

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Patterson High School	50712175036256	April 21, 2026	July 6, 2026

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

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

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

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

This plan is being used by Patterson High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	4
Other Needs	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results	11
Student Population.....	14
Overall Performance	16
Academic Performance	18
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1	31
Goal 2.....	36
Goal 3.....	40
Goal 4.....	43
Goal 5.....	46
Budget Summary	49
Budget Summary	49
Other Federal, State, and Local Funds	49
Budgeted Funds and Expenditures in this Plan	50
Funds Budgeted to the School by Funding Source.....	50
Expenditures by Funding Source	50
Expenditures by Budget Reference	50
Expenditures by Budget Reference and Funding Source	50
Expenditures by Goal.....	51
School Site Council Membership	52
Recommendations and Assurances	53

Plan Description

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

This plan is being used by Patterson High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Patterson High School will use data to target supports and overall achievement in line with our district vision and mission. Patterson High School's plan is aligned to the requirements of ESSA and the District's Local Control and Accountability Plan (LCAP). The school's goals and metrics are identical to the goals and metrics outlined in the LCAP. The development of the plan includes a comprehensive needs assessment, taking into account information on the academic achievement of students, particularly the needs of students who are failing or at-risk of failing to meet the challenging state academic standards. The plan includes a description of the strategies that will be used to bring about school improvement, including how the strategies will provide opportunities for all students and each student subgroup to meet the state standards. Additionally, the plan will describe how Patterson High School will strengthen the academic program, improve learning time, and support enriched and accelerated curriculum as well as address the needs of all students in the school, particularly those at-risk of not meeting the state standards.

In reviewing the budget, Patterson High School's educational partners determined a greater emphasis shall be placed on developing the collective efficacy of teachers with a focus on equity for all students through the structure of a Multi-tiered System of Support (MTSS). This will be supported through coaching and professional development, with an emphasis on literacy and effective Tier 1 instruction.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Patterson High School engages the School Site Council (SSC), English Language Advisory Committee (ELAC), staff, and input collected from parent and student surveys for feedback on the Single Plan for Student Achievement (SPSA) and Annual Review Update. Throughout the 2025/26 school year, staff collaborated regularly to analyze school and student data and provide feedback as part of the planning process for this SPSA. Collaboration occurred during monthly faculty meetings, weekly staff collaboration meetings, and monthly grade-level meetings.

Additionally, this data and staff input were shared with families and community members during regularly scheduled ELAC and SSC meetings. Feedback was solicited from these groups and utilized as part of the planning process. Patterson Joint Unified School District (PJUSD) Educational Services provided consultation and support throughout this process.

Data reviewed by all educational partners included CAASPP (California Assessment of Student Performance and Progress) scores, restorative practices data, discipline data, NWEA MAP Reading and Mathematics data, ELPAC (English Language Proficiency Assessments for California) data, attendance rates, and more. All feedback was reviewed by SSC members and considered during the planning and writing process for the SPSA.

SPSA Engagement Meetings included:

School Site Council (SSC): 09/16/25, 10/21/25, 11/14/25, 02/17/26, 03/17/26, 04/21/26, 05/19/26

English Language Advisory Committee (ELAC): 09/10/25, 10/15/25, 11/19/25, 02/11/26, 03/11/26, 04/15/26

Leadership Meetings: 08/28/25, 09/18/25, 10/16/25, 11/20/25, 01/15/26, 02/19/26, 03/19/26, 04/16/26, 05/21/26

Staff Meetings: 08/04/25, 09/09/25, 10/14/25, 11/10/25, 12/09/25, 01/13/26, 02/10/26, 03/10/26, 04/14/26, 05/12/26

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Patterson High School identified one area of significant concern based on California School Dashboard data: English Learner Progress.

English Learner Progress fell in the Orange category, with 33.6% of English Learners making progress. Among English Learners, 28.8% decreased at least one ELPI level, 37.5% maintained levels 1, 2L, 2H, 3L, or 3H, 1.2% maintained level 4, and 32.6% progressed at least one level.

In analyzing this data, Patterson High School staff and educational partners identified areas that need significant improvement: English Learner progress. To address these challenges, the SPSA strategies will focus on the adoption of a robust curriculum aligned with the needs of English Learners, including professional development and coaching cycles for English Language Development (ELD) teachers to enhance integrated academic language instruction.

