500</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$60500</p> <p>Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$25500</p> <p>Assist Principal and Secretary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$256000</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$7300</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>d. World History Impact team is using DBQ for common assessments, U.S. History is doing Hexagonal thinking. World Lang. Dept. is collaborating in creating rubrics for specific course level projects. Biology Impact Team is collaborating to create and improve existing rubrics (success criteria) and common models that meet the NGSS standards. Some math teachers are using standards based grading UOS Common Assessment for Math I - Math III</p>		
<p>1.2 Increase graduation rates, A-G completion rates, AP class participation, and FAFSA completion rates 1.2 Increase graduation rates, A-G completion rates, AP class participation, and FAFSA completion rates:</p> <p>a. Offer ELO to identified students to complete ELO coursework for credit b. Provide targeted tutoring for core content areas beyond the regular school day c. AP Parent Nights d. FAFSA workshops e. Provide PSAT for all 9-11 grade students</p>	<p>1.2 Increase graduation rates, A-G completion rates, AP class participation, and FAFSA completion rates.</p> <p>a. .TPP lessons and activities on skills inventories as well as FASFA and DOR connection ELO for Math 1, English 9, and science support. Advisory was used to learn about and complete FAFSA, review of transcripts, etc. College kick-off with seniors.</p> <p>b. ELO afterschool program and Paper.co offers tutoring for various subjects. Fall Semester Biology, Chemistry, and ESS being offered in ELO during Spring semester to give</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$25,500.00</p> <p>OWare Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$30,000.00</p> <p>Materials and Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$9,500.00</p> <p>Clerk Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500.00</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>OWare Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials and Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3400</p> <p>Clerk Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>students an opportunity to recover credits.</p> <p>Targeted tutoring for Math 1A, Math 1B, and Math 1, Math II, Math III - Library Tutoring?</p> <p>D. Multiple evening FAFSA workshops were available for students and parents in English and Spanish,</p> <p>E. PSAT was offered for sophomores and juniors.</p>	<p>Clerk Hourly (testing) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$6,500.00</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1288.00</p>	<p>Clerk Hourly (testing) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$6500</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1288</p>
<p>1.3 Support the growth of our AVID program</p> <p>1.3 Support the growth of our AVID program:</p> <p>a. College AVID tutors to maintain the 7:1 ratio for upper class AVID classes.</p> <p>b. AVID Coordinators, AVID workshops, provide PD on WICOR strategies school wide</p> <p>c. AVID teachers attended RIMS AVID conference</p> <p>d. AVID summer institute attendance</p> <p>e. College field trips (AVID and non-AVID students)</p>	<p>1.3 Support the growth of our AVID program</p> <p>There are 14 AVID college tutors + 2 cross-age tutors which brings the program close to its goal of 7:1 ratio requirement</p> <p>B. UC workshop for junior & senior AVID teachers and AVID coordinators first semester. AVID coordinators attended tutor training workshops with college AVID tutors. AVID teachers attend AVID write-off workshops.</p> <p>C. PHS AVID Co-coordinators or team have attended/will attend the following workshops/ conferences: Nov 2021, Feb 2022, April 2022.</p> <p>D. PHS's AVID program will not attend the Summer Institute during 2021-2022 academic year, but will attend the following year (program has made</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$8,000.00</p> <p>College Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$15,000.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$6,000.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$3,215.00</p> <p>transportation 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$8000</p> <p>College Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$15000</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$6000</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$3215</p> <p>transportation 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>the decision to attend SI every other year).</p> <p>E. College field trips have remained virtual for the 21/22 school year due to the pandemic (all AVID teachers had continued to participate in online tours each semester).</p>	<p>\$5,000.00</p> <p>College Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7,000.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,500.00</p>	<p>\$0</p> <p>College Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7000</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$150</p>
<p>1.4 Improve proficiency for all students in Mathematics and ELA 1.4 a. Improve proficiency for all students in Mathematics and ELA: b. Provide PD for differentiation and instructional strategies which support meeting the CCSS expectations c. Offer ELO to math students to validate or recover credits within the semester</p>	<p>1.4 Improve proficiency for all students in Mathematics and ELA a. ALEKS support for Math 1a/1b, Honors Math 2, Math 1 and Math 3. Units of Study members professional development on Open Math SPED staff involved and teaching ELO support programs. b. Impact teams for Math 1 (year 1-2), Math 2 (year1- 2), and Math 3 (year 1-2). New Math Hire Training c. ELO for Math 1 .</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$14,000.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,500.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$4,000.00</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$800</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$400</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5700</p>
<p>1.5 Provide support and interventions for students at-risk 1.5 Provide support and interventions for students at-risk: a. Reading Intervention a1. Contract for Read 180 services</p>	<p>1.5 Provide support and interventions for students at-risk A Hired an additional math teacher for a Math 1 Restart (Two Sections) and additional Math Support during advisory and 1st Period</p>	<p>Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$421,422</p> <p>Read 180 Supplies</p>	<p>Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$421422</p> <p>Read 180 Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a2. Purchase materials as needed a3. Provide professional development support for teachers</p> <p>b. Math Support b1. Contract for ALEX b2. Purchase materials as needed b3. Provide PD for support teachers</p> <p>c. Inclusion/ Collaborative Classes c1. PD for co-teaching models c2. Collaborative planning time c3. Purchase materials as needed c4. Communication Enhancement Program (CEP)</p>	<p>B -The Physical Education Department collaborates with the math department on math support services given to students-at-risk during their PE period, twice a week. ALEKS Math 1A through Math III Khan academy also used. Go Formative PHS site budget supports math intervention with materials and supplies. The ALEKS program is available to all math students. PD was provided on site and through the district. GoFormative Contract 2020-2021</p>	<p>4000-4999: Books And Supplies Title I Basic -- 3010 \$1,600.00</p> <p>Read 180 Consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,600.00</p> <p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,500.00</p>	<p>4000-4999: Books And Supplies Title I Basic -- 3010 \$1150</p> <p>Read 180 Consultant 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1600</p> <p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$760</p>
