

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Patterson High School	50712175036256	February 28, 2022	

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
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

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

Patterson High School will use data to target supports and overall achievement in line with our district vision and mission.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

There are a number of opportunities to survey staff, students and parents throughout the year that present themselves. Most surveys are done with a focus on student needs but with the transition to 1:web, there has been an increase in surveys tied to technology and access in the last two years. Generally, surveys are grouped and given to all three levels (student, parent, staff) during the same time period. A sampling of some of the surveys is listed below.

Healthy Kids Survey (Students, Staff, Parents) - This survey is conducted every other year in the 9th and 11th grade to gauge student uses of controlled substances (tobacco, alcohol, drugs), unsafe behaviors and perception about their safety in the community and at school. The CA Healthy Kids Survey is done every two years and was last complete in 2019. The survey provides a score called the School Climate Index and has increased from 277 to 288 between 2015 and 2017. This year we saw an increase in the overall rating for Low Violence and Substance Abuse from 345 to 378 and a slight decline in Overall Supports and Engagement from 215 to 200 .

PBIS Surveys (Staff/Students) - Series of surveys for developing language and common understandings of the teacher expectations of behavior as part of the implementation process for Positive Behavior Interventions Systems. These surveys started in the spring of 2016 and there has been three surveys to date on Teacher Input on Classroom Matrix, Language Clarification of Classroom Expectations, and Staff Feedback on Common Areas Expectations. The data from the surveys are analyzed by the PBIS team which meets bi-monthly and is then used to formulate and establish school wide expectations for students behavior. PBIS has been established at the Tier I and Tier II levels.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Patterson High School has transitioned out of using TalentEd and now use an electronic copy of the previous paper evaluations.

Non Evaluation Year - Staff in this category are not up for evaluation and are only required to complete Goals and Objectives at the start of the year. If inclined or warranted, a teacher in this classification can be evaluated by administration at the administrators discretion so long as they are notified at the start of the school year of the intent to conduct observations and evaluate them. If a decision is made to conduct an evaluation, the process used is the same as for the Permanent Evaluation Year. Classroom instruction is monitored through informal walk thru's done at random during the year by administration.

Exemplary Opt-Out Evaluation Year - Staff in this category are up for evaluation and have the option to opt-out of the process as long as the teacher and the administrator both agree to the opt-out. This option is reserved for staff who have received a designation of Exemplary in a prior evaluation cycle and have 10 years or more of teaching experience. They are required to complete Goals and Objectives at the start of the year. Classroom instruction is monitored through informal walk thru's done at random during the year by administration.

Probationary Evaluation Year - Staff in this category are not tenured and are at minimum observed three (3) times during the school year. At minimum, two (2) of said observations are unannounced (at random) and one (1) is announced. Each observation is documented on the District approved Observation Form and is followed with a post conference to discuss the lesson. They are required to complete Goals and Objectives at the start of the year and an End of Year questionnaire at the end of the year in March/April. At the end of the year, the data and information from the observations, Goals and Objectives review and End of Year questionnaire are used to complete the district approved Evaluation Document and discussed with the teacher in an evaluation meeting held in April. Classroom instruction is monitored through informal walk thru's done at random during the year by administration.

Permanent Evaluation Year - Staff in this category are tenured and are at minimum observed two (2) times during the school year. At minimum, one (1) of said observations are unannounced (at random) and one (1) is announced. Each observation is documented on the District approved Observation Form and is followed with a post conference to discuss the lesson. They are required to complete Goals and Objectives at the start of the year and an End of Year questionnaire at the end of the year in March/April. At the end of the year, the data and information from the observations, Goals and Objectives review and End of Year questionnaire are used to complete the district approved Evaluation Document and discussed with the teacher in an evaluation meeting held in April. Classroom instruction is monitored through informal walk thru's done at random during the year by administration.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School-wide results of state and district assessments in math and language arts (SBAC, AP exams, ELPAC, iReady), along with the District Writing Assessment and benchmarks are reviewed in the fall to identify the school's focus. District pacing calendars in all core content areas, as well as, the Common Core State Standards and where appropriate, State Curriculum Frameworks are used as planning guides. These discussions occurred in monthly department and course specific meetings. School City data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Formative and summative benchmarks are being used, modified and when needed rebuilt to reflect the changes brought about by the SBAC in how we test our students and were given a minimum of three times last year to assess students' mastery of standards and assist teachers in preparing students for the SBAC. Teachers used benchmark results in Language Arts, Mathematics, Science and Social Science to monitor and modify instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers are routinely guided through the process of how to analyze their data and to look closely at sub-groups and sub-skills within content clusters so that appropriate instructional decisions can be made and student achievement can be improved. In addition, teachers utilize local data including their Formative Assessments and Summative scores to adjust instruction, target learning gaps, and appropriately address the language needs of students, and ultimately, improve student achievement. The review of student progress and content/instructional needs occurs monthly in the DLT's and department meetings.

Each fall, the site uses results from ELPAC, AP exams, SBAC, iReady, and multiple local assessments to identify student needs. In addition, the site examines state and federal assessment data to identify if targets are met and by which sub-groups. Data is disaggregated to identify which sub-groups are in most need. Sub-groups include, but are not limited to:

- Gender
- Ethnicity
- Socioeconomically Disadvantaged
- English Learner
- Gifted and Talented Students
- Students with Disabilities

Results are shared with the Patterson High staff, Leadership Council, and School Site Council during the first few meetings of the year through collaboration meetings, council meetings and different committees. The staff reviews both individual student scores, as well as, course and grade level results, to determine trends, identify gaps, and to establish goals for courses or content areas. After reviewing data, academic goals for the school year are established. Parents are informed of their students' scores in a timely fashion each fall, and tutoring and intervention programs are offered so that assistance for students who are not meeting standards or being successful be addressed.

Writing is also formally assessed two times throughout the year on the District Benchmarks (PAW). Student progress with regards to English language proficiency is monitored through assessments in ELD classes using ELlevation at minimum twice a school year in addition to review of student ELD course placement at the start of each term by the EL TOSA and the ELD department to ensure appropriate placement and account for English Proficiency growth of students during each term .

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teacher recruitment, hiring and evaluation continues to focus on meeting NCLB criteria which requires each teacher to possess a credential demonstrating subject area competence. As a result, 100% of our teachers are NCLB compliant or have a waiver or exemption in place while they meet compliance requirements. Those who are not in compliance have individual plans in place as determined by the District to become compliant within 24 months. It is the policy of Patterson Joint Unified School District to seek out, hire and support highly qualified teachers in every classroom as well as high-need schools. Recruitment efforts include online job postings, recruitment fairs throughout the area, and extensive newspaper ads.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

There are insufficient credentialed teachers at Patterson High. While the majority of the positions are filled with fully credentialed teachers this year, due to growth, there continues to be a few interns on campus which required extra support and mentorship for not just the 19-20 school year but for the following 2-3 years as well. This is in addition to the teachers who are currently in BTSA. To help these teachers with growing in their respective content areas and in educational skill sets, the District provides one-to-one mentoring, and District BTSA support throughout the school year in addition to the services provided by the teacher colleges. Additionally, Patterson High has an informal induction program for new teachers (regardless of credential status) which strives to provide teachers with information on instructional practices, culture of the community, processes that are seasonal and targeted support in common areas of difficulty like classroom management and technology skills.

