

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	January 30, 2024	February 5, 2024

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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 completed in 2023.

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.

PLUS survey data is also used to measure campus climate. PLUS students survey the majority of PHS students and share outcomes with students and staff. Additionally, PLUS students design and implement action plans based on the data.

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 23-24 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.

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.

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

As of September 2023, 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. 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 7:45-8:15 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 Edmentum.

Lastly, Patterson High School has maintained four academic counselors and one college and career counselor and, 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
- 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
- 8th 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.60%	0.58%	6	11	11
African American	5.0%	5.58%	5.93%	89	102	112
Asian	2.7%	3.66%	3.39%	49	67	64
Filipino	2.2%	2.19%	1.91%	40	40	36
Hispanic/Latino	76.2%	75.07%	75.37%	1,362	1,373	1423
Pacific Islander	2.0%	1.69%	1.59%	35	31	30
White	9.8%	9.29%	9.27%	176	170	175
Multiple/No Response	1.1%	1.09%	0.85%	19	20	16
Total Enrollment				1,788	1,829	1888

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	500	470	514
Grade 10	491	513	486
Grade 11	404	468	471
Grade 12	393	378	417
Total Enrollment	1,788	1,829	1,888

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	443	482	530	24.8%	26.4%	28.1%
Fluent English Proficient (FEP)	590	571	574	33.0%	31.2%	30.4%
Reclassified Fluent English Proficient (RFEP)	16			3.6%		

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	386	409	418	236	347	401	236	347	401	61.1	84.8	95.9
All Grades	386	409	418	236	347	401	236	347	401	61.1	84.8	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2625.	2595.	2580.	30.08	21.90	18.45	38.14	32.56	33.42	21.61	29.68	26.18	10.17	15.85	21.95
All Grades	N/A	N/A	N/A	30.08	21.90	18.45	38.14	32.56	33.42	21.61	29.68	26.18	10.17	15.85	21.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	30.51	23.34	21.95	60.17	57.93	60.60	9.32	18.73	17.46
All Grades	30.51	23.34	21.95	60.17	57.93	60.60	9.32	18.73	17.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	34.32	25.94	21.20	53.39	55.62	52.37	12.29	18.44	26.43
All Grades	34.32	25.94	21.20	53.39	55.62	52.37	12.29	18.44	26.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	15.25	13.83	9.23	76.69	76.66	78.05	8.05	9.51	12.72
All Grades	15.25	13.83	9.23	76.69	76.66	78.05	8.05	9.51	12.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	31.36	20.46	17.71	61.86	67.15	69.33	6.78	12.39	12.97
All Grades	31.36	20.46	17.71	61.86	67.15	69.33	6.78	12.39	12.97

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	386	408	418	229	349	400	229	349	400	59.3	85.5	95.7
All Grades	386	408	418	229	349	400	229	349	400	59.3	85.5	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2537.	2517.	2503.	7.42	3.44	2.75	14.41	10.32	11.75	24.89	25.21	22.50	53.28	61.03	63.00
All Grades	N/A	N/A	N/A	7.42	3.44	2.75	14.41	10.32	11.75	24.89	25.21	22.50	53.28	61.03	63.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.48	3.72	5.75	34.93	39.54	32.75	54.59	56.73	61.50
All Grades	10.48	3.72	5.75	34.93	39.54	32.75	54.59	56.73	61.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.42	4.01	3.75	70.31	60.74	60.50	22.27	35.24	35.75
All Grades	7.42	4.01	3.75	70.31	60.74	60.50	22.27	35.24	35.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.48	4.30	2.75	69.00	66.76	64.25	20.52	28.94	33.00
All Grades	10.48	4.30	2.75	69.00	66.76	64.25	20.52	28.94	33.00

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1524.3	1523.6	1536.2	1518.0	1515.2	1537.7	1530.2	1531.5	1534.2	157	119	157
10	1545.6	1549.6	1545.5	1534.2	1550.1	1543.2	1556.5	1548.6	1547.3	110	149	117
11	1529.8	1548.8	1559.7	1518.7	1542.0	1561.1	1540.4	1555.2	1557.7	80	103	121
12	1539.7	1550.8	1563.4	1532.3	1545.0	1567.0	1546.6	1556.2	1559.2	52	72	69
All Grades										399	443	464