<p>1.6 Increase schoolwide achievement for English Language Learners 1.6 Increase school-wide achievement for English Language Learners:</p> <p>a. Provide BLT staffing for sheltered classes b. Support ELD for level 3 and LT English Learners</p>	<p>1.6 Increase schoolwide achievement for English Language</p> <p>a. BLT staffing has been difficult due to labor market this school year.</p> <p>B. Advisory for new comers 9-12th grade. Academic mentors, students who have been reclassified, help ELL students.</p> <ul style="list-style-type: none"> • Link Crew provides ELL mentors to 9th/10th Newcomer Advisory • The ALEKS program is used in Math 1A - Math III • -JOLT program provides opportunity to recover math credits including, Math I, 	<p>BLT (.40) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5,109</p> <p>BLT (.60) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$17,210</p> <p>BLT 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$12,057</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010</p>	<p>BLT (.40) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5109</p> <p>BLT (.60) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$17210</p> <p>BLT 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$12057</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Math II, Math III, and business math.</p> <ul style="list-style-type: none"> ELO is offered to Newcomer students (in Spanish) after school in different curriculum, twice a week. 8-week ELO sessions offered to EL students, levels 1-3 to prepare for the 4 areas of the ELPAC. Thus far 48 sessions have been offered to a total of 20-25 students. <p>AB 2121 helps EL students who transfer during 11th and 12th grade graduate with minimum state requirements. May also get an extra year to satisfy minimum state graduation requirements. Specifically with newcomer students, this helped some of our ELD graduates.</p> <p>Counselors visited the Advisories for ELD's 1 & 2 to present on topics related to registration, CTE Pathways, A-G requirements, graduation requirements, dual enrollment, and how to meet College and Career Indicators.</p>	<p>\$455.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$850.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1941.00</p> <p>Differentiated Resources for English Learners 4000-4999: Books And Supplies Title III LEP -- 4203 \$5588</p> <p>Professional Development for ELD integration 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1671.00</p>	<p>\$455</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$850</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1050</p> <p>Differentiated Resources for English Learners 4000-4999: Books And Supplies Title III LEP -- 4203 \$5500</p> <p>Professional Development for ELD integration 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1670</p>
<p>1.7 Support multiple Career Technical Education pathways 1.7 Support multiple Career Technical Education pathways with resources and</p>	<p>1.7 Support multiple Career Technical Education pathways</p> <p>Students with IEPs are enrolled in dual enrollment and TPP program. Career Colleges access.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,421.00</p> <p>Professional Development</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Professional Development</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>materials that promote students growth towards being career ready:</p>	<p>Conduct classroom visits and provide information presentation sessions to students during advisory classes. *Promote College and Career readiness to students and parents during office visits and meetings. *During registration sessions, counselors make sure students are being added to CTE courses to complete pathways by the time students graduate. *Promote Dual Enrollment classes that are inline with our CTE pathways to help meet College and Career Readiness. *Cover all CTE pathways & answer questions during Future Warrior Night.</p> <p>CTE Department meets regularly to discuss methods in providing means for analyzing student outcomes using curriculum to be taught by all CTE Pathways to include: Worksite Safety Protocols, Career Readiness Skills, and Career Opportunity Research. Specific Goals of this curriculum to build knowledge and skills in preparing students for career readiness, which includes resume building, oral interview preparation, and communications skills.</p> <p>PHS received a grant from Dell Technologies. Students can get certified in computer repair, and PD provided to the instructor.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1500</p>
		<p>Materials and Supplies 4000-4999: Books And Supplies K12 SWP \$115,000</p>	<p>Materials and Supplies 4000-4999: Books And Supplies K12 SWP \$115000</p>
		<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures K12 SWP \$10,000</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures K12 SWP \$10000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.8 Provide support for our AP and Capstone Programs</p> <p>1.8 Provide support for our AP and Capstone Programs</p> <p>a. Provide ongoing PD for AP teacher institutes</p> <p>b. Support extended student learning opportunities (after school and Saturday workshops)</p> <p>c. Guest presentations</p> <p>d. College Visits</p> <p>e. AP Summer Bridge</p>	<p>1.8 Provide support for our AP and Capstone Programs</p> <p>*Promote AP classes to help students meet College readiness during registration meetings and parent conferences.</p> <p>*Promote A-G completion and college and career exploration.</p> <p>a. -Language acquisition and Karina Spanish webinars attended by World. Lang. Dept.</p> <p>B. Provide Exam prep and mock AP exams for AP Physics and AP Chemistry after school and/or on Saturday. ELO for A.P Spanish Lang. and Lit. ELO sessions offered for AP European History</p> <p>c. Former students have come as guest speakers in World. Lang. Dept.</p> <p>d. College & Career Center arranged for 18 presentations, both virtual and in person, that involved college representatives presenting on their respective campuses and programs. Presentations were open to all students. Due to colleges not allowing for in person campus tours this school year, we did not arrange for any campus tour field trips.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$3579</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$8,500.00</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>Field Trips/ Projects 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,500.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$4400</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1200</p> <p>Field Trips/ Projects 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.9 College and Career Exploration 1.9 College and career exploration a. Tasks a1. Identify software program that can be used school-wide for college and career exploration. a2. Train teachers on use of exploration tool. a3. Schedule time for students to use tool. a4. Schedule College representatives and campus visits (2 trips per grade level 9-11)</p> <p>Measures 1. Software identified, purchased and in use. 2. Monitor student use of software. 3. Monitor student plans generated. 4. Monitor Number of students who attended college presentations/ field trips</p>	<p>1.9 College and Career Exploration</p> <p>A. CaliforniaColleges.edu was used as the primary platform for career assessments and college/career planning.</p> <p>Anticipated SPED departmental mtg where College & Career Center will train SPED teachers to use CC.edu to assist with SPED caseloads.</p> <p>Advisory lessons using Screencastify were scheduled where students were to complete career assessments on own during Advisory periods. However, completion rate was low, so as response College & Career Center and Guidance Department conducted workshops with 9th & 10th Grade PE classes to complete career assessments. For 11th graders, similar in person workshops will be held in April during Advisory periods lead by College & Center and Guidance Department. As a result, completion rates dramatically improved.</p> <p>The Physical Education Department collaborates with the College and Career Center by providing 9th and 10th graders lessons on career inventory and interests.</p> <p>College campus field trips were not scheduled due to an overwhelming amount of campuses not allowing for</p>	<p>Software 5000-5999: Services And Other Operating Expenditures Voc Ed CTE -- 3550 \$1,300.00</p> <p>Career Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$64,054</p> <p>Materials and Supplies (Perkins) 4000-4999: Books And Supplies Voc Ed CTE -- 3550 \$35,325.00</p> <p>Career Center Counselor 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$158,450</p> <p>Campus Visits 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$8,000.00</p> <p>Materials and Supplies (Perkins) 5000-5999: Services And Other Operating Expenditures Voc Ed CTE -- 3550 \$2176</p>	<p>Software 5000-5999: Services And Other Operating Expenditures Voc Ed CTE 3550 \$1255</p> <p>Career Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$64054</p> <p>Materials and Supplies (Perkins) 4000-4999: Books And Supplies Voc Ed CTE 3550 \$35325</p> <p>Career Center Counselor 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$158450</p> <p>Campus Visits 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1025</p> <p>Materials and Supplies (Perkins) 5000-5999: Services And Other Operating Expenditures Voc Ed CTE 3550 \$1150</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