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

Referring to the California School Dashboard (Dashboard), the analysis identified the overall performance on the ELA indicator was Green. The analysis identified several student groups performing two or more performance levels below the “all student” performance. In English Language Arts, where the overall performance indicator was Green, Long-Term English Learners (LTELs) scored in the Orange category at 64.1 points below standard. English Learners (ELs) and Students with Disabilities (SWDs) also fell in the Orange category, with ELs scoring 53.7 points below standard, and SWDs scoring 99.3 points below standard.

In Mathematics, the overall performance indicator was Yellow, but Students with Disabilities, English Learners and Long-Term English Learners (LTELs) performed in the Orange category. Students with Disabilities scored 186.9 points below standard, English Learners scored 154.8 points below standard, while LTELs scored 156.7 points below standard.

For the College and Career readiness indicator, which measured Green for all students, one student group was in the Orange category. Students with disabilities showed only 5.2% of students prepared. These disparities emphasize a critical need for targeted interventions and supports for these student groups.

Suspension Rates for all students fell within the GREEN category, resulting in 4.5% of students being suspended at least once. Two student groups were in the Orange category, including Asian (5.1% suspended), and Two or More Races (8.5% suspended).

Other Needs

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

In addition to Dashboard data, staff and educational partners examined locally collected data to identify additional areas of need. One key area identified is the ongoing development of professional learning communities (PLCs) and instructional coaching to support teachers in making data-driven decisions and creating more effective lessons. The professional development within Patterson Joint Unified School District (PJUSD) has been focused on training teachers in evidence-based instructional strategies, with the goal of strengthening first instruction. This continued emphasis on data-driven instruction and collaborative learning will be essential to improving student outcomes and closing achievement gaps across the school.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.59%	0.55%	0.55%	11	10	10
African American	5.07%	5.85%	4.70%	94	107	86
Asian	3.34%	3.01%	2.79%	62	55	51
Filipino	2.16%	2.08%	2.35%	40	38	43
Hispanic/Latino	75.36%	75.79%	76.12%	1398	1387	1393
Pacific Islander	1.89%	1.80%	2.08%	35	33	38
White	9.65%	8.80%	8.47%	179	161	155
Multiple/No Response	0.81%	0.98%	1.58%	15	18	29
Total Enrollment				1855	1830	1830

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	487		483
Grade 10	498		465
Grade 11	445		435
Grade 12	425		447
Total Enrollment	1,855	1830	1,830

Conclusions based on this data:

1. Total Enrollment in 2023/24 has decreased by 58 students, from 1855 students in 2023/24 to 1830 students in 2024/25.
2. Hispanic/Latino student total enrollment has steadily decreased the last three school years, from the 2023/4 school year to the 2024/25 school year, from 1398 to 1387 of the total school population. However, this has shown an overall increase in student population makeup of 75.36% to 75.79%
3. African American student enrollment has fluctuated the last three school years, from the 2022/23 school year to the 2024/25 school year, from 5.93% to 5.07% to 5.85% of the total school population.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	481	444	364	28.1%	25.9%	19.9%
Fluent English Proficient (FEP)	595	599	692	30.4%	32.1%	37.8%

Conclusions based on this data:

- English Learner student enrollment has decreased the last three school years, from the 2023/24 school year to the 2024/25 school year, from 25.9% to 24.3% of the total school population.
- Fluent English Proficient (FEP) student enrollment has slightly increased the last two school years, from the 2023/24 school year to the 2024/25 school year, from 32.1% to 32.7% of the total school population.
- Overall English Learner enrollment has decreased from the 2023/24 school year to the 2024/25 school year, from 1076 students to 1043 students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	418	409	431	401	400	424	401	400	424	95.9	97.8	98.4
All Grades	418	409	431	401	400	424	401	400	424	95.9	97.8	98.4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2580.	2593.	2604.	18.45	23.00	24.76	33.42	36.00	37.74	26.18	21.25	20.05	21.95	19.75	17.45
All Grades	N/A	N/A	N/A	18.45	23.00	24.76	33.42	36.00	37.74	26.18	21.25	20.05	21.95	19.75	17.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.95	21.50	24.29	60.60	60.25	59.91	17.46	18.25	15.80
All Grades	21.95	21.50	24.29	60.60	60.25	59.91	17.46	18.25	15.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.20	28.50	29.72	52.37	53.00	50.94	26.43	18.50	19.34
All Grades	21.20	28.50	29.72	52.37	53.00	50.94	26.43	18.50	19.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	9.23	14.75	13.68	78.05	73.25	75.00	12.72	12.00	11.32
All Grades	9.23	14.75	13.68	78.05	73.25	75.00	12.72	12.00	11.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	17.71	21.25	26.65	69.33	66.75	59.91	12.97	12.00	13.44
All Grades	17.71	21.25	26.65	69.33	66.75	59.91	12.97	12.00	13.44