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.83	5.88	14.65	33.76	32.77	31.21	34.39	35.29	28.66	21.02	26.05	25.48	157	119	157
10	20.91	16.78	16.24	30.00	35.57	35.04	27.27	32.21	29.91	21.82	15.44	18.80	110	149	117
11	7.50	16.50	21.49	30.00	30.10	36.36	40.00	32.04	24.79	22.50	21.36	17.36	80	103	121
12	19.23	18.06	24.64	30.77	34.72	24.64	25.00	27.78	27.54	25.00	19.44	23.19	52	72	69
All Grades	14.04	14.00	18.32	31.58	33.41	32.54	32.33	32.28	27.80	22.06	20.32	21.34	399	443	464

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	24.20	16.81	27.39	30.57	40.34	33.76	29.30	21.85	22.29	15.92	21.01	16.56	157	119	157
10	29.09	26.85	27.35	31.82	45.64	38.46	20.91	16.78	18.80	18.18	10.74	15.38	110	149	117
11	16.25	27.18	34.71	50.00	39.81	36.36	17.50	12.62	15.70	16.25	20.39	13.22	80	103	121
12	32.69	29.17	34.78	30.77	47.22	34.78	19.23	6.94	8.70	17.31	16.67	21.74	52	72	69
All Grades	25.06	24.60	30.39	34.84	43.12	35.78	23.31	15.58	17.67	16.79	16.70	16.16	399	443	464

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.10	0.84	5.10	22.29	20.17	19.11	35.03	45.38	38.22	37.58	33.61	37.58	157	119	157
10	13.64	6.71	4.27	25.45	25.50	20.51	29.09	38.93	46.15	31.82	28.86	29.06	110	149	117
11	1.25	5.83	4.13	16.25	20.39	27.27	43.75	45.63	38.84	38.75	28.16	29.75	80	103	121
12	5.77	8.33	7.25	25.00	18.06	21.74	30.77	43.06	36.23	38.46	30.56	34.78	52	72	69
All Grades	6.77	5.19	4.96	22.31	21.67	21.98	34.59	42.89	40.09	36.34	30.25	32.97	399	443	464

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.69	0.84	8.92	59.62	71.43	63.06	32.69	27.73	28.03	156	119	157
10	9.09	5.37	8.55	67.27	75.84	69.23	23.64	18.79	22.22	110	149	117
11	3.75	4.85	8.26	61.25	62.14	65.29	35.00	33.01	26.45	80	103	121
12	1.92	4.17	10.14	61.54	63.89	59.42	36.54	31.94	30.43	52	72	69
All Grades	6.53	3.84	8.84	62.31	69.53	64.66	31.16	26.64	26.51	398	443	464

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	59.87	61.34	68.79	24.84	21.85	19.11	15.29	16.81	12.10	157	119	157
10	54.55	72.48	74.14	28.18	18.79	13.79	17.27	8.72	12.07	110	149	116
11	63.75	66.99	68.60	22.50	15.53	20.66	13.75	17.48	10.74	80	103	121
12	66.67	75.00	66.67	15.69	9.72	18.84	17.65	15.28	14.49	51	72	69
All Grades	60.05	68.62	69.76	24.12	17.38	18.14	15.83	14.00	12.10	398	443	463

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.55	4.20	11.46	40.76	42.02	39.49	49.68	53.78	49.04	157	119	157
10	21.82	14.09	11.11	36.36	41.61	49.57	41.82	44.30	39.32	110	149	117
11	3.75	8.74	8.26	45.00	48.54	47.93	51.25	42.72	43.80	80	103	121
12	7.69	12.50	7.25	44.23	47.22	49.28	48.08	40.28	43.48	52	72	69
All Grades	11.53	9.93	9.91	40.85	44.24	45.69	47.62	45.82	44.40	399	443	464

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.92	0.84	1.91	76.92	71.43	68.79	21.15	27.73	29.30	156	119	157
10	1.82	2.01	3.42	76.36	75.84	79.49	21.82	22.15	17.09	110	149	117
11	13.75	12.62	11.57	66.25	65.05	75.21	20.00	22.33	13.22	80	103	121
12	15.38	6.94	18.84	63.46	72.22	59.42	21.15	20.83	21.74	52	72	69
All Grades	6.03	4.97	7.33	72.86	71.56	71.77	21.11	23.48	20.91	398	443	464