Teacher professional development at the secondary level occurs formally twice a month on alternating Wednesdays during early release time. The first one of the month is focused on district wide academic and development goals and the second one is site-specific (WASC, AVID, Technology, Mental Health, PBIS, Collaboration). In addition, there are multiple staff developments offered throughout the year that are targeted towards specific content areas and skills being developed within departments or courses (CCSS in VAPA, NGSS, Dive Deeper, AP institutes, College Awareness).

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development plays an integral role in ensuring that teachers meet the needs of all students. Staff development needs are aligned each year according to a systematic plan of sustainable, research-based staff development which is updated for the site and aligned to the Local Control Accountability plan when appropriate. Teachers are offered a broad-based variety of professional growth through conferences, county and district trainings, and through work with leadership, curriculum and technology committees. There is also an opportunity for feedback and coaching through administrative observations, PAR, BTSA, and peer observations. In addition to structured staff development workshops, teachers participate in weekly and monthly collaborative meetings in which student assessment results are examined and strategies for teaching specific standards are shared. Staff members are encouraged to attend workshops and conferences that align to site and District goals. All teachers have the opportunity to participate in district and school sponsored in-service trainings that align to the District Strategic Plan and the District's Local Control Accountability Plan. Paraprofessionals and other classified employees at the site are also included in staff development and trainings, as appropriate to their jobs, so that all adults possess strategies needed to effectively support student achievement.

The focus of our staff development will continue to be the shift into Common Core State Standards, SBAC assessment awareness, Writing, English Language Development changes, AVID instructional strategies and technology.

Teachers attend content-specific trainings such as Content Literacy through Critical Reading & Writing (ERWC), CABE, AP Institute, AVID Summer Institute, CATE, Project LEAD, Great Valley Writing Project, MVP, technology integration and textbook adoption trainings, as well as, trainings offered through the district professional development plan and the Stanislaus County Office of Education. Teachers also work in course level collaboration meetings to analyze student data, create action plans and discuss, model and observe best practices. Classified staff attend trainings as well in topics like AVID strategies, ARMS, Campus Security Training, and Autism Strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District provides BTSA coaches for new teachers. These coaches attend professional development workshops taught by the BTSA Induction Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. An instructional coach provides instructional assistance and support for teachers. They support site teachers by assisting in Direct Instruction, observing, offering model lessons, and providing feedback on best practices, providing professional development in Common Core State Standards, ELD strategies, and technology.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers in every department have monthly department and/or course level meetings weekly during which they review benchmark assessments, analyze results, plan re-teaching activities and examine the progress of target students. Every teacher is encouraged to constantly analyzing data, design intervention strategies and work collaboratively with peers to find ways to make the material accessible to all students. With the increase of collaboration time and shift in district focus, departments have been given more opportunities to collaborate within their departments thru the DLT process of running Power Teams at least once a month.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Alignment of curriculum, instruction and materials to content and performance standard is integral practice at Patterson High School. Patterson High's instruction is aligned to the Common Core State Standards and were appropriate, the California State Standards. Teachers work in content areas to align instructional units to standards, and fill in areas where standards are not thoroughly addressed within the provided materials. They also collaborate to identify student performance in relation to the standard and to what degree proficiency will be reached. For the last two summers, most departments continued with taking advantage of the additional collaboration time to work on integration of the CCSS into the pacing calendars as well as to adjust course alignments to the new A-G /College Board requirements. Special Education teachers were also provided collaboration time in the summer to review student IEP's and facilitate movement in the process of modifying IEP goals to reflect work towards core standard skills.

Instructional materials which have been adopted by the District are reviewed by District curriculum committees and undergo scrutiny to analyze the degree of alignment between materials and standards. All teachers use state standards textbooks & supplementary materials, Common Core State Standards/California content standards, grade level expectations, the district pacing calendars and blueprints to backward plan, prepare for weekly lesson plans and guide instruction in Language Arts, Math, Science, Social Science and ELD throughout the year. -

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our school follows the California and Patterson Unified recommended instructional minutes. Please refer to SARC/Instructional Minutes for more detailed information.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule includes limited flexibility to provide interventions for English Learners, Students with Special Needs, and other struggling students. Patterson High School offers English Learners classes like English Language Development (ELD) classes, levels one and two, as well as, supported services in the content areas of Math, English, and where possible in Science and History-Social Sciences. Students with special needs are offered Study Skills at each grade level and Special Day Classes in each core subject. An intervention "studies" class was piloted last year for struggling students who need the extra support in academic areas. The class returned this year due to it's success with moving students thru graduation requirements like PREP project as well as completion of courses. The addition in the 2015-16 year of two full-day para professional positions created more support for targeted populations in Science and History-Social Science courses with the intent to provide additional support to students in class under the direction of the teacher (i.e.- small group, pull-out, translation assistance, study skill development, content understanding development, technology skill development). Students and teachers in the affected classes reported increased success and progression of the targeted students thru the coursework and the two positions have continued since.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

As of September 2017, all students had access to standards-based instructional materials and texts in all core classes through either hardcopy, digital text or both. Textbook inventories are kept via the software program Destiny. A portion of the site's Local Control Funding Formula (LCFF) is designated each year for replacement of worn and damaged texts as well as growth so that materials students use in the classroom are of acceptable physical quality. PHS continues to grow course offerings and material access for students, increasing availability of instruments, supplemental materials and new texts for new courses as needed. In the last two years, 29 new courses have been realigned and approved for A-G status. Since 2016-17, there has been a targeted focus on increasing instructional materials for CTE, Mathematics and Science.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Please also refer to SARC/Curriculum and Instruction/Textbooks for more detailed information. All students at Patterson High School use standards-based instructional materials in all subject areas. A description of our Core and Elective Program standards based materials and instructional minutes include:

CORE:

- Math: Houghton Mifflin - 60 minutes daily all courses.
- Language Arts: StudySync- 60 minutes daily in all grade levels.
- Science: Adoption in Progress
- Social Studies: McDougal, Holt, and McGraw-Hill – 60 minutes daily for all Grades 10-12.
- ELD: StudySync– 120 minutes daily for all students enrolled in ELD courses.
- Physical Education – 60 minutes daily for 9th and 10th graders.

ELECTIVES:

- Foreign Language - Glencoe
- Agriculture - Delmar, Pearson, Holt, Glencoe
- Business - Academic Innovations, South-Western, Glencoe
- Careers & Technology - Glencoe, MHI
- Auto (Industrial Technology) - Glencoe, Rolling Hills, Goodheart Willcox
- SPED: Adult Guidance Service (AGS)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide universal access through small group instruction. During ELD, students are grouped by instructional level, assessed every semester and regrouped appropriately. Teachers regularly examine student work samples and data at course and department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The SST process is used to identify and monitor students at risk. All interventions are agreed upon and implemented by the counselor and teacher's in collaboration with the student's family.

Patterson High School also provides a process to meet student individual needs through the Care Team. Referrals can be made students, parents and staff to recommend students who are not meeting grade level standards, discipline issues, truancy, and other issues to Care Team Committee. Care Team reviews and creates an educational plan to improve student performance and success. The plan is monitored by the counselor and revisited to monitor progress or identify a need for a more aggressive intervention. Care Team consists of AP of Discipline, Counselors, Attendance Clerk, Discipline Secretary, Independent Study Teacher, Program Specialist and Alternative Education Administrator. Another intervention is the Graduation Intervention Team. It was created to target and support seniors who are not on track to graduate. This team meets with seniors to discuss options and pathways to reach graduation throughout the year.