Conclusions based on this data:

1. **Glow:** During the 2024/25 school year, students demonstrated improved performance compared to the previous year. The percentage of students who achieved the 'Exceeds Standards' and 'Standard met' measures increased from 59% in the 2023/24 school year to 62.5% in 2024/25.
2. **Grow:** During the 2024/25 school year, students underperformed in the area of Listening compared to the 2023/24 school year, as the percentage of students performing above standard decreased from 14.75% in 2023/24 to 13.68% in 2024/25.
3. **Equity:** 11th grade students show a higher percentage of students performing below standard in writing (19.34%) compared to other areas of assessment. This highlights the need for targeted strategies to improve writing outcomes and ensure equitable results for our tested grade level.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	418	409	431	400	404	424	400	404	424	95.7	98.8	98.4
All Grades	418	409	431	400	404	424	400	404	424	95.7	98.8	98.4

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2503.	2513.	2547.	2.75	5.45	7.55	11.75	12.38	19.34	22.50	22.77	25.71	63.00	59.41	47.41
All Grades	N/A	N/A	N/A	2.75	5.45	7.55	11.75	12.38	19.34	22.50	22.77	25.71	63.00	59.41	47.41

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5.75	4.95	10.38	32.75	37.87	40.57	61.50	57.18	49.06
All Grades	5.75	4.95	10.38	32.75	37.87	40.57	61.50	57.18	49.06

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	3.75	7.67	9.43	60.50	60.64	63.92	35.75	31.68	26.65
All Grades	3.75	7.67	9.43	60.50	60.64	63.92	35.75	31.68	26.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.75	5.20	8.02	64.25	60.15	63.44	33.00	34.65	28.54
All Grades	2.75	5.20	8.02	64.25	60.15	63.44	33.00	34.65	28.54

Conclusions based on this data:

1. Glow: Students in the 2024/25 school year outperformed those in the 2023/24 school year by increasing the percentage of students that met or exceeded standard, rising from 17.83% to 26.89%.
2. Grow: In the assessed area of communicating reasoning, students in the 2024/25 school year underperformed compared to other assessed measures, with the percentage of students performing below standard reaching 28.54%.
3. Equity: Students in the 2024/25 school year demonstrate a significant percentage of students below standard in the measurement of concepts and procedures, with 49.06% performing below standard. This highlights an area of focus for targeted strategies to ensure equitable outcomes and improvement in supporting mathematical conclusions for all students, particularly those who are not yet meeting the standard.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1536.2	1542.5	1526.9	1537.7	1541.9	1523.0	1534.2	1542.5	1530.2	157	100	106
10	1545.5	1555.5	1549.2	1543.2	1560.1	1543.0	1547.3	1550.3	1555.0	117	139	86
11	1559.7	1551.2	1546.4	1561.1	1554.1	1543.8	1557.7	1547.8	1548.6	121	94	99
12	1563.4	1558.3	1552.3	1567.0	1562.2	1546.7	1559.2	1554.0	1557.2	69	95	75
All Grades										464	428	366

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	14.65	15.00	5.66	31.21	32.00	38.68	28.66	31.00	31.13	25.48	22.00	24.53	157	100	106
10	16.24	23.74	16.28	35.04	36.69	36.05	29.91	20.86	32.56	18.80	18.71	15.12	117	139	86
11	21.49	10.75	14.14	36.36	44.09	32.32	24.79	25.81	26.26	17.36	19.35	27.27	121	93	99
12	24.64	22.34	14.67	24.64	30.85	36.00	27.54	30.85	26.67	23.19	15.96	22.67	69	94	75
All Grades	18.32	18.54	12.30	32.54	35.92	35.79	27.80	26.53	29.23	21.34	19.01	22.68	464	426	366