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1888	71.2	28.1	0.3
Total Number of Students enrolled in Patterson High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	530	28.1
Foster Youth	6	0.3
Homeless	29	1.5
Socioeconomically Disadvantaged	1344	71.2
Students with Disabilities	325	17.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	112	5.9
American Indian	11	0.6
Asian	64	3.4
Filipino	36	1.9
Hispanic	1423	75.4
Two or More Races	16	0.8
Pacific Islander	30	1.6
White	175	9.3

Conclusions based on this data:

- 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

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Yellow	Suspension Rate  Yellow
Mathematics  Orange	Chronic Absenteeism  No Performance Color	
English Learner Progress  Orange		
College/Career Low		

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

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

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

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



This section provides number of student groups in each level.

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

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 1.1 points below standard Increased +12.2 points 391 Students	 Orange 74.3 points below standard Increased Significantly +43.6 points 122 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	 Yellow 18.7 points below standard Increased +9.6 points 277 Students	 Orange 150.2 points below standard Increased Significantly +23 points 66 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
27.9 points above standard Increased Significantly +34.5 points 19 Students	Less than 11 Students 1 Student	12.5 points below standard Decreased Significantly - 42.6 points 13 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.4 points below standard Increased +14.9 points 296 Students	Less than 11 Students 2 Students	Less than 11 Students 7 Students	 Blue 58.4 points above standard Increased Significantly +35.3 points 37 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.3 points below standard Increased Significantly +39.5 points 107 Students	17.6 points below standard Increased Significantly +83.5 points 15 Students	21.1 points above standard Increased +8.7 points 162 Students

Conclusions based on this data:

- Overall performance in ELA improved to yellow.

School and Student Performance Data

Academic Performance Mathematics

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

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	1	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 120 points below standard Increased +9.4 points 387 Students	 Orange 176.3 points below standard Increased Significantly +30.1 points 121 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 3 Students	 Orange 137.9 points below standard Increased +4.1 points 275 Students	 Red 229.6 points below standard Decreased Significantly -38.3 points 66 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
97.7 points below standard Increased Significantly +44.9 points 18 Students	Less than 11 Students 1 Student	115 points below standard Decreased Significantly - 17.6 points 13 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 135.9 points below standard Maintained +2.2 points 293 Students	Less than 11 Students 2 Students	Less than 11 Students 7 Students	 Green 24.9 points below standard Increased Significantly +62.7 points 37 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
183.3 points below standard Increased Significantly +33.7 points 107 Students	138 points below standard Increased Significantly +19.6 points 15 Students	100 points below standard Increased Significantly +16 points 161 Students

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

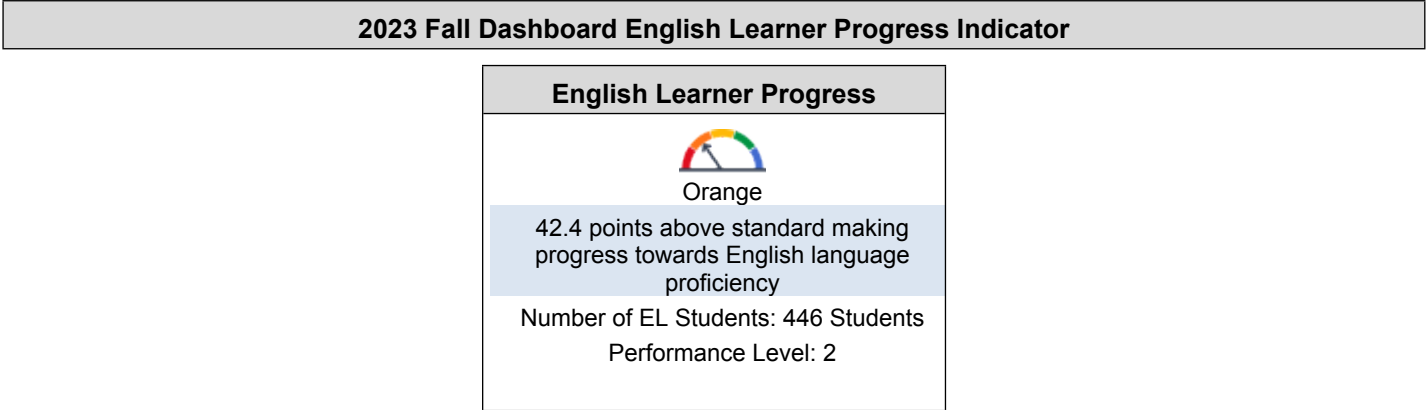
Academic Performance English Learner Progress