Because students can benefit from additional instruction and "time to study", Patterson High School uses other resources available to assist these students such as tutoring offered through a modified after school program. Tutoring is staffed by credentialed teachers, paraprofessionals, and support staff. We offer tutoring in every department through our after school tutoring program, including early sessions before school from 7:00-7:45 AM and after school sessions from 3 to 4:30 PM. In cooperation with elementary sites, we were able to provide busing for students who need this service to get home after school. We also offer mental health services during school daily which is done on referral basis. In addition to these services offered, we utilizes the tech labs to provide credit recovery on Saturdays via Cyberhigh and in cooperation with the City of Patterson are able to opens athletic facilities to students and community members in evenings, mornings and weekends.

Lastly, Patterson High School has maintained four academic counselors and one college and career counselor since the 14-15 school year, has an active AVID program fully integrated into the school program with two sections per grade level part of the master schedule and is expanding the college growing mentality throughout the campus through the use of a No Excuses Team approach with an emphasis on developing a schoolwide college going mindset.

Evidence-based educational practices to raise student achievement

All teachers at Patterson High School have been trained in several research-based educational practices to raise student achievement. All beginning teachers are trained in SchoolCity, AVID instructional Strategies, Writing and ELD strategies. All English teachers have been trained in Expository Reading and Writing Course (ERWC), and incorporate ERWC modules in grades nine through twelve, to help prepare students for college and career readiness. All AVID teachers have been fully trained in AVID strategies and share these strategies with all staff during staff and collaboration meetings. Lastly, all math teachers teaching the Integrated Math Curriculum through the Houghton Mifflin and all English/ELD teachers teaching StudySync were offered off-site training in the curriculum and are receiving intensive training with consultant support in curriculum programming and lesson studies in the respective new curriculum to broaden teacher understanding and how the lessons look in a contemporary classroom.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District, community, family and school resources available to assist underachieving students include:

- School Nurse
- Student Assistant Specialist (Center for Human Services)
- Resource Teachers
- English Learner and Accountability TOSA
- Migrant tutors
- Instructional aides
- After school tutoring
- Freshmen Focus
- No Excuses University program
- College and Career Center
- College and Career Counselor
- Student Study Team
- Graduation Intervention Team
- CARE Team
- School Attendance Review Team
- Ambassadors
- Behavioral Health Resource Center - Teen Center

Our school communicates with parents through:

- Parent informational meetings and visitations
- Parent Teacher Conferences
- College and Career Night
- Advanced Placement Parent Orientation
- Financial Aid workshops
- 9th Grade Orientation Night
- Senior Meeting Nights
- Financial Aid Parent Training/Nights
- Parent Square
- School Site Council
- DELAC
- ELAC
- School Newsletter
- Twitter
- Facebook
- Instagram
- District Advisory Council
- College Awareness Nights
- PHS Website
- Naviance
- Peachjar
- Life of a Tiger Code Nights

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Patterson High School continues to focus on increasing parent involvement. Our staff welcomes parents and family members to visit our classrooms and library to see instruction. Parent involvement is encouraged through parent nights, such as Open House and information nights as well as classroom activities.

Patterson High School encourages and provides a great deal of leadership opportunities to its parent community. This includes participation in the School Site Council, English Learner Advisory Council, Parenting Partners, Boosters Clubs and/or other site/district advisory groups. Through participation in these groups, parents can provide input and approval to school planning and use of funds for student support, particularly for under-performing students. They may also request parent training's in order to best support their children within the educational system. The Site Council members include a representative to the ELAC Committee and the council is encouraged to visit classrooms during the year and meet with staff to view evidence of and progress towards the implementation of school-wide objectives. Parent participation in school improvement efforts and in our accountability system is evolving. Parents are frequently reminded that students are expected to demonstrate achievement of knowledge and skills on school, district, and state performance standards through various communication methods such as course syllabi's, handbooks, course catalogs, and other forms of parent communication. Parent communication is critical in understanding student needs, as well as, progress being made to address those needs. Parents are notified and invited annually to a Title 1 meeting where they are informed about the progress of their students, services for students who are performing below grade level and training's available for parents so that they can assist their children at home, and support their progress at school. Parents of AP students, likewise, have an annual opportunity to give input in the development of the school plan affecting their children through the annual parent orientation meeting held each spring.

Patterson High School participates in the task of surveying parents every year for their perceptions about many aspects of the school and district. These include student programs, teacher qualifications, availability of interventions for students working below grade level, quality of and availability of parent training's, quality of school leadership, school to home communications, technology access and usability and opportunities for meaningful input into the development of school wide planning. This data is tabulated and shared with both staff and the community, and then incorporated into future planning.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I

Patterson High is identified as a schoolwide Title 1. Services for students include tutoring before and after school, access to additional mathematics and/or English support classes, and/or intervention class, depending on the level of instruction most needed by the student. Finally, the school includes opportunities for planning, as well as parent education so that Title 1 identified families may be empowered to assist their students.

Migrant

Migrant Education services are coordinated within the school so that qualifying students can access core curriculum and be offered strategies which help them meet their specific academic and language needs. The school plan supports high-quality and comprehensive educational programs for migratory students to help reduce the educational disruption and other problems that result from repeated moves. Additionally, migratory students are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner and allow them full and appropriate opportunities to meet the same challenging state academic content and achievement standards that all students are expected to meet. Intervention programs such as Upward Bound and TRIO exist at the school and are designed to help migratory students overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to make a successful transition to postsecondary education or employment. Students, under the Migrant Education Program guidelines for the County, are also offered additional services in the summer, and have access to dental and medical assistance, if needed. One part-time bilingual aide is provided through this funding source. This paraprofessional works in small groups with Migrant students before and after school, as well as during lunches. Migrant services are outlined in the Yearly Service Agreement and are updated at the District level annually. Each year the District School Site Council and the District English Learner Advisory Council meet to review this plan before submission to the Governing Board.

English Learner

Title III and LCFF funding support all English Learner services and support personnel. Personnel include an English Language Learner Coach (TOSA), paraprofessionals and ELD instructors. English Learners, who score Levels 1-3 on the CELDT, those not meeting benchmarks are given high priority for specific services. Students with limited proficiency in English are provided extra support in Mathematics, English, sciences, and History-Social Sciences. Students receive language support in these classrooms in one or more subject areas by teachers with appropriate language authorizations. EL students in English-Only Mainstream classrooms have daily English Language Development (ELD) imbedded into their instruction and have access to Specially Designed Academic Instruction in English (SDAIE) core subject classes in order to access content area instruction. All students are annually assessed through the CELDT exam, and can be re-designated as they meet district required criteria and as they demonstrate academic proficiency in core subject areas. Parents of English Learners have the right to participate in the site's ELAC Parent Advisory Committee to review the planning, instructional delivery, and assessment and progress of their children. This group meets monthly, six to seven months of the school year, to plan and monitor programming for our EL students, as well as to be trained in ways to assist their children to be academically and linguistically successful at school.

Special Education (SDC, LH, & SH)

The Resource Specialist program (RS), Special Day program (SDC), Severely Handicapped program (SH), Speech and Language program, and Adaptive Physical Education program are among the special education programs and services offered for eligible students at Patterson High School. Programs and services are designed for students based on need. Students are referred for

special education placement through assessments, Student Study Team (SST) meetings, 504 plan meetings, parent referral, or through agencies with the county SELPA. Once enrolled, each student's specific needs are documented and annually reviewed through an Individual Education Plan (IEP). The service providers then use a variety of methods and settings including mainstreaming and consultation to assist students using the criterion of "least restrictive environment" to meet State content standards for their respective grade level.