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	27.39	33.00	17.92	33.76	34.00	48.11	22.29	17.00	18.87	16.56	16.00	15.09	157	100	106
10	27.35	46.04	23.26	38.46	25.18	45.35	18.80	15.11	19.77	15.38	13.67	11.63	117	139	86
11	34.71	35.48	31.31	36.36	40.86	33.33	15.70	7.53	16.16	13.22	16.13	19.19	121	93	99
12	34.78	38.30	32.00	34.78	38.30	34.67	8.70	10.64	16.00	21.74	12.77	17.33	69	94	75
All Grades	30.39	38.97	25.68	35.78	33.57	40.71	17.67	12.91	17.76	16.16	14.55	15.85	464	426	366

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	5.10	7.00	1.89	19.11	14.00	13.21	38.22	41.00	40.57	37.58	38.00	44.34	157	100	106
10	4.27	6.47	9.30	20.51	30.22	23.26	46.15	32.37	37.21	29.06	30.94	30.23	117	139	86
11	4.13	4.30	5.05	27.27	13.98	14.14	38.84	47.31	43.43	29.75	34.41	37.37	121	93	99
12	7.25	8.51	5.33	21.74	13.83	21.33	36.23	42.55	42.67	34.78	35.11	30.67	69	94	75
All Grades	4.96	6.57	5.19	21.98	19.25	17.49	40.09	39.91	40.98	32.97	34.27	36.34	464	426	366

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	8.92	6.00	5.77	63.06	68.00	59.62	28.03	26.00	34.62	157	100	104
10	8.55	9.35	16.25	69.23	66.91	53.75	22.22	23.74	30.00	117	139	80
11	8.26	5.38	2.22	65.29	66.67	60.00	26.45	27.96	37.78	121	93	90
12	10.14	7.45	4.41	59.42	57.45	57.35	30.43	35.11	38.24	69	94	68
All Grades	8.84	7.28	7.02	64.66	65.02	57.89	26.51	27.70	35.09	464	426	342

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	68.79	66.00	64.15	19.11	19.00	19.81	12.10	15.00	16.04	157	100	106
10	74.14	70.50	66.28	13.79	20.14	24.42	12.07	9.35	9.30	116	139	86
11	68.60	70.97	69.70	20.66	13.98	21.21	10.74	15.05	9.09	121	93	99
12	66.67	82.98	72.00	18.84	6.38	17.33	14.49	10.64	10.67	69	94	75
All Grades	69.76	72.30	67.76	18.14	15.49	20.77	12.10	12.21	11.48	463	426	366

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	11.46	14.00	3.77	39.49	37.00	40.57	49.04	49.00	55.66	157	100	106
10	11.11	19.42	14.29	49.57	41.73	47.62	39.32	38.85	38.10	117	139	84
11	8.26	6.45	4.12	47.93	47.31	40.21	43.80	46.24	55.67	121	93	97
12	7.25	10.64	6.67	49.28	42.55	44.00	43.48	46.81	49.33	69	94	75
All Grades	9.91	13.38	6.91	45.69	42.02	42.82	44.40	44.60	50.28	464	426	362

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1.91	1.00	0.96	68.79	77.00	79.81	29.30	22.00	19.23	157	100	104
10	3.42	0.72	0.00	79.49	76.26	87.65	17.09	23.02	12.35	117	139	81
11	11.57	2.15	6.52	75.21	79.57	73.91	13.22	18.28	19.57	121	93	92
12	18.84	7.45	8.82	59.42	73.40	72.06	21.74	19.15	19.12	69	94	68
All Grades	7.33	2.58	3.77	71.77	76.53	78.55	20.91	20.89	17.68	464	426	345

Conclusions based on this data:

1. **Glow:** During the 2023/24 school year, students demonstrated strong progress in their ELPAC scores, with the percentage of students achieving Level 4 increasing from 18.32% to 18.54%. This reflects an upward trend in English Language proficiency, indicating positive growth in supporting our English Learners.
2. **Grow:** In the Listening domain, students in the 2023/24 school year underperformed compared to the 2022/23 school year, with the percentage of students achieving Level 4 decreasing from 8.84% to 7.28%. This indicates a need for focused strategies to improve student performance in listening comprehension moving forward.
3. **Equity:** 9th grade students in the 2023/24 school year demonstrate a significant percentage of students performing below standard on the ELPAC, with 53% of students scoring in Level 1 or 2. This highlights an area of focus for targeted strategies to ensure equitable outcomes and improvement in English language proficiency for all 9th grade students, particularly those who are not yet meeting the standard.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1830	74.2%	24.3%	0.7%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	444	24.3%
Foster Youth	12	0.7%
Homeless	23	1.3%
Socioeconomically Disadvantaged	1358	74.2%
Students with Disabilities	312	17%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	107	5.8%
American Indian	10	0.5%
Asian	55	3%
Filipino	38	2.1%
Hispanic	1387	75.8%
Two or More Races	18	1%
Pacific Islander	33	1.8%
White	161	8.8%