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

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

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
107	145	26	161

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

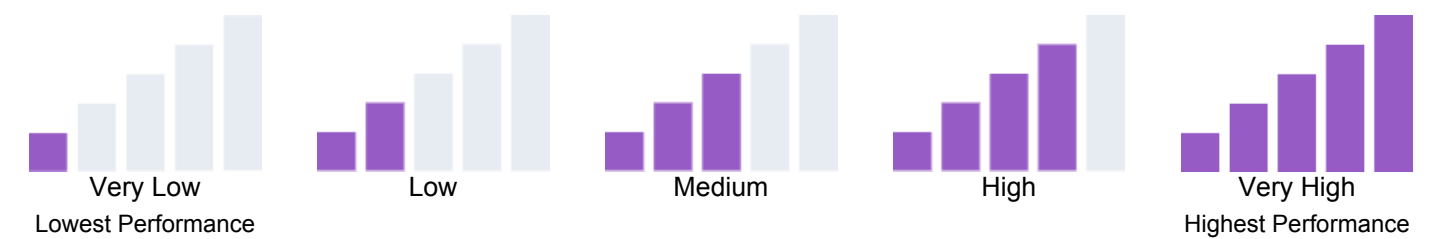
Academic Performance College/Career Report

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

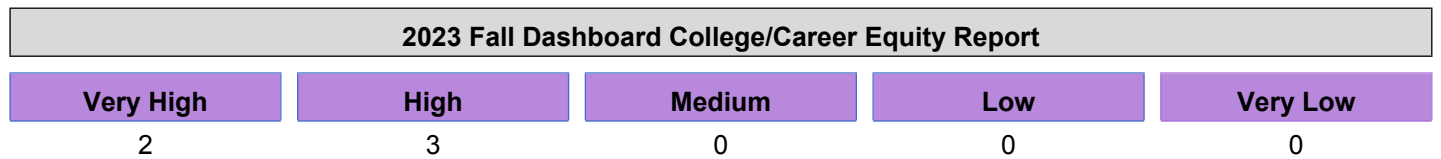
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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