Resource teachers and paraprofessionals travel among classes helping students while core instruction comes from highly qualified content specific teachers. The program is showing success in that students are now accessing grade-level and age appropriate materials while Resource specialists are specializing and helping students overcome their respective difficulties. Resource teachers continue to target services for students who are in need of special education services, but who can be served best within the regular education program. At all times, individualized student goals are being aligned with core curriculum and State standards. A variety of strategies are utilized, usually in small group settings, to develop mastery in targeted areas. Such strategies include direct instruction, use of materials which target the students' area of weakness, modification of instruction in the regular classroom program, and collaboration between Resource teacher and the regular classroom teacher about instructional approaches and/or materials.

TUPE

When Tobacco Use Prevention Education is available it supports educational programming and activities that teach students to build a positive lifestyle by making healthy, drug and tobacco-free, choices. Red Ribbon Week is a week long event where students learn about the harmful effects of tobacco and drugs. They participate in role-playing and other events that give them the necessary tools to make smart and healthy choices. Other events such as Great American Smokeout (nationally celebrated day to quit smoking), Throw the Chew (nationally celebrated day to quit chewing tobacco), and Kick Butts Day (students aim to get tobacco companies to stop targeting them) are all planned activities where all students can participate. When Safe and Drug Free Schools funding is available it allows students to focus on educational activities, teaching them anti-violence behaviors and resiliency. Funding supplements costs for student assistant specialists through Center for Human Services, student mediator services and other safe playground programs.

Fiscal support (EPC)

Fiscal support increased at the the start of the 2021-2022 school year comparative to the the 2020-21 school year due to the implementation of the Local Control Funding Formula (LCFF). For 2021-2022, Patterson is currently expecting to receive \$358,778. It has also been limited to just two funding sources with the absorption of GATE into LCFF which is a change from last year when it was spread over three different funding resources.

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

ELAC
Back to School Night Presentation
SSC

Resource Inequities

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

none

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.29%	0.5%	0.3%	5	9	6
African American	5.98%	5.73%	5.0%	103	103	89
Asian	2.84%	3.06%	2.7%	49	55	49
Filipino	1.92%	2.56%	2.2%	33	46	40
Hispanic/Latino	73.24%	74.26%	76.2%	1,262	1,336	1,362
Pacific Islander	1.51%	1.95%	2.0%	26	35	35
White	12.13%	10.06%	9.8%	209	181	176
Multiple/No Response	%	0.83%	1.1%		19	19
	Total Enrollment			1,723	1,799	1,788

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	462	515	500
Grade 10	468	465	491
Grade 11	432	431	404
Grade 12	361	388	393
Total Enrollment	1,723	1,799	1,788

Conclusions based on this data:

1. Enrollment has increased over the last three years.
2. Based on the number of graduating seniors, our retention rate has improved over the past year. Credit recovery programs have allowed students to remain on track for graduation.
3. Our student sub-groups have increased in parallel with our overall growth.

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	375	409	443	21.8%	22.7%	24.8%
Fluent English Proficient (FEP)	604	637	590	35.1%	35.4%	33.0%
Reclassified Fluent English Proficient (RFEP)	21	30	30	6.0%	8.0%	7.3%

Conclusions based on this data:

1. Although our percentages have stayed relatively the same, our overall number of EL enrollment has increased along with student enrollment.
2. Our FEP students have increased a great deal and make up the bulk of our EL population.

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			% of Enrolled 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
Grade 11	362	373	386	359	366	236	358	366	236	99.2	98.1	61.1
All Grades	362	373	386	359	366	236	358	366	236	99.2	98.1	61.1

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			% Standard Met			% Standard Nearly			% Standard Not		
	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	2544.	2569.	2625.	9.50	18.03	30.08	27.65	30.87	38.14	32.68	25.41	21.61	30.17	25.68	10.17
All Grades	N/A	N/A	N/A	9.50	18.03	30.08	27.65	30.87	38.14	32.68	25.41	21.61	30.17	25.68	10.17

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	18.99	21.86	30.51	48.88	49.18	60.17	32.12	28.96	9.32
All Grades	18.99	21.86	30.51	48.88	49.18	60.17	32.12	28.96	9.32

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	16.76	26.23	34.32	45.25	46.17	53.39	37.99	27.60	12.29
All Grades	16.76	26.23	34.32	45.25	46.17	53.39	37.99	27.60	12.29

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	12.01	16.39	15.25	65.36	63.93	76.69	22.63	19.67	8.05
All Grades	12.01	16.39	15.25	65.36	63.93	76.69	22.63	19.67	8.05

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	18.72	21.58	31.36	49.44	54.10	61.86	31.84	24.32	6.78
All Grades	18.72	21.58	31.36	49.44	54.10	61.86	31.84	24.32	6.78

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. Review of the data shows an increase of over 10% of the students who meet standards.
2. Implementation of iReady assessments will help to increase the number of students who meet standards.

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			% of Enrolled 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
Grade 11	362	373	386	361	365	229	361	365	229	99.7	97.9	59.3
All Grades	362	373	386	361	365	229	361	365	229	99.7	97.9	59.3

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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	2523.	2514.	2537.	2.22	2.47	7.42	16.07	15.34	14.41	25.48	24.66	24.89	56.23	57.53	53.28
All Grades	N/A	N/A	N/A	2.22	2.47	7.42	16.07	15.34	14.41	25.48	24.66	24.89	56.23	57.53	53.28

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	8.03	8.77	10.48	27.70	24.11	34.93	64.27	67.12	54.59
All Grades	8.03	8.77	10.48	27.70	24.11	34.93	64.27	67.12	54.59

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	5.54	5.75	7.42	43.49	43.01	70.31	50.97	51.23	22.27
All Grades	5.54	5.75	7.42	43.49	43.01	70.31	50.97	51.23	22.27

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	6.65	6.03	10.48	50.97	52.05	69.00	42.38	41.92	20.52
All Grades	6.65	6.03	10.48	50.97	52.05	69.00	42.38	41.92	20.52

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. Review of the data shows a slight decrease in the number of students who meet standards.
2. Review of the data indicates there is a need to examine our approach to teaching mathematics. Moreover, there is a strong need to refine how we assess students and adjust teaching methods to make sure students are mastering content. Implementation of iReady should help with assessment.

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	1544.5	1537.1	1524.3	1550.6	1539.0	1518.0	1537.9	1534.7	1530.2	102	108	157
10	1543.9	1564.1	1545.6	1541.9	1569.0	1534.2	1545.5	1558.6	1556.5	99	91	110
11	1539.8	1537.3	1529.8	1537.1	1532.9	1518.7	1542.0	1541.1	1540.4	46	64	80
12	1555.2	1528.7	1539.7	1560.6	1527.5	1532.3	1549.2	1529.2	1546.6	55	46	52
All Grades										302	309	399

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	36.27	14.81	10.83	28.43	37.96	33.76	18.63	27.78	34.39	16.67	19.44	21.02	102	108	157
10	36.36	32.97	20.91	23.23	30.77	30.00	19.19	19.78	27.27	21.21	16.48	21.82	99	91	110
11	*	10.94	7.50	43.48	34.38	30.00	23.91	34.38	40.00	*	20.31	22.50	46	64	80
12	30.91	13.04	19.23	36.36	30.43	30.77	21.82	28.26	25.00	*	28.26	25.00	55	46	52
All Grades	32.45	19.09	14.04	30.46	33.98	31.58	20.20	26.86	32.33	16.89	20.06	22.06	302	309	399