in person tours. However, College & Career Center is currently assessing desire from 10th & 11th graders of whether or not they wish to attend NACAC College Fair scheduled on April 24th, 2022 with PHS providing transportation. As for presentations, College & Career Center arranged for 18 presentations, both virtual and in person, that involved college representatives presenting on their respective campuses and programs. Presentations were open to all students.

Reports from CaliforniaColleges.edu provide completion rates for career assessments, financial aid modules, financial aid application submission rates, college application submission rates. Also the integration of student database system and CaliforniaColleges.edu provide CSU & UC Eligibility.

Students are to identify favorite careers based off results from career assessments. Also students can view their A-G completion via My Plan in CC.edu accounts.

Google Forms were used to track college presentation sign ups. No field trips held.

CTE Department-all pathways collaborate with current industry professionals serving in their pathway in order to produce current methods of employment as well as hiring

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>opportunities. In addition, all pathways provide opportunities for guest speakers to come to classrooms to provide presentations on current hiring requirements/standards, benefits and real world employment standards.</p> <p>CTE Department-All pathway teachers collaborate with PHS College and Career Center in providing support for students seeking college admittance to include guidance on financial aid, entry requirements and encouragement to consider college options. In addition, half of the pathways offer courses that are articulated, which give students the opportunity to earn college credit from CTE courses at PHS should they enroll in community colleges with agreements.</p> <p>Other: Life After High School WoW Workshop</p>		
<p>1.10 a-g awareness campaign 1.10 a-g awareness campaign</p> <p>Tasks</p> <p>a. develop resources to help promote and explain the importance of a-g completion for all stakeholders</p>	<p>1.10 a-g awareness campaign</p> <ul style="list-style-type: none"> -Advisory classroom visits to go over transcripts and graduation contract forms. -The Guidance Department continues to review A-G requirements and progress towards completion individually with each 	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,500.00</p> <p>Printing and Materials 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$3,000.00</p>	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4500</p> <p>Printing and Materials 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1140</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. Meet with stakeholders to share this information</p> <p>Measures</p> <ol style="list-style-type: none"> 1. Development of resources 2. Documentation of meeting information either in minutes or counselor notes 3. Increase in enrollment in a-g classes. 4. Increase in success in earning qualifying grades in a-g classes. 	<p>student through utilizing the high school graduation contract and reviewing their transcripts.</p> <ul style="list-style-type: none"> • -Future Warrior Night promotes A-G courses. Spanish placement for 8th graders helps to better serve incoming freshmen. • -Commitment to Graduate Assembly discusses A-G requirements with freshmen, with the help of counselors and College and Career Center <p>b. Meet to compare A-g as well as IEP needs/ supports. Goals</p> <ul style="list-style-type: none"> • -Counselors complete 6 year plans in Q student database system in relation to meetings w/ students. • -Data provided by District's College & Career Readiness Department, and meet w/ counselors to discuss and develop plans to improve numbers. 		
<p>1.11 Support VAPA programs and Pathway</p> <p>1.11</p> <p>a.Support VAPA programs and pathway to prepare students for college and career</p>	<p>1.11 Support VAPA programs and Pathway</p> <ul style="list-style-type: none"> • -Implementation of Impact Teams for Visual and/or Performing Arts <p>Student art show</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$4,500.00</p> <p>Consultants</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$4500</p> <p>Consultants</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. Assist with the fees for play scripts and other licensing costs</p>	<ul style="list-style-type: none"> -ELO Ceramics classes -New equipment for photography and ceramics classes -Creation and implementation of the Performing Arts Showcase -Increased number of Theater, Choir and Band performances in the theater due to increased funding and theater availability to Patriot Performing Arts programs. -Continuing planning and meeting on the Performing Arts pathway which is leading to new Performing Arts classes for the 2022-2023 school year. -Increase in awards to the Performing Arts Program directly related to increased funding. Which is also leading to students leaving Patriot High School with entry level work experience. 	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF VAPA -- 0763 \$2,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5342</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$5000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF VAPA -- 0763 \$1570</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$28075</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$14300</p>
<p>1.12 Technology and Content Standards Materials 1.12 Technology and Content Standards Materials a. Increase student access to reference materials</p>	<p>1.12 Technology and Content Standards Materials a. Students have access to supplementary and reference materials through the online McGraw Hill textbook. Teachers post classroom material on PSL and in google classroom</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>Copier Leaser 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$18,000.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Copier Leaser 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$12000</p>

**Planned
Actions/Services**

b. The number and variety of reference materials available Monitored use of student computers.
 c. Use of technology support tools
 d. Supplying teachers with necessary materials and resources to teach content standards

**Actual
Actions/Services**

- -Unit 7 Performance Task 1 - Students need access to Angry Bird Game
- -ESS students have access to McGraw Hill, Lab-Aids, and HMH reference materials through Clever as we pilot textbooks.
- -Supplementals “Abriendo puertas” book and “Azulejo” in digital format was purchased for A.P Spanish Lit. For A.P Span. Lang. “Temas” in digital format was purchased.

b. Biology has many materials online and through the online textbook.

- Screen beam for projectors were projectors for teachers to pilot.

c. Biology students have access to online textbook and some materials through McGraw Hill Education. PSL and Google classroom is a way for teachers to deliver information digitally.