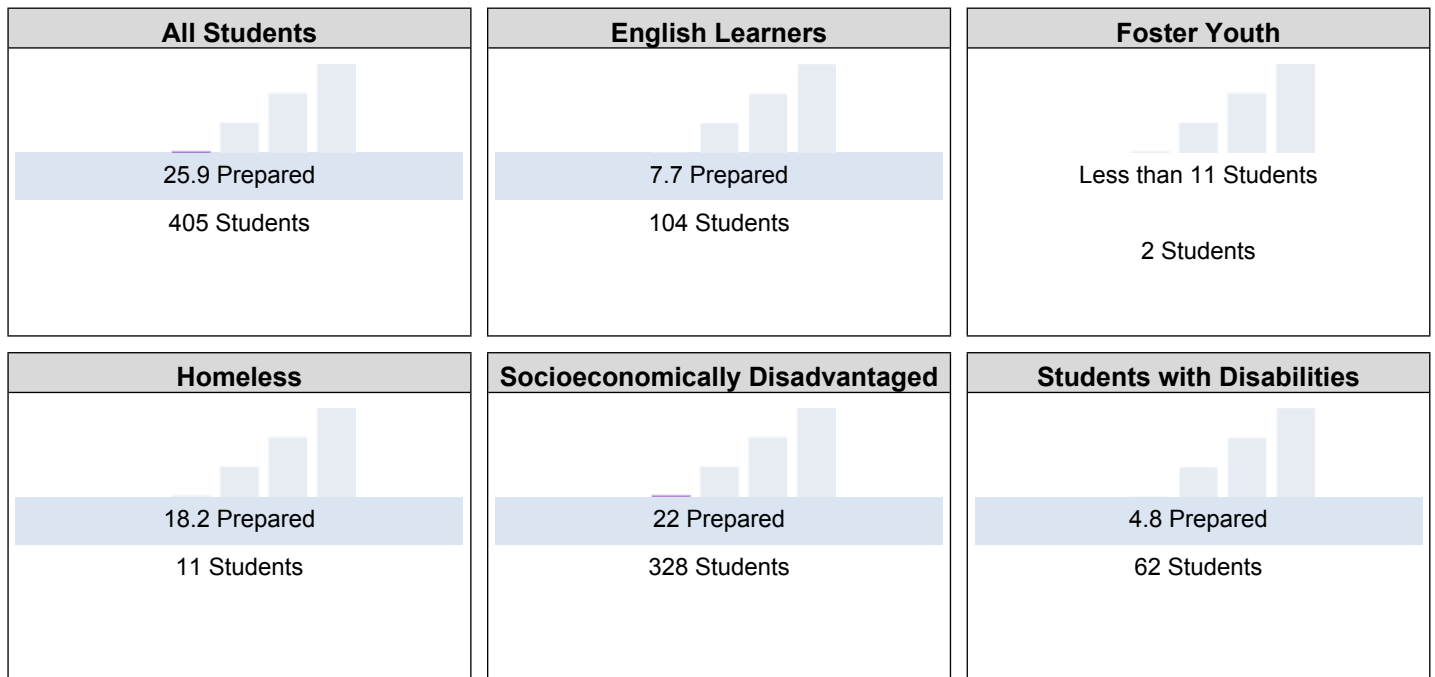


This section provides number of student groups in each level.