Conclusions based on this data:

1. **Glow:** The review indicates that 24.3% of students identified as English Learners and 17% identified as students with disabilities. This reflects our commitment to serving a wide range of learners and providing inclusive educational opportunities that celebrate and support the unique strengths of all students.
2. **Grow:** The data review indicates that 74.2% of our students identified as socioeconomically disadvantaged, we recognize the ongoing need to strengthen our efforts in providing equitable resources and support. Our focus remains on implementing targeted interventions and creating opportunities to ensure that all students, regardless of economic status, can achieve academic success and thrive in a supportive school environment.
3. **Equity:** The data shows that PHS is deeply committed to fostering an equitable and inclusive learning environment that supports the diverse needs of its student population. With 24.3% identified as English learners, 0.7% as foster youth, 1.3% as homeless, 74.2% as socioeconomically disadvantaged, and 17% as students with disabilities, PHS prioritizes resources, targeted interventions, and programs that address the unique challenges these groups face. The goal is to ensure that every student receives the support needed to succeed.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Glow: During the 2024/25 school year, the categories of English Language Arts and Math showed an overall increase in each, reflecting academic growth compared to the previous year.
2. Grow: During the 2024/25 school year, the English Learner progress rate decreased by 9%, which underscores the need to further explore the factors contributing to this trend.
3. Equity: English Learners were the lowest performers in each measurement on the CA Dashboard, both in academic performance and conditions/climate. They scored in the red and orange categories across most measures, indicating a significant achievement gap. This highlights the need for targeted interventions, including tailored academic support, increased English language development resources, and focused attention on improving the overall school climate to ensure that English Learners have the necessary tools and opportunities to succeed.

School and Student Performance Data

Academic Performance English Language Arts

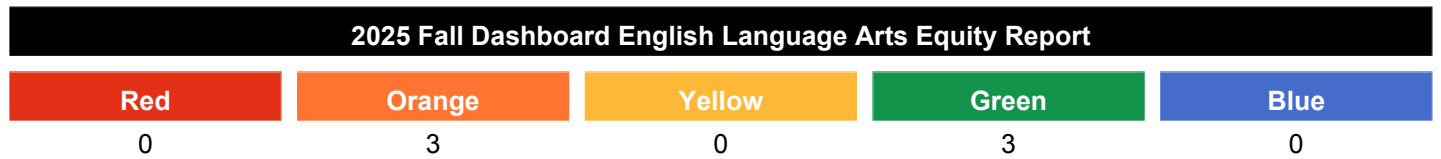
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 26 points above standard Increased 15.8 points 419 Students	English Learners  Orange 53.7 points below standard Increased 17.2 points 136 Students	Long-Term English Learners  Orange 64.1 points below standard Increased 9.8 points 100 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Green 17.1 points above standard Increased 18.8 points 321 Students

Students with Disabilities  Orange 99.3 points below standard Increased 9.3 points 69 Students	African American  No Performance Color 66.9 points above standard Increased 87.1 points 29 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Green 17.6 points above standard Increased 14.1 points 318 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Green 45.7 points above standard Declined 12.3 points 37 Students

Conclusions based on this data:

1. **Glow:** During the 2024/25 school year, 11th grade students demonstrated a strong schoolwide performance in English Language Arts, with an overall measurement of Green, indicating a 15.8 point increase above standard. However, there was significant growth across various student groups. Socioeconomically disadvantaged students showed a 18.8 point improvement, Students with Disabilities made progress with a 9.3 point increase, and Hispanic students demonstrated a 14.1 point growth. This highlights the effectiveness of targeted strategies and interventions in fostering academic growth and ensuring positive outcomes for all students.
2. **Grow:** Current Long Term English Learners in the 2024/25 school year are performing at 64.1 points below standard, reflecting a significant area of concern.
3. **Equity:** Current Long Term English Learners, with a performance measure of 64.1 points below standard, and Students with Disabilities, performing at 99.3 points below standard, demonstrate significant disparities when compared to English Only students, who are performing 48.1 points above standard. These gaps highlight the need for targeted support and equitable instructional practices to ensure all student groups, particularly English Learners, have the necessary resources and opportunities to close achievement gaps and achieve academic success.