- Go Guardian to monitor students online activity
- -Quia and Quizlet programs are used by World. Lang. Dept. in collaboration with JVHS.
- -Desmos Scientific and Graphing Calculators, Geogebra.

d. New biology textbook has some

**Budgeted
Expenditures**

Materials and Supplies
 4000-4999: Books And Supplies
 Title III LEP -- 4203
 \$2,066.00

Technology Equipment
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$10,000.00

Materials and Supplies (printing)
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$4,500.00

**Estimated Actual
Expenditures**

Materials and Supplies
 4000-4999: Books And Supplies
 Title III LEP -- 4203
 \$2066

Technology Equipment
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$10000

Materials and Supplies (printing)
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$3000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>resources that can be used to supplement instruction.</p> <ul style="list-style-type: none"> -ALEKS, Pearson Online, and GoFormative for Math Department. <p>e. CTE Department has access to state and federal grants (Perkins and CTIEG) to purchase equipment and supplies to enhance hands-on instruction and student success in curriculum standards.</p>		
<p>1.13 Ongoing schoolwide Professional Development 1.13 Ongoing schoolwide Professional Development to increase equity and access for our diverse population of students (SED, EL, SWD, and under performing student groups as indicated on the CDE Data Dashboard).</p>	<p>1.13 Ongoing schoolwide Professional Development</p> <ul style="list-style-type: none"> -Book Study - Belonging Through a Culture of Dignity (Equity) -Alludo PD offered to all staff -PD during staff meeting on supports for ELLs and under performing student groups. 	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,525.00</p> <p>Professional Development 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,300.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,200.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$800.00</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000</p> <p>Professional Development 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3050</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1200</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$800</p>

Analysis

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

Transitioning back from a distanced learning model to in-person instruction this school year, our teachers continue to collaborate in planning, grading, and analyzing student data to support their evolving efforts to support student learning, and PHS will continue to have teacher representation on all of the district UOS writing committees that help inform our campus teachers of shifts in instructional planning. Until March 2022, our PLC's were formally operating as Impact Teams (IT) and utilizing the IT protocols to address student learning needs, develop clear learning intentions, and craft student friendly success criteria. Many of our ITs were continuing to, or beginning to, co-create success criteria with their students and providing structure for students to self and peer assess based on the success criteria. Our transition to implementing Impact Teams as a pilot school has allowed the integration of student self and peer feedback and assessment to begin to occur in our English 9 classrooms (5th year as an IT), Biology (5th year), English 10 (year 4), and English 11 (year 4). The following ITs were in their third year and were provided specific PD as a refresher of the instructional strategies PD received the first year IT implementation due to the closure of campus in March 2020: English 12, Chemistry, Earth and Space, Math 1, Math 2, and Math 3. Two Data Teams (World and US History) were in their second year transitioning to become ITs and did complete the Foundation IT training in February 2021. Before the end of the 2020-2021 school year all IT and Data Teams were provided PD regarding empowered learners and teacher clarity, and the school administration team provided that PD to individually to each PLC. During the 2021-2022 school year, all PLCs were provided PD on the formative assessment process by the PHS admin team, and the newer ITs were provided additional PD to support calibration of grading practices and how to analyze student work and collaborate as a team on instructional strategies. Our monthly staff meetings include PD delivered using strategies that are student centered and model the engaging and research based strategies that should be used in our classrooms.

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

PHS teachers and AVID tutors continue to providing tutoring support. Moreover, all students can access Extended Learning Opportunities (ELOs) focused on academic support for the duration of the spring 2022 semester. Credit recovery ELOs are also being created by departments providing students an opportunity to raise a grade from the fall semester.

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

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

Throughout the school year our school's administration team, Leadership Team, and Guidance Team receives data and it is analyzed during monthly meetings. A closer analysis was taken at the start of our second semester by the entire school staff with our department chairs facilitating conversations during department meetings. Our school Leadership met together in March to take a close analysis of the data, discuss our effectiveness, and decide changes to school-wide strategies and activities to achieve our College and Career Readiness LCAP Goal. Furthermore, in March 2022 our admin team sought input from School Site Council (SSC) regarding overall effectiveness.

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

*Distanced learning (2020-2021 school year) had an effect on our academic indicators.

*AP enrollment & college going rates decreased.

*AP passing rates impacted by distanced learning and each students circumstance but there was some growth the years prior.

*Dashboard data for EL student redesignation had a slight increase even in the face of pandemic.

*College Going Rates: PHS has been consistently within 60% + but decreased.

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

Material differences between the proposed expenditures and estimated actual expenditures included: an additional \$30,000 for materials and supplies to support instruction; no expenditures for Oware (\$30,000 was proposed)--the district office supplied student licenses for the site; no AVID expenses for transportation--college visits were not available due to COVID-19 policies at local colleges and universities; reduced expenses for professional development--site admin and district office staff provided trainings; and an additional \$40,000 allocated towards VAPA materials (band instruments, theatre upgrades, and choir gowns);

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

Critical Area of Need 1: (Learning) Raise academic achievement to prepare our students for college, work force, and life, which includes data driven decision-making to support the learning needs of all students. (Updated November 2020)

Critical Area of Need 4: (Professional Development) Support ongoing teacher learning by administration and staff working collaboratively on a long-range professional development plan in order to support students in achieving the schoolwide learner outcomes. (Updated November 2020)