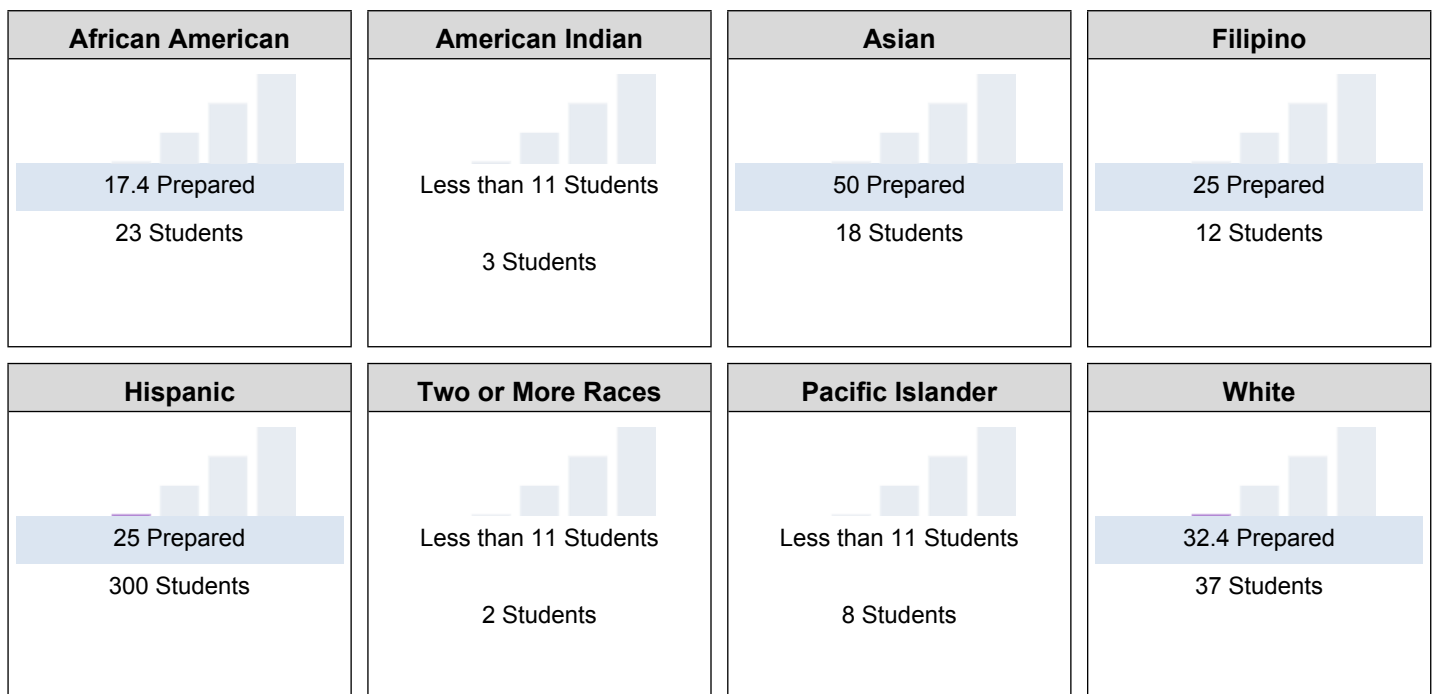


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



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 Graduation Rate

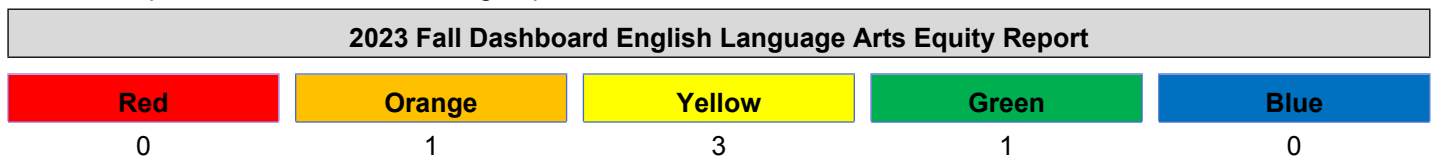
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Yellow 94.6% graduated Decreased -1.5 408 Students	English Learners Orange 88.7% graduated Decreased -1.5 106 Students	Foster Youth Less than 11 Students 2 Students
Homeless 90.9% graduated 11 Students	Socioeconomically Disadvantaged Yellow 94% graduated Decreased -1.2 331 Students	Students with Disabilities Green 88.7% graduated Increased 2.7 62 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
100% graduated Increased Significantly 8.3 24 Students	Less than 11 Students 3 Students	94.4% graduated Decreased Significantly -5.6 18 Students	100% graduated Maintained 0 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 94% graduated Decreased -1.2 302 Students	Less than 11 Students 2 Students	Less than 11 Students 8 Students	 Yellow 94.6% graduated Decreased Significantly -5.4 37 Students

Conclusions based on this data:

1. Based on a review of the data, overall graduation rate decreased by 1.5%.

School and Student Performance Data

Conditions & Climate Suspension Rate

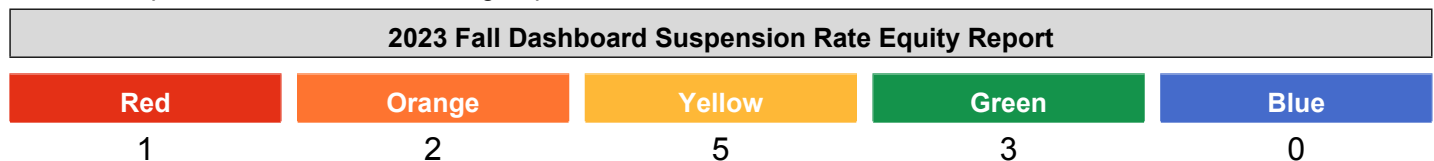
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 7.3% suspended at least one day Declined -1.2 2014 Students	English Learners  Red 10.1% suspended at least one day Maintained -0.1 574 Students	Foster Youth 33.3% suspended at least one day Declined -5.1 12 Students
Homeless  Yellow 8.9% suspended at least one day Declined -8.3 45 Students	Socioeconomically Disadvantaged  Yellow 8.2% suspended at least one day Declined -1 1481 Students	Students with Disabilities  Yellow 12.6% suspended at least one day Declined Significantly -2.5 349 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Green 5.8% suspended at least one day Declined -7.4 121 Students	American Indian 9.1% suspended at least one day Increased 9.1 11 Students	Asian  Orange 2.9% suspended at least one day Increased 1.5 68 Students	Filipino  Green 2.8% suspended at least one day Declined -2.2 36 Students
Hispanic  Yellow 8.1% suspended at least one day Declined -0.8 1522 Students	Two or More Races  Yellow 7.5% suspended at least one day Declined -1.6 40 Students	Pacific Islander  Orange 3.2% suspended at least one day Increased 3.2 31 Students	White  Green 5.4% suspended at least one day Declined Significantly -2.8 185 Students