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	51.96	38.89	24.20	25.49	27.78	30.57	10.78	17.59	29.30	11.76	15.74	15.92	102	108	157
10	51.52	49.45	29.09	23.23	19.78	31.82	11.11	16.48	20.91	14.14	14.29	18.18	99	91	110
11	50.00	25.00	16.25	30.43	39.06	50.00	*	17.19	17.50	*	18.75	16.25	46	64	80
12	60.00	28.26	32.69	30.91	28.26	30.77	*	28.26	19.23	*	15.22	17.31	55	46	52
All Grades	52.98	37.54	25.06	26.49	27.83	34.84	8.94	18.77	23.31	11.59	15.86	16.79	302	309	399

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	*	0.93	5.10	35.29	21.30	22.29	19.61	47.22	35.03	37.25	30.56	37.58	102	108	157
10	12.12	9.89	13.64	35.35	34.07	25.45	12.12	28.57	29.09	40.40	27.47	31.82	99	91	110
11	*	3.13	1.25	*	12.50	16.25	34.78	43.75	43.75	36.96	40.63	38.75	46	64	80
12	*	2.17	5.77	30.91	15.22	25.00	32.73	41.30	30.77	30.91	41.30	38.46	55	46	52
All Grades	8.61	4.21	6.77	32.45	22.33	22.31	21.85	40.13	34.59	37.09	33.33	36.34	302	309	399

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	42.16	3.70	7.69	41.18	73.15	59.62	16.67	23.15	32.69	102	108	156
10	35.35	12.09	9.09	42.42	63.74	67.27	22.22	24.18	23.64	99	91	110
11	26.09	1.56	3.75	56.52	62.50	61.25	*	35.94	35.00	46	64	80
12	25.45	0.00	1.92	50.91	54.35	61.54	23.64	45.65	36.54	55	46	52
All Grades	34.44	5.18	6.53	45.70	65.37	62.31	19.87	29.45	31.16	302	309	398

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	62.75	71.30	59.87	25.49	14.81	24.84	11.76	13.89	15.29	102	108	157
10	71.72	72.53	54.55	14.14	13.19	28.18	14.14	14.29	17.27	99	91	110
11	73.91	70.31	63.75	*	12.50	22.50	*	17.19	13.75	46	64	80
12	89.09	65.22	66.67	*	23.91	15.69	*	10.87	17.65	55	46	51
All Grades	72.19	70.55	60.05	17.55	15.21	24.12	10.26	14.24	15.83	302	309	398

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	12.75	5.56	9.55	38.24	54.63	40.76	49.02	39.81	49.68	102	108	157
10	15.15	20.88	21.82	38.38	48.35	36.36	46.46	30.77	41.82	99	91	110
11	*	10.94	3.75	32.61	42.19	45.00	63.04	46.88	51.25	46	64	80
12	*	4.35	7.69	43.64	52.17	44.23	50.91	43.48	48.08	55	46	52
All Grades	10.93	11.00	11.53	38.41	49.84	40.85	50.66	39.16	47.62	302	309	399

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	18.63	2.78	1.92	67.65	74.07	76.92	13.73	23.15	21.15	102	108	156
10	21.21	5.49	1.82	63.64	76.92	76.36	15.15	17.58	21.82	99	91	110
11	30.43	4.69	13.75	63.04	70.31	66.25	*	25.00	20.00	46	64	80
12	30.91	4.35	15.38	60.00	78.26	63.46	*	17.39	21.15	55	46	52
All Grades	23.51	4.21	6.03	64.24	74.76	72.86	12.25	21.04	21.11	302	309	398

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. Overall, student performance on the ELPAC decreased over the last year.

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
1788	70.1	24.8	0.6
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	443	24.8
Foster Youth	11	0.6
Homeless	11	0.6
Socioeconomically Disadvantaged	1253	70.1
Students with Disabilities	298	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	89	5.0
American Indian or Alaska Native	6	0.3
Asian	49	2.7
Filipino	40	2.2
Hispanic	1362	76.2
Two or More Races	19	1.1
Native Hawaiian or Pacific Islander	35	2.0
White	176	9.8

Conclusions based on this data:

1. The review indicates that over 75% of our student population is socioeconomically disadvantaged. Working in conjunction with the school district, students will be provided with resources to help achievement.

2. The data review indicates that over 21% of students are English Learners. Working with the EL coordinator, students will be engaged in continued academic and language enrichment.

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  Yellow	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Orange		
College/Career  Red		

Conclusions based on this data:

1. The data review indicates that the graduation rate has improved.
2. The introduction of the college/career indicator shows that our levels are in the red based on the number of students who meet criteria.

School and Student Performance Data

Academic Performance English Language Arts

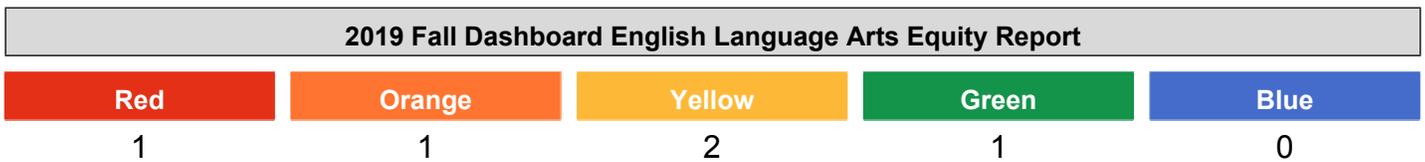
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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		
<p>All Students</p> Yellow 14.3 points below standard Increased Significantly ++22.3 points 364	<p>English Learners</p> Red 125.9 points below standard Declined -4.6 points 83	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Yellow 19.4 points below standard Increased Significantly ++28.7 points 282	<p>Students with Disabilities</p> Orange 122.1 points below standard Increased Significantly ++27 points 48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7 points below standard Increased Significantly ++17.8 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 2.8 points above standard Increased Significantly ++10.2 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.1 points below standard Increased Significantly ++25.8 points 252	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Green 26.8 points above standard Increased Significantly ++18.5 points 47

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
148.5 points below standard Maintained ++2.9 points 57	76.9 points below standard Declined -3.5 points 26	16.9 points above standard Increased Significantly ++33.1 points 157

Conclusions based on this data:

- Overall performance in ELA improved to yellow.

School and Student Performance Data

Academic Performance Mathematics

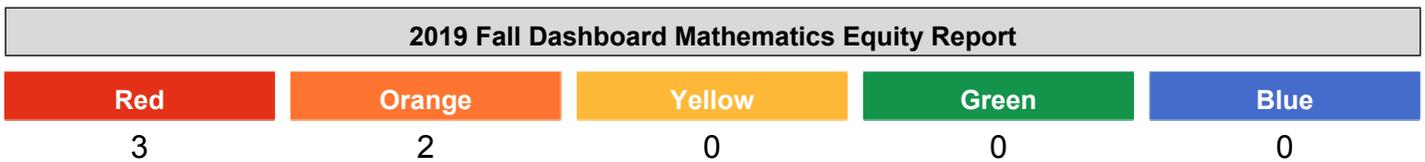
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:



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		
<p>All Students</p> Orange 113.5 points below standard Declined -12.4 points 361	<p>English Learners</p> Red 200.1 points below standard Declined Significantly -15.9 points 82	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Red 119.8 points below standard Declined -8.6 points 280	<p>Students with Disabilities</p> Orange 202.2 points below standard Increased Significantly ++19.1 points 45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 103.1 points below standard Increased ++9.7 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 51.5 points below standard Declined -7 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Red 126.5 points below standard Declined -10.6 points 251	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Orange 76.4 points below standard Declined Significantly -26.5 points 47

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
210.4 points below standard Declined -6 points 56	178.2 points below standard Declined Significantly -26.3 points 26	89.6 points below standard Declined -8.8 points 155

Conclusions based on this data:

1. A review of the dashboard indicates that there was over a 12.4 point decline in overall performance.

School and Student Performance Data

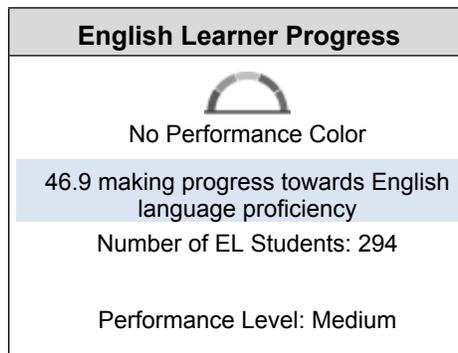
Academic Performance English Learner Progress

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.