Furthermore, we will continue improve or develop learning objectives, success criteria, and formative tasks to engage students in self and peer evaluation, and professional development opportunities will continue to be provided in those areas. Teachers will reflect and review on grading practices, our teachers will collaborate with colleagues at our district's other schools, vertical alignment across departments and the middle schools, and improving ELL supports. Student supports identified as a priority are credit recovery opportunities and Extended Learning Opportunities both for SEL and academic support.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5: School attendance rates	<p>P5: Attendance Percentages (JUSD Report Server)</p> <p>2020-2021--97% (+0.65%) 2019-2020: 96.35% 2018-2019--94.9% 2017-2018--95.7%</p>	<p>P5: Attendance Percentages (JUSD Report Server)</p> <p>2020-2021: 95.61% (-0.74%) 2019-2020: 96.35% 2018-2019--94.9% 2017-2018--95.7%</p>
P6: Pupil suspension rates	<p>P6 Pupil Suspension rate:</p> <p>5.3% suspended at least once (-1%) 2018-2019 6.3% (baseline: last school year of in-person instruction)</p>	<p>P6 Pupil Suspension rate:</p> <p>2021 0.08% suspended at least once (distanced learning)</p> <p>2018-2019 6.3% (baseline: last school year of in-person instruction)</p>
P6: Surveys of pupils, parents, teachers on sense of safety	<p>P6: Participation in LCAP and California Healthy Kids surveys:</p> <p>2019 LCAP Survey Students--45 Parents--120 Staff--40</p> <p>Participation in 2020-2021 California Healthy Kids Survey 9th Grade--84% (-6%) 11th Grade--76% (-14%)</p>	<p>P6: Participation in 2022 LCAP surveys:</p> <p>2021 LCAP Survey Students-1,074 (+1,029) Parents--125 (+5) Staff--101 (+61)</p> <p>2019 LCAP Survey Students--45 Parents--120 Staff--40</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Participation in 2022-2023 California Healthy Kids Survey 9th Grade--95% (+11%) 11th Grade--95% (+19%) Participation in 2020-2021 California Healthy Kids Survey 9th Grade--84% (-6%) 11th Grade--76% (-14%)
P6: Pupil, parent, and teacher sense of safety	P6: LCAP Survey Feelings of safety while at school (moderate to very): 2021 Goal Students--87% (+5%) Parents--90% (+5%) Staff--55% (+5%) 2019 Students--82% Parents--85% Staff--50%	P6: 2021 LCAP Survey 2021: Feelings of safety while at school (moderate to very): Students--89% (+7%) Parents--65% (-20%) Staff--87% (+37%) 2020: No data available 2019 Students--82% Parents--85% Staff--50%
P6: Pupil, parent, and teacher sense of safety	P6: LCAP Survey How likely to reach out to an adult at their school if students have a problem (somewhat to extremely likely): 2021 Goal Students--84% (+5%) Parents--58% (+5%) Parents--No Knowledge 15% (-5%) Staff--Question not on LCAP survey 2019 Students--79% Parents--52% Parents--No Knowledge 20%	P6: 2021 LCAP: 2021: How likely to reach out to an adult at their school if students have a problem (somewhat to extremely likely): Students--Question not on 2021 LCAP survey Parents--39% (-19%) Parents--No Knowledge 20% (-0%) There is a trusted adult at school that you can go to with your social and emotional needs. Students: Yes 78.79% Staff--Question not on LCAP survey

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Staff--Question not on LCAP survey	2019 Students--79% Parents--52% Parents--No Knowledge 20% Staff--Question not on LCAP survey
P6: Pupil, parent, and teacher sense of safety	<p>P6: California Healthy Kids Survey</p> <p>2022-2023 Goal: Caring adults in school (Pretty much true or Very much true) 9th Grade--71% (+10%) 11th Grade--71% (+10%)</p> <p>Caring adults in school (Pretty much true or Very much true) 9th Grade--61% (+3%) 11th Grade--61% (+4%)</p>	No updated CHKS data available--completed every two years
P6: Pupil, parent, and teacher sense of safety	<p>P6: California Healthy Kids Survey Perceived Safety at School (Safe or Very Safe)</p> <p>2022/2023 Goal: 9th Grade--75% (+10%) 11th Grade--88% (+10%)</p> <p>2020-2021 California Healthy Kids Survey Perceived Safety at School (Safe or Very Safe) 9th Grade--65% (+10%) 11th Grade--78% (+28%)</p>	No updated CHKS data available--completed every two years
P1: School facilities are maintained in good repair	<p>P1: School facilities are maintained in good repair. (2021-22 FIT Reports) 2021-2022</p> <p>Goal: 100%</p>	<p>P1: School facilities are maintained in good repair (2021-22 FIT Reports)</p> <p>2021-22: 100%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5: High School dropout rates	P5: High School dropout rates (DataQuest) Baseline Data 2020-2021:4.9%	P5: High School dropout rates Baseline Data 2020-2021:4.9%
P6: Pupil expulsion rate	P6: Pupil expulsion rate (DataQuest) Baseline Data: 2020-2021: 0.0%	P6: Pupil expulsion rate(DataQuest) Baseline Data 2020-2021: 0.0%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 PBIS and Campus Supervision 2.1 PBIS and Campus Supervision: a. Provide training on MTSS for new staff and PBIS team b. Provide collaboration time for the CASEL team c. Provide incentives for behavior and attendance student related rewards d. Repair and replace campus golf carts e. Jostens contract (student handbook, ID cards, and program)	2.1 PBIS and Campus Supervision a. Alludo PD offered for all staff. b. WOW committee met in the summer to create lessons for all students. Advisory Committee creates presentations on PHS core value. c. Warrior Spirit hosts Warriors of the Month activities during advisory for students who demonstrate core values. d. Two new golf carts were purchased in February to assist in campus supervision. e. Transiting from Jostens to district print shop to support student handbooks will be completed and ordered by the end of June in time for Week of Welcome during the first week of school.	Classified Substitutes 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00 Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00 Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00 Behavior and Attendance Incentives 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$10,000.00 Equipment	Classified Substitutes 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500 Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500 Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1100 Behavior and Attendance Incentives 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000 Equipment

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> -ID cards will be completed by Cherished Memories. 	5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1,500.00	5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1500
		Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$634.00	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1120
2.2 Student Health and School Safety 2.2 Student Health and School Safety: a. Provide Health Clerks in the Health Office	2.2 Student Health and School Safety PHS staffs two part-time Health Clerks in our school's health office. 2.2. Physical Education received new walkie-talkies (one per teacher) to collaborate and communicate with campus supervisors, alert the office of any student health need or emergency, and to communicate with the attendance office. <ul style="list-style-type: none"> As of March, the girls' locker room has an attendant after lunch helping to supervise all athletes coming in and out of the girls locker room. 	Two 3.5 hrs Health Care Aide (1.00) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$51,018	Two 3.5 hrs Health Care Aide (1.00) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$51018
2.3 Student engagement and recognition: 2.3 Student engagement and recognition: a. We want students to be involved in school beyond the classroom. Students who do so regularly do better in school	2.3 Student engagement and recognition: ELO program provided opportunities for students to participate in workshops/classes that focus on academics and SEL topics. ELO	Materials and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$15,000.00	Materials and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$33800
		5 Star (License) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,200.00	5 Star (License) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1550

**Planned
Actions/Services**

and experience higher graduation rates and PSE enrollment rates.

b. We also want to address student behaviors in a positive and proactive manner by providing re-teaching for low-level infractions and recognition and rewards for positive behavior choices.