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 Fall 2024, increase the percent of students proficient and advanced by 10% 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 - 51%	11th - 61%

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 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)	Source(s)
20000	Title I

1000-1999: Certificated Personnel Salaries
Department collaboration for
collaboration/ELD/AVID Strategies

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

Overdrive

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)

3000

Source(s)

Title I
4000-4999: Books And Supplies
digital book supplies

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 supplemental tools for staff members.

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)

11880

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Turnitin

Annual Review

SPSA Year Reviewed: 2022-23

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. Set aside designated time during staff meetings and site PD for training.

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

Departments are taking time to develop pacing guides and unpack essential standards.

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.

Increased the percentage of students at grade level or above by 10%. Additionally, provide more collaboration time to align with district strategic plan for PLCs.

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	2%	15%

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 and all students.

Strategy/Activity

Credit Recovery and grade improvement.

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)
45000	Title I

0001-0999: Unrestricted: Locally Defined Edmentum Licenses.

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

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 Math).

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)

90000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Paraprofessionals (2) for support.

56367

Title III
2000-2999: Classified Personnel Salaries
Paraprofessionals (2) for support.

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

Access to diversified lessons focused on 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)

12000

Source(s)

Title I
4000-4999: Books And Supplies
Edge Curriculum

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

ELD 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)

5000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
release time/sub costs for collaboration.

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

Provide instructional materials for staff.

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)

1817.81

Source(s)

Title I
4000-4999: Books And Supplies
Instructional support 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

Purchase viewboards to increase engagement and access to interactive programs.

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)

17069.85

Source(s)

Title I
6000-6999: Capital Outlay

replacing overhead projectors with view boards in classrooms.

Annual Review

SPSA Year Reviewed: 2022-23

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.

Did not meet threshold. Need to increase the number of students passing A-G classes with C or better. Additionally identified and realigned courses in the SIS system to better reflect A-G eligibility.

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

Need to continue to look at first instruction and grades for students that are not meeting A-G requirements. Additionally, need to analyze availability of A-G classes through UC Doorways.

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 Wednesdays. Measured by the percentage of staff members attending trainings. Additionally measure the increase in RFEP students. Align CTE courses with A-G and ensure that SIS system reflects A-G courses.

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 Fall 2024 increase the percent of students proficient and advanced by 10% 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	2022-23 Outcome 14 % Met or Above	2023-24 CAASPP Math Met or Above 24%

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)

2000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
release time for certificated teachers.

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

Department release time to focus on iReady implementation and scores.

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
Collaboration for department.

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

Use of GoGuardian

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)

9000

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Instructional tools for staff.

Annual Review

SPSA Year Reviewed: 2022-23

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.

Staff members took advantage of the planning. Additionally, department used funds for collaboration and unpacking essential standards in alignment with the district strategic plan.

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

Results of CAASPP. PHS saw a 2% increase in math.

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.

iReady scores and collaboration. Continued work with PLC pilot team.

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

PHS will improve achievement for Students with Disabilities in the areas of 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	2022-23 - 2.5% at or above	At or above standard - 7.5%

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)
8000	Title I 1000-1999: Certificated Personnel Salaries Certificated support/release.

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 credit recovery opportunities for SDC 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)
5000	Title I 1000-1999: Certificated Personnel Salaries certificated personnel for credit recovery hours.
1500	Title I 4000-4999: Books And Supplies instructional materials for credit recovery.

Annual Review

SPSA Year Reviewed: 2022-23

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.

Collaboration time was used but not enough emphasis placed on making sure students were access grade level standards.

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.

Department collaboration time focused on iReady results and student improvement. Additionally focusing on using curriculum and adherence to pacing guides.

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 2024, 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	22-23 School Climate Index at 45%.	5% Increase on 2023-24 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

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 Providing materials and supplies for ELAC.