2019 Fall Dashboard English Learner Progress Indicator



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

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
22.1	30.9	8.1	38.7

Conclusions based on this data:

1. Based on a review of the data, 38.7% of students increased on level.

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	367	100
African American	17	4.6
American Indian or Alaska Native		
Asian	7	1.9
Filipino	6	1.6
Hispanic	293	79.8
Native Hawaiian or Pacific Islander	5	1.4
White	31	8.4
Two or More Races	7	1.9
English Learners	83	22.6
Socioeconomically Disadvantaged	318	86.6
Students with Disabilities	74	20.2
Foster Youth	3	0.8
Homeless	9	2.5

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	29	7.9
African American	1	5.9
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	22	7.5
Native Hawaiian or Pacific Islander		
White	2	6.5
Two or More Races		
English Learners	2	2.4
Socioeconomically Disadvantaged	25	7.9
Students with Disabilities	0	0
Foster Youth		
Homeless		

* 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		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* 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	57	15.5
African American	1	5.9
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	52	17.7
Native Hawaiian or Pacific Islander		
White	2	6.5
Two or More Races		
English Learners	13	15.7
Socioeconomically Disadvantaged	51	16
Students with Disabilities	11	14.9
Foster Youth		
Homeless		

* 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	92	25.1
African American	6	35.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	70	23.9
Native Hawaiian or Pacific Islander		
White	9	29
Two or More Races		
English Learners	7	8.4
Socioeconomically Disadvantaged	77	24.2
Students with Disabilities	5	6.8
Foster Youth		
Homeless		

* 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	20	5.4
African American	1	5.9
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	16	5.5
Native Hawaiian or Pacific Islander		
White	1	3.2
Two or More Races		
English Learners	2	2.4
Socioeconomically Disadvantaged	18	5.7
Students with Disabilities	1	1.4
Foster Youth		
Homeless		

* 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	8	2.2
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	5	1.7
Native Hawaiian or Pacific Islander		
White	1	3.2
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	7	2.2
Students with Disabilities	4	5.4
Foster Youth		
Homeless		

* 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	6	1.6
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	5	1.7
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	6	1.9
Students with Disabilities	3	4.1
Foster Youth		
Homeless		

* 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	39	10.6
African American	1	5.9
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	37	12.6
Native Hawaiian or Pacific Islander		
White	1	3.2
Two or More Races		
English Learners	2	2.4
Socioeconomically Disadvantaged	38	11.9
Students with Disabilities	1	1.4
Foster Youth		
Homeless		

* 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. Review of the data shows there was a significant decrease in the number of students who were college/career ready.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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.

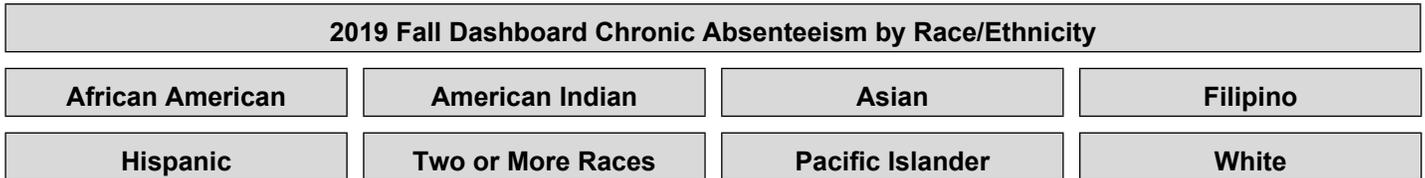
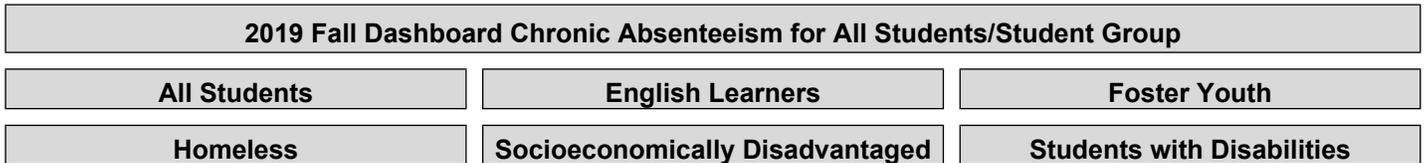
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

- 1.

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	367	344	1	93.7
English Learners	83	71	1	85.5
Foster Youth	3		0	
Homeless	9		0	
Socioeconomically Disadvantaged	318	297	1	93.4
Students with Disabilities	74	64	1	86.5
African American	17	15	0	88.2
American Indian or Alaska Native				
Asian	7		0	
Filipino	6		0	
Hispanic	293	273	1	93.2
Native Hawaiian or Pacific Islander	5		0	
White	31	31	0	100
Two or More Races	7		0	

Conclusions based on this data:

1. Based on a review of the data, overall graduation rate increased by 1.4%.

School and Student Performance Data

Conditions & Climate Suspension Rate

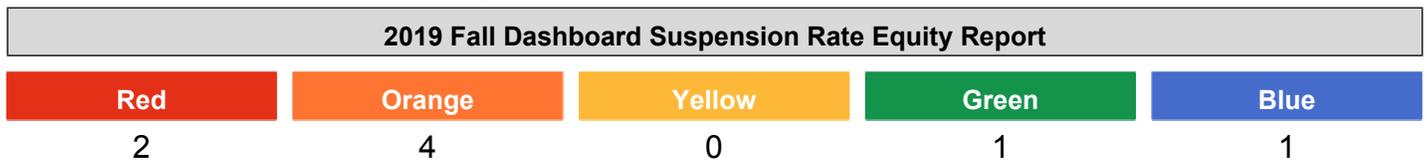
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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		
<p>All Students</p>  Orange 7.9 Increased +1.1 1830	<p>English Learners</p>  Red 12.7 Increased +0.3 401	<p>Foster Youth</p>  No Performance Color 33.3 Increased +20 12
<p>Homeless</p>  No Performance Color 13.3 Increased +9.8 15	<p>Socioeconomically Disadvantaged</p>  Orange 8.9 Increased +1.4 1402	<p>Students with Disabilities</p>  Red 17 Increased Significantly +3.2 265

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 10.3 Declined -2.2 116	 No Performance Color Less than 11 Students - Data 6	 Blue 0 Declined -10.4 50	 No Performance Color 2.9 Increased +2.9 34
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.2 Increased +1.9 1340	 Green 5.3 Declined -6.5 38	 No Performance Color 6.9 Increased +4 29	 Orange 8.3 Increased +1.7 217

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.9	7.9

Conclusions based on this data:

1. Review of the data indicates that overall suspension rates dropped 1% over the last year.
2. While overall suspension rates dropped, the suspensions for Students with Disabilities increased. The incorporation of PBIS Tier I and Tier II will work to combat negative behaviors and drop suspension rates for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English-Language Arts

LEA/LCAP Goal

LCAP Goal #1: PJUSD will prepare students to be college and career ready

Goal 1

School Goal : Increase student English achievement

By September 2022, increase the percent of students proficient and advanced by 3% in English-Language Arts as evidenced on the CAASPP English-Language Arts assessment. PHS has been identified as an ATSI (Additional Targeted Support and Improvement" school due to English Learner Subgroup being placed in the red category on the dashboard for 2 consecutive years.