**Actual
Actions/Services**

advertisements during Advisory and school website

- Academic Grade improvement
- Sample classes: Cooking, Adulthood, Math Intervention, Personal Fitness, etc.
- Several classes for Students with Disabilities led by our SpEd staff to support student connectedness and academics

Week of Welcome (WoW)

- WoW Club Showcase at lunch
- WoW Campus Resources workshop

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

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

Events held to promote student connection to the campus

- Regular Club Rush
- Fall/Winter/Spring Carnivals
- Lunch Rallies
- Frosh Soph/Junior Senior Kickbacks

Monthly Warrior Spirit recognition of students that demonstrate PHS Core Values (teacher recommendations), and quarterly recognition of academic

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>achievement including scholar athletes.</p> <p>b. Office announcements of raffle recognitions</p> <p>Tier 3 Intervention Room utilizes lessons from BASE to re-teach and reflect on behavior infractions.</p> <p>CTE Department-Most CTE pathways also offer clubs for student engagement outside the classroom with all clubs thriving. In addition, CTE is also involved in offering ELO classes.</p>		
<p>2.4 Welcoming learning spaces that support collaboration and use of technology</p> <p>2.4 Welcoming Learning Spaces to support student collaboration and their use of Technology:</p> <p>a. Provide learning spaces that are welcoming and support collaboration and use of technology</p> <p>b. Provide library staffing so the library is available to students both during and after school.</p>	<p>2.4 Welcoming learning spaces that support collaboration and use of technology</p> <p>a. Library was remodeled in 2021, and additional modular tables and chairs were purchased in November 2022 to increase seating capacity.</p> <p>b. TCT assists in covering the library during the Library Tech's lunch time to ensure it is open at all times during the school day.</p>	<p>Library Staffing (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$73,239</p> <p>Materials and Supplies Collaborative Classroom Furniture 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10,000.00</p>	<p>Library Staffing (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$73239</p> <p>Materials and Supplies Collaborative Classroom Furniture 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$12500</p>
<p>2.5 Support for ongoing co-curricular student activities</p> <p>2.5</p>	<p>2.5 Support for ongoing co-curricular student activities</p>	<p>Materials and Supplies (Link Crew) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>	<p>Materials and Supplies (Link Crew) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Provide support for ongoing co-curricular student activities and clubs to connect students to the school community.</p> <p>b. Provide support for ongoing co-curricular student activities for athletics, including our new CIF sports (example: water polo and cheer).</p> <p>c. Provide support for Link Crew to connect students to the school community.</p>	<ul style="list-style-type: none"> Incentives were purchased to support new clubs, such as t-shirts <p>B. Boys and Girls water polo competed in a full season this year. Cheer has 5 Stunt matches scheduled for the Spring season. Working to increase the number of participants and coaches for each program</p> <p>C. Incentives were purchased to support Link Crew events, such as prizes, kona ice, and Patriot gear for Link Crew events and competitions</p> <ul style="list-style-type: none"> Purchase speaker for Link Crew events Guest speaker and materials for C2G, freshman orientation, etc. Supplying Link Crew shirts 	<p>\$4,000.00</p> <p>Materials and Supplies (Athletics) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$12,000.00</p> <p>Professional Development 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>Materials and Supplies (Clubs) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4,000</p>	<p>\$11500</p> <p>Materials and Supplies (Athletics) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$14100</p> <p>Professional Development 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000</p> <p>Materials and Supplies (Clubs) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4000</p>
<p>2.6 Promote a college-going and pathway completing culture for students</p> <p>2.6</p> <p>a. Promote a college going and pathway completing culture for students</p> <p>College Campus Visits Pathway t-shirts College banners Pathway posters College/ Career Speakers</p>	<p>2.6 Promote a college-going and pathway completing culture for students</p> <p>Guidance office and College & Career Center have rooms and hallways decorated with College pennants and posters.</p> <p>Dual Enrollment courses offered through RCC at PHS.</p> <p>Flyers promoting College Presentations in hallways, digital flyers are on campus TVs in common space areas (hallways, entrance ways,</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8,000.00</p> <p>Assemblies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000.00</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$10,000.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8000</p> <p>Assemblies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2700</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>library, etc). Digital flyers are also shared in Advisory announcements.</p> <p>Videos of college programs shown during Advisory once a month.</p> <p>College reps presentations both in person and virtual.</p>		
<p>2.7 Socioemotional (SEL) Support through MSW- Interns 2.7 MSW- Interns to support social emotional strategies, and self regulation and promote student wellness.</p>	<p>2.7 Socioemotional (SEL) Support through MSW- Interns</p> <p>MSW at PHS all day on Fridays providing one-on-one counseling</p> <p>Behavioral Health Peer Specialist was added to our staff September 2021, and a Behavior Health Therapist was added January 2022.</p>	<p>Staff Training on Trauma informed education 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$3,500.00</p> <p>Mental Health Counselor 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$10,000.00</p>	<p>Staff Training on Trauma informed education 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$3000</p> <p>Mental Health Counselor 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$10000</p>
<p>2.8 Tier 3 Support 2.8 Tier 3 Support a. Create a room for Tier 3 on campus support to take place for restorative intervention and alternative to suspension b. Adopt programming curriculum to support SEL and Retorative practices</p>	<p>2.8 Tier 3 Support</p> <p>a. Tier 3 support is located in the upstairs office with permanent resident sub</p> <p>b. BASE lessons cover SEL, drug use, life skills, organization skills, time management, and other topics to support students.</p>	<p>Furniture for Tier 3 Room 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Professional Development and Curriculum for Restorative Practices 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,500.00</p> <p>Materials and Supplies for Tier 3 Intervention</p>	<p>Furniture for Tier 3 Room 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$400</p> <p>Professional Development and Curriculum for Restorative Practices 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1200</p> <p>Materials and Supplies for Tier 3 Intervention</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

[Empty box for Planned Actions/Services]

[Empty box for Actual Actions/Services]

5000-5999: Services And Other
Operating Expenditures
LCFF Suppl/Conc -- 0707
\$4,000

5000-5999: Services And Other
Operating Expenditures
LCFF Suppl/Conc -- 0707
\$3600

Analysis

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

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

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

For the third year, we opened the school year with a Week of Welcome dedicated to welcoming, building community, teaching new students and redirecting returning students on our school culture in connection with our Core Values and expectations of The Warrior Way. In addition, we continued our Advisory period (returned to PHS in 2019-2020) and students are placed in grade specific groups with a teacher/mentor who becomes an important and critical connection to our campus. Advisory follows a flexible structure that supports team bonding, school culture lessons created by a teacher-led committee, and important sessions related to college and career readiness, and for the 2021-2022 school year had an emphasis on social and emotional supports.