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

8th Grade Orientation/CTE Open House

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 2000-2999: Classified Personnel Salaries Classified support for running the CTE open house.

Annual Review

SPSA Year Reviewed: 2022-23

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. Were not able to implement some of the activities because of budgetary constraints.

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.

Reaching out to community with opportunities to engage in the programs at PHS- CTE open house. Additionally adding 8th Grade Parent Night and Open House and communications through parent square regarding parent/community nights.

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, Student Suspensions	PBIS TFI at 70%. 8.5% Students suspended at least 1 day.	Increase TFI and decrease percentage of students suspended by 4%.

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

Intervention Room

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)

25000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated personnel for intervention room as a progressive discipline step prior to suspension.

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

Development of ROAR Store

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)

9428.54

Source(s)

Title I
4000-4999: Books And Supplies
student supplies and materials.

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)

62719.80

Source(s)

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

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

Block P Awards

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)

2000

Source(s)

Title I

0001-0999: Unrestricted: Locally Defined Instructional support materials acknowledgements for academic performance.

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

Banner Updates

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)

600

Source(s)

Title I

4000-4999: Books And Supplies signage and awareness around campus for PBIS promotion.

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

Graduation Diplomas

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)

6000

Source(s)

Title I
4000-4999: Books And Supplies
Graduation recognition.

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

Multicultural Week

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 materials and supplies for multi
cultural week.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

CICO

Strategy/Activity

Check-in/Check-out

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)

500

Source(s)

Title I
4000-4999: Books And Supplies
instructional materials and supplies.

Annual Review

SPSA Year Reviewed: 2022-23

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. Suspension rate decreased. Use of Intervention room was successful.

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

CICO was difficult to implement because of a lack of personnel.

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. Decrease number of suspensions through the use of the intervention room. Use of SEL instructional coach and the PLUS Program for mentorship and peer conflict mediation.

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	25.9%	35%

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

A-G Alignment for all CTE/Pathway Courses

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 Get all CTE courses A-G approved.

Annual Review

SPSA Year Reviewed: 2022-23

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.

Did not meet 10% goal, however, increased over 4%.

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

Unable to implement the graduation profile.

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.

Scheduled collaborative days for CTE teachers/coordinator/admin/TOSAs to align courses to A-G requirements.

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	\$415,883.00

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	\$359,516.00
Title III	\$56,367.00

Subtotal of additional federal funds included for this school: \$415,883.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$415,883.00

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	359516	0.00
Title III Part A: Language Instruction for LEP Students	56367	56,367.00

Expenditures by Funding Source

Funding Source	Amount
Title I	359,516.00
Title III	56,367.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	47,000.00
1000-1999: Certificated Personnel Salaries	142,719.80
2000-2999: Classified Personnel Salaries	146,867.00
4000-4999: Books And Supplies	41,346.35
5000-5999: Services And Other Operating Expenditures	20,880.00
6000-6999: Capital Outlay	17,069.85

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	Title I	47,000.00
1000-1999: Certificated Personnel Salaries	Title I	142,719.80
2000-2999: Classified Personnel Salaries	Title I	90,500.00
4000-4999: Books And Supplies	Title I	41,346.35

5000-5999: Services And Other Operating Expenditures	Title I	20,880.00
6000-6999: Capital Outlay	Title I	17,069.85
2000-2999: Classified Personnel Salaries	Title III	56,367.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,880.00
Goal 2	227,254.66
Goal 3	21,000.00
Goal 4	14,500.00
Goal 5	2,000.00
Goal 6	111,248.34
Goal 7	5,000.00

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

Name of Members	Role
Dave Smith	Principal
Lucy Borba	Classroom Teacher
Jayne Lobao	Classroom Teacher
Ermelinda Flores Bearrup	Other School Staff
Avelina Peraza	Parent or Community Member
Danielle Scott	Parent or Community Member
Moana Ramirez	Secondary Student
Meaghan Loza	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
	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 January 30, 2024.

Attested:

	Principal, Dave Smith on January 30, 2024
	SSC Chairperson, Lucy Borba on January 30, 2024

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.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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.

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

Authority Cited: 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 (Educational Partner 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/guidanceusesinvestment.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 (Educational Partner 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/guidanceusesinvestment.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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