Identified Need

Improve student achievement in the area of English.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	11th - 49%	11 - 52%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

CABE Conference for ELD Teachers and EL TOSA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	Title I

0001-0999: Unrestricted: Locally Defined
Attending Conference

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide Department Collaboration Time

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Department collaboration for collaboration

3212

Title I
4000-4999: Books And Supplies
Instructional materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide before and after school tutoring and computer lab opportunities for students daily

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
certificated support for after school program

2500

Title I
2000-2999: Classified Personnel Salaries
classified support for after school program

4500

Title I
4000-4999: Books And Supplies
Instructional support materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Instructional strategies training for all teachers through district-led and site-led professional development. Focused on AVID strand for ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Release time for NEU and AVID teams to develop PD for whole staff training on different instructional strategies

2000

Title I
4000-4999: Books And Supplies
Instructional support materials.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide Professional Development on instructional strategies to promote student engagement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Release time for staff PD and curriculum development

2000

Title I
4000-4999: Books And Supplies
Instructional Materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide Curriculum/Programs to enhance written performance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I 5000-5999: Services And Other Operating Expenditures Turnitin.com membership for teachers.
10000	Title I 5000-5999: Services And Other Operating Expenditures No Red Ink and Common Lit Programs
1600	Title I 5000-5999: Services And Other Operating Expenditures Edpuzzle instructional tools.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Need to make sure departments are utilizing funds for peer observation and collaboration time. Additionally, need to schedule PD sessions to implement AVID school wide.

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

Intention is to give departments time to collaborate/observe. Not every department is taking advantage. Difficult to take advantage because of distance learning the availability of substitutes.

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.

Increase percentage of teachers taking advantage of peer observations. Increase number of days departments use for iReady analysis.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

LCAP Goal:
PJUSD will prepare students to be college and career ready

Goal 2

School Goal : Increase A-G eligibility for English Learner students
Increase A-G eligibility for English Learner students. District and site staff will increase student opportunities and success in achieving their post-secondary goals. Increase the number of students who meet A-G requirements for college entry with an emphasis on EL students.

Identified Need

Increase the number of students who meet A-G requirements for college entry with an emphasis on EL students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard English Learner College Career Indicator	8%	12%%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

College Field Trips for EL Students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I

	0001-0999: Unrestricted: Locally Defined College trips to MJC and CSUS
2000	Title I 1000-1999: Certificated Personnel Salaries Release time for teachers.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

AVID Workshops focused on non-Math/ELA strands.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 1000-1999: Certificated Personnel Salaries release time for AVID Team Collaboration
2000	Title I 4000-4999: Books And Supplies Instructional support materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Student/Parent Workshops focused on A-G Requirements and Post Secondary Goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I 1000-1999: Certificated Personnel Salaries Certificated support.
250	Title I 2000-2999: Classified Personnel Salaries Classified support.

500

Title I
2000-2999: Classified Personnel Salaries
Provide childcare during workshops.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide before and after school tutoring and computer lab opportunities for EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5500

Title I
1000-1999: Certificated Personnel Salaries
Certificated support for after school program.

500

Title I
2000-2999: Classified Personnel Salaries
Classified support for after school program.

2500

Title I
4000-4999: Books And Supplies
Instructional support materials.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

META PD

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

Title I
1000-1999: Certificated Personnel Salaries
Cost of conference for attending teachers.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Maintain educational support personnel to support language development instruction in English Development classes as well as to support content acquisition in core academic classes (English and mathematics)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

43998

Title I
2000-2999: Classified Personnel Salaries Support for EL students in supported classes thru a paraprofessional (x2)

43046

Title III Part A: Language Instruction for LEP Students
2000-2999: Classified Personnel Salaries Support for EL students in supported classes thru a paraprofessional (x2)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall, the strategies made an impact on the number of students who completed pathways and were A-G eligible. Increasing from 1.5% to 8%.

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

No available data from 20-21 school year on the dashboard with regards to A-G.

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.

Release time for ELD teachers to learn strategies and implement ELD strategies school wide. Trainings during professional development time on asynchronous Wednesdays. Measured by the percentage of staff members attending trainings.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal:

PJUSD will prepare students to be college and career ready

PJUSD will provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential

Goal 3

School Goal : Increase student mathematical achievement

By September 2022, increase the percent of students proficient and advanced by 3% in Mathematics as evidenced on the CAASPP Mathematics assessment. PHS has been identified as an ATSI (Additional Targeted Support and Improvement" school due to the English Learner and Hispanic Subgroup being placed in the red category on the dashboard for 2 consecutive years.

Identified Need

Increase performance on Math CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP Mathematics Scores	2019 CAASPP Math Met or Above 18.29%	2021 CAASPP Math Met or Above 21%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Collaboration time for ELD Teachers to work with new math teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies Curriculum materials
2500	Title I 4000-4999: Books And Supplies Instructional support materials
7500	Title I 1000-1999: Certificated Personnel Salaries Release time for staff PD and curriculum development and support of Math Leadership Team responsible for guiding district Math practice

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide release time for Math teachers for planning, assessments, and analyzing data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	Title I 1000-1999: Certificated Personnel Salaries Release time for collaboration.
3000	Title I 4000-4999: Books And Supplies Instructional support materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk students and English Learners

Strategy/Activity

Development of a Math Lab.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Title I 4000-4999: Books And Supplies Instructional support materials.
2500	Title I 1000-1999: Certificated Personnel Salaries Certificated support.
2500	Title I 2000-2999: Classified Personnel Salaries Classified support.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AVID workshop focused on Math strands.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 1000-1999: Certificated Personnel Salaries Certificated support/PD development.
2000	Title I 4000-4999: Books And Supplies Instructional support materials.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide release time for teachers for peer observations at least once during the year

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Some staff members used the release time. ELD teachers used release time to focus on strategies and improvements in support for math. Overall math scores improved 1%.

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

Teachers utilizing the release time was not used efficiently.

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.

Communicate the option for release time more effectively in Leadership as well as schedule data digs for Math Department. Applying measurements/metrics to ensure effectiveness of activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Special Education

LEA/LCAP Goal

LEA Goal:

LCAP Goal:

PJUSD will prepare students to be college and career ready

PJUSD will provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential

Goal 4

School Goal : Students with Disabilities

Students with Disabilities are a population at Patterson High that continues to struggle with academic achievement in English and Mathematics. PHS will meet or exceed the Stanislaus county average for at or above proficient on the CAASPP in the area of English and Mathematics for this subgroup. PHS has been identified as an ATSI (Additional Targeted and Improvement) school due to the Special Education Subgroup being placed in the red category on the dashboard for 2 consecutive years in the area of English and Math.