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

Throughout the school year our school's administration team, Leadership Team, and Guidance Team receives data and it is analyzed during monthly meetings. A closer analysis was taken at the start of our second semester by the entire school staff with our department chairs facilitating conversations during department meetings. Our school Leadership met together in March to take a close analysis of the data, discuss our effectiveness, and decide changes to school-wide strategies and activities to achieve our College and Career Readiness LCAP Goal. Furthermore, in March 2022 our admin team sought input from School Site Council (SSC) regarding overall effectiveness.

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

- *Continue with the current focus of school connectedness and engagement with our programs and extra curricular activities.
- *House of representatives is also something introduced this year that is giving the students voice and accountability.
- * Advisory has been effective, and the lessons created by the Committee are helpful for creating safe learning environments.
- * Welcome Week has promoted Core Values and Safety expectations.

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

Material differences between the proposed expenditures and estimated actual expenditures included: utilizing \$8,500 less than projected on behavior and attendance incentives (services), and instead allocating \$24,000 over projected on student engagement and recognition (materials and supplies)--LCFF budget was used to support clubs and programs (including Link Crew) in their goal to re-engage students in returning from distanced learning; furthermore, LCFF budget was used to offset operating costs associated with clubs and programs instead of the need of students to fundraise. Lastly, the \$10,000 proposed expenditure for field trips (non-AVID) was not utilized as college visits were not permitted due to COVID-19 guidelines at local colleges and universities.

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

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

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

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

Patriot High School's Leadership Team have the following strategies and activities for this school year and continuing into the 2022-2023 school year: Continue Week of Welcome, providing Saturday School opportunities, and our Tier 3 interventions. Additional areas identified for the 2022-2023 school year are: increase campus supervision (including the PE area), adjust/flex hours in the front office as we adjust to later start times and offering zero period classes for the first time (supporting students, parents, and staff), expand/improve learning and campus spaces (ex. classroom furniture, classes, testing furniture,, etc.) and outdoor workout equipment.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students:</p>	<p>P3: LCAP Survey How would you measure your level of participation in school-wide activities (most of the time to all the time)</p> <p>2021 LCAP Goal Students--72.16% (+10%) Parents--37% (+10%)</p> <p>2019 LCAP Survey Students--62.16% Parents--27%</p> <p>No LCAP survey data for 2019/2020</p>	<p>P3: 2021 LCAP Survey How would you measure your level of participation in school-wide activities (most of the time to all the time):</p> <p>2021 Students--61.6% (-0.56%) Parents--22% (-5%)</p> <p>2019 LCAP Survey Students--62.16% Parents--27%</p> <p>No LCAP survey data for 2019/2020</p>
<p>P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making:</p>	<p>P3: 2021 LCAP Survey Are there opportunities for you to get involved with school and district decision making?</p> <p>2021 Goal: Parents: Yes 63% (+5%) No personal knowledge: 26% (-5%)</p> <p>2019 LCAP Parents: Yes 58% No personal knowledge: 31%</p>	<p>P3: 2021 LCAP Survey Are there opportunities for you to get involved with school and district decision making?</p> <p>2021: Parents: Yes. 45% (-13%) No personal knowledge: 40% (+9%)</p> <p>2019 LCAP Parents: Yes 58% No personal knowledge: 31%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Welcoming Environment	<p>P3: 2021 LCAP Survey</p> <p>2021 LCAP Goal My school is welcoming to my parent (moderately to strongly agree): Student: 85% (+5%)</p> <p>How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: 79% (+5%) No personal knowledge: 5% (-5%)</p> <p>2019 LCAP Survey My school is welcoming to my parent (moderately to strongly agree): Student: 80%</p> <p>How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: 74%</p>	<p>P3: 2021 LCAP Survey</p> <p>2021: My school is welcoming to my parent (moderately to strongly agree): Student: 90.5 % (+10.5%)</p> <p>How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: 70% (-4%)</p> <p>2019 LCAP Survey My school is welcoming to my parent (moderately to strongly agree): Student: 80%</p> <p>How welcomed do you feel at your child's school (moderately to extremely welcomed): Parents: 74%</p>
P3: Parent Involvement	<p>P3: California Healthy Kids Survey Parent involvement in school (Agree or Strongly agree)</p> <p>2022-2023 California Healthy Kids Survey Goal: Parent involvement in school (Agree or Strongly agree) 9th Grade--67% (+10%) 11th Grade--61% (+10%)</p> <p>2020-2021 California Healthy Kids Survey Parent involvement in school (Agree or Strongly agree) 9th Grade--57% 11th Grade--51%</p>	<p>No updated CHKS data is available--completed every two years</p>
P5: Student Connectedness	<p>P5: California Healthy Kids Survey</p> <p>2022-2023 California Healthy Kids Survey Goal: School Connectedness (Agree or Strongly agree)</p>	<p>No updated CHKS data is available--completed every two years</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	9th Grade--61% (+10%) 11th Grade--66% (+10%) 2020-2021 California Healthy Kids Survey School Connectedness (Agree or Strongly agree) 9th Grade--51% 11th Grade--56%	
P5: Informed Parents and Students	P5: 2021 LCAP Survey How well informed of school-wide activities (extremely or well informed) 2021 LACP Goal Students--68% (+5%) Parents--73% (+5%) 2019 LCAP Survey Students--63% Parents--68%	P5: 2021 LCAP Survey How well informed of school-wide activities (extremely or well informed) 2021: Students--76% (+13%) Parents--62% (-5%) 2019 LCAP Survey Students--63% Parents--68%
P5: Informed Parents	P5: 2021 LCAP Survey (Baseline Data) Do you feel you student's school communicates effectively with parents through newsletters, phone messages, flyers, and meetings? (agree to strongly agree) 2021 LCAP Baseline Data Parents: 84%	P5: 2021 LCAP Survey (Baseline Data) Do you feel you student's school communicates effectively with parents through newsletters, phone messages, flyers, and meetings? (agree to strongly agree) 2021 LCAP Baseline Data Parents: 84%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Parent Communications and Outreach	3.1 Parent Communications and Outreach	Classified Hourly	Classified Hourly