Identified Need

Improve performance of students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021 County CAASPP Scores	County CAASPP scores.	At or above 2020 County CAASPP Scores

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Provide release time for Special Education teachers for planning, assessments, and analyzing data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I 1000-1999: Certificated Personnel Salaries Certificated support/release.
2000	Title I 4000-4999: Books And Supplies Instructional support materials.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Provide professional development for paraprofessionals on how to support at-risk and special education students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified Release of TOSA to observe and provide training to paras in the classroom
0	None Specified None Specified Release time for paras to observe other paras in the classroom

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Expand educational support personnel for at-risk students in core content courses (English, math, history, science)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
46743	Title I 2000-2999: Classified Personnel Salaries support personnel for targeted classes
	None Specified None Specified readjust para schedules to accommodate changes in students schedules at the beginning of each term for maximum coverage

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall there was an improvement in performance but still below the expected outcome.

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

Not enough improvement.

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.

Increasing the success rate of our Special Education population with the implementation of the iReady assessment. Using PD attendance as a metric to measure implementation of teaching strategies. State testing data will be used as a metric to measure success.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parental Involvement

LEA/LCAP Goal

LEA Goal:

LCAP Goal:

PJUSD will cultivate meaningful partnerships with parents, families and community stakeholders in order to support student success in school.

Goal 5

School Goal : Communicate Expectations for Improvement

The district and site administrations and staff will work together to improve their communications efforts using the LCAP and site plan goals to address increasing the success for all students at Patterson High School as a focus resulting in an increase in parent and community volunteers and the opportunities for parents and community to partner with the school to assist student achievement. By June 2022, the School Climate Index Goal will maintain or increase and the School Connectiveness score involving overall supports and engagement by 5%.

Identified Need

PHS will work to improve parental involvement and engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Index Goal	Parent Square/Aeries parental engagement metrics.	5% Increase on 2021-22 School Climate Index

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PIQE

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11000	Title I 5000-5999: Services And Other Operating Expenditures Provide PIQE for parents at PHS.
1500	Title I 4000-4999: Books And Supplies Instructional support materials.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Family Partnerships will be strengthened by offering engagement opportunities throughout the year (ELAC)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 4000-4999: Books And Supplies Instructional support materials.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Monthly parent forum focusing on different topics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 1000-1999: Certificated Personnel Salaries

	Classified support staff.
1000	Title I 4000-4999: Books And Supplies Instructional support materials.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Creation of a Parent Center and Parent/Community Liaison.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I 5000-5999: Services And Other Operating Expenditures Stipend for the created position.
2500	Title I 4000-4999: Books And Supplies Instructional support materials.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Increase on the school climate index was met.

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

Continue to build on positive culture.

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.

Increase awareness with regards to What is Your Plan. Student surveys and use PREP as a metric.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

LCAP Goal:

PJUSD will provide a safe and welcoming environment where students attend and are connected to their schools
PJUSD will provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential

Goal 6

School Goal : School Climate

The district, site administration and staff will measure the effectiveness of the support programs in order to decide which to continue what needs to be added to address the needs of students. Patterson High will continue and expand programs to assist in maintaining a positive learning environment on the campus that are determined to be effective. There will be an increase in the TFI (Total Fidelity Inventory) target for Tier 1 and Tier 2 using the Positive Behavior Intervention Systems program to 70% fidelity by June 2022. PHS has been identified as an ATSI (Additional Targeted Support and Improvement) school due to the Special Education subgroup being placed in the red category on the dashboard for 2 consecutive years in the area of suspensions.

Identified Need

Improve school climate and reduce the number of unduplicated suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey, PBIS TFI	PBIS TFI at 70%.	Increase in 5% in overall positive School Climate as measured by the 2020-21 Healthy Kids Survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Guest speaker focusing on appropriate use of social media.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

Title I
5000-5999: Services And Other Operating Expenditures
Services for guest speaker.

1000

Title I
4000-4999: Books And Supplies
Instructional support materials.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Challenge Day like events for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15000

Title I
5000-5999: Services And Other Operating Expenditures
Estimated cost for the workshop.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Retain Student Assistance Specialists.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

42325

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated salary for SASS.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Creation of a celebration for freshmen who show improvement in GPA throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I
4000-4999: Books And Supplies
Instructional support materials.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Breakout EDU program for skill building/team building activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Program and subscription costs.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Development of Principal's Council consisting of representatives from school clubs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title I
4000-4999: Books And Supplies
Instructional support materials.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Check In Check Out (CICO)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4500

Title I
1000-1999: Certificated Personnel Salaries
Certificated support staff.

4500

Title I
2000-2999: Classified Personnel Salaries
Classified support staff.

3000

Title I
4000-4999: Books And Supplies
Instructional support materials.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Campus Club Awareness

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12500

Source(s)

Title I

5000-5999: Services And Other Operating Expenditures
signs and hardware to hang on buildings making students aware of campus clubs and activities.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Library/Student Center

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

4000-4999: Books And Supplies
Overhauling current library and transforming into a student center.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

PBIS Tier I and Tier II levels were met

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

None

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.

Changes to increase effectiveness to Tier II with regards to CICO and other aspects of the program. Graduate 50% of students from our CICO program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College/Career Ready

LEA/LCAP Goal

PJUSD will prepare students to be college and career ready.

Goal 7

Increase the number of students who are college and career ready by 10% with an emphasis on the underperforming subgroups. PHS has been identified as an ATSI (Additional Targeted Support and Improvement) school due to the English Learner Subgroup being placed in the red category on the dashboard for 2 consecutive years.

Identified Need

Improve the number of students who are college/career ready as indicated on the CA dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	25%	30%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide professional development for CTE Department focused on English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Release time and training.

1400

Title I
4000-4999: Books And Supplies
Instructional support materials.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Creation of a Student Graduation Profile

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Creating and implementing of digital graduation
profile.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$401,824.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$358,778.00
Title III Part A: Language Instruction for LEP Students	\$43,046.00

Subtotal of additional federal funds included for this school: \$401,824.00

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

State or Local Programs	Allocation (\$)
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$401,824.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	394865	36,087.00
Title III Part A: Language Instruction for LEP Students	43,046	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	358,778.00
Title III Part A: Language Instruction for LEP Students	43,046.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	17,000.00
1000-1999: Certificated Personnel Salaries	104,075.00
2000-2999: Classified Personnel Salaries	144,537.00
4000-4999: Books And Supplies	53,612.00
5000-5999: Services And Other Operating Expenditures	82,600.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	Title I	17,000.00
1000-1999: Certificated Personnel Salaries	Title I	104,075.00

2000-2999: Classified Personnel Salaries	Title I	101,491.00
4000-4999: Books And Supplies	Title I	53,612.00
5000-5999: Services And Other Operating Expenditures	Title I	82,600.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	43,046.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,812.00
Goal 2	114,544.00
Goal 3	35,000.00
Goal 4	53,743.00
Goal 5	23,000.00
Goal 6	100,825.00
Goal 7	12,900.00

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

Name of Members	Role
Dave Smith	Principal
Lucy Borba	Classroom Teacher
Jayne Lobao	Classroom Teacher Other School Staff
Valerie Jamieson	Classroom Teacher
Francisca Sanchez	Parent or Community Member
Alixandra Williams	Parent or Community Member
Mirium Balumbo	Secondary Student
Vanessa Villegas	Parent or Community Member
Pastora Caral	Parent or Community Member
Adolfo Virgen	Secondary Student
Evelyn Mata Hernandez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Other: School Site Council

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 February 28, 2022.

Attested:



Principal, Dave Smith on 2/24/21
SSC Chairperson, Marlene Leal on 2/24/21

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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