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Parent Communications and Outreach</p> <p>a. Update and maintain site webpage b. Survey parents and design/develop resources and workshops/activities based on parent interest or need c. Recruit parents to participate in school planning such as WASC and SSC d. Technology set up in office for parent use of Parent Connect and to print district forms, level of use. e. Professional Development/ Workshops to support student achievement of diverse student populations (SES, EL, underrepresented post-secondary demographic groups)</p>	<p>a. In person Parent-Teacher conferences, parent phone calls, and virtual conferences offered by our counselors.</p> <p>College & Career Center sends parent texts and emails along w/ student emails with events or updates related to college & career.</p> <p>College & Career Center along with RCC hosted Virtual Info Session for parents interested in Dual Enrollment.</p> <p>TCT assists in providing timely information on our school website.</p> <p>b. Parent completed the Hanover survey in December 2021, and the LCAP survey in March 2022.</p> <p>c. ELAC - is virtual this year. It is functioning in collaboration with PIQE</p> <p>d. Computer station was set up near the front door of the front office for parents to access as of 2019.</p> <p>e. PIQE offered a new SEL course to our parents, along with their traditional classes on academics and navigating the school system.</p>	<p>2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$450.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$568.00</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$1,500.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$800.00</p>	<p>2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$450</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$600</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$1575</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$800</p>
<p>3.2 Parent Leadership 3.2 PIQE- Parents Involvement in Quality Education program to partner with the school site to engage parents in:</p>	<p>3.2 Parent Leadership Along with traditional PIQE curriculum on academics and navigating the</p>	<p>PIQE Consultant Partnership 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010</p>	<p>PIQE Consultant Partnership 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
advocating for their student, partnering with the school to help all children succeed, communicating effectively with teachers, counselors, and administrators	school system, a new SEL-focused course was offered to our parents,	<p>\$17,000</p> <p>PIQE Consultant Partnership 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1000.00</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1063.00</p> <p>Teacher/Counselor Hourly Parent Outreach FAFSA 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$800.00</p>	<p>\$9000</p> <p>PIQE Consultant Partnership 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1000</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1060</p> <p>Teacher/Counselor Hourly Parent Outreach FAFSA 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$800</p>

Analysis

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

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

Social media accounts include Instagram (created Fall 2020), Twitter, and Facebook (created Fall 2019), and our school website continues to be improved with timely information for students, families, and our Warrior community. Our campus is using Arreya, along with morning announcements, to disseminate information on our campus with multiple screens in the front office, two classroom buildings, our library, and the cafeteria.

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

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

Throughout the school year our school's administration team, Leadership Team, and Guidance Team receives data and it is analyzed during monthly meetings. A closer analysis was taken at the start of our second semester by the entire school staff with our department chairs facilitating conversations during department meetings. Our school Leadership met together in March to take a close analysis of the data, discuss our effectiveness, and decide changes to school-wide strategies and activities to achieve our College and Career Readiness LCAP Goal. Furthermore, in March 2022 our admin team sought input from School Site Council (SSC) regarding overall effectiveness.

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

- *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 group volunteering.
- *Continue the partnership with PIQE for our parents.
- *PICO/JUSD has provided more workshops and communications to parents.
- *Parent Square appears to be working with increasing parent communication.

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

For Goal #3, the material difference between the proposed expenditures and estimated actual expenditures was \$8,000 less than proposed due half of our parents participating in our virtual PIQE program than the previous year. Moving forward to next school year, both virtual and in-person options will be offered to our parents.

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

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

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

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

Patriot High School's Leadership Team have identified the following strategies and activities to begin implementing this school year and continuing into the 2022-2023 school year: continue our partnership with PIQE, and supporting student in-need with our Warrior Wardrobe. In addition to that, our Leadership Team identified the following activities/strategies for the 2022-2023: promote PICO supports to parents and campus, student incentives & student conferences (ex. CADA), offer parent & staff workshops (Q/Connect, Parent Square, Canvas), and create a CANVAS page to replace PSL/Student Spot.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	199,136
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,598,053.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	183,600	0.00
Title I Parent Involvement -- 3010 1902	2,387	0.00
Title III LEP -- 4203	13,149	0.00
LCFF Suppl/Conc -- 0707	287,100	0.00
LCFF District -- 500 0707	625,448	0.00
LCFF Sec Int -- 0046	447,654	0.00
LCFF VAPA -- 0763	6,500	0.00
LCFF AVID -- 0765	32,215	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	32,215.00
LCFF District -- 500 0707	625,448.00
LCFF Sec Int -- 0046	447,654.00
LCFF Suppl/Conc -- 0707	287,100.00
LCFF VAPA -- 0763	6,500.00
Title I Basic -- 3010	183,600.00
Title I Parent Involvement -- 3010 1902	2,387.00
Title III LEP -- 4203	13,149.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	962,028.00
2000-2999: Classified Personnel Salaries	307,069.00
4000-4999: Books And Supplies	127,239.00
5000-5999: Services And Other Operating Expenditures	139,075.00
5700-5799: Transfers Of Direct Costs	9,500.00
5800: Professional/Consulting Services And Operating Expenditures	53,142.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF AVID -- 0765	11,215.00
2000-2999: Classified Personnel Salaries	LCFF AVID -- 0765	15,000.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID -- 0765	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	427,411.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	198,037.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	447,654.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	35,850.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	34,111.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	78,397.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	92,600.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	9,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	36,642.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF VAPA -- 0763	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	39,198.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	53,672.00
4000-4999: Books And Supplies	Title I Basic -- 3010	35,755.00

5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	40,475.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	14,500.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	700.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	950.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	737.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	5,299.00
4000-4999: Books And Supplies	Title III LEP -- 4203	7,850.00

School Site Council Membership

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

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

Name of Members	Role
Damien Hernandez	Principal
Itzel Fuentes	Classroom Teacher
Martha Gonzalez	Classroom Teacher
Natalia Gamez	Secondary Student
Katarina Renteria	Secondary Student
Gisele Serrano	Secondary Student
Anabel Luna (Admin Alternate)	Other School Staff
Damaris DeRios	Other School Staff
Casie Mann	Classroom Teacher
Rosa Ramirez (DELAC REP)	Parent or Community Member
Maribel Mendoza	Parent or Community Member
Salvador Neito	Parent or Community Member
Juana Rodriguez	Classroom Teacher

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 5/12/22.

Attested:



Principal, Damien Hernandez on 5/12/22



SSC Chairperson, Casie Mann on 5/12/22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Evaluation and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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