School and Student Performance Data

Academic Performance Mathematics

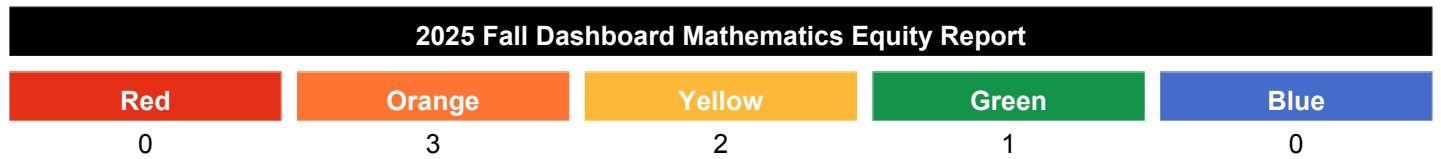
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 76.1 points below standard Increased 36.2 points 420 Students	English Learners  Orange 154.8 points below standard Increased 42.8 points 137 Students	Long-Term English Learners  Orange 156.7 points below standard Increased 51.8 points 100 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Yellow 85.8 points below standard Increased 36.9 points 322 Students

Students with Disabilities  Orange 186.9 points below standard Increased 14.6 points 69 Students	African American  No Performance Color 30.1 points below standard Increased 104.2 points 29 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Yellow 92.8 points below standard Increased 29.8 points 319 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Green 23.4 points below standard Increased 57.1 points 37 Students

Conclusions based on this data:

1. Glow: The All Students category demonstrated growth in the Math CAASPP measurement, with African American students showing the most significant improvement, increasing by 104.2 points.
2. Grow: Students with disabilities demonstrated a increase in their Math CAASPP performance, however, an achievement gap is still present with an overall score of 186.9 points below standard.
3. Equity: Socioeconomically Disadvantaged students showed notable progress in their Math CAASPP performance during the 2024/25 school year. Current Socioeconomically disadvantaged students increased by 36.9 points, reducing the gap to 85.8 points below standard, while Reclassified English Learners declined by 15.6 points, reaching 109.4 points below standard. English Only students demonstrated growth, increasing by 44.9 points to 46.7 points below standard.

School and Student Performance Data

Academic Performance Science

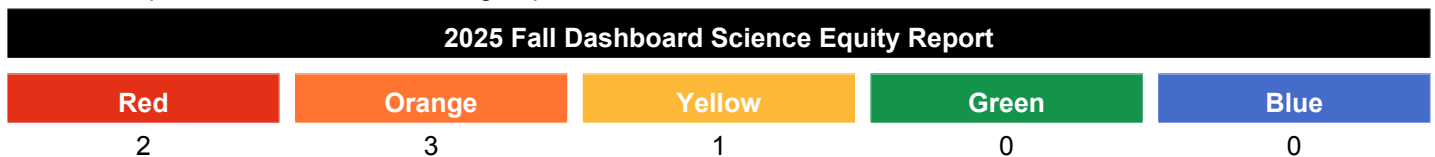
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 44.1 science points Maintained 0.1 points 433 Students	English Learners  Orange 35.1 science points Maintained 1.2 points 139 Students	Long-Term English Learners  Red 31.9 science points Maintained -1.7 points 72 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 41.7 science points Maintained -0.7 points 304 Students

Students with Disabilities  Red 34.2 science points Maintained 1.9 points 69 Students	African American  No Performance Color 43.6 science points Declined 6.6 points 17 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 54.6 science points Increased 10.6 points 17 Students	Filipino  No Performance Color 56 science points Increased 3.4 points 13 Students	Hispanic  Orange 42.7 science points Maintained 0.7 points 315 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 34.9 science points 15 Students	White  Yellow 47.3 science points Declined 4.7 points 47 Students

Conclusions based on this data:

1. Glow: The African American and Asian students category demonstrated growth in the Science CAASPP measurement, with both student groups scoring in the green indicator.
2. Grow: Homeless students scored in the red indicator and declined by 8.8 points demonstrating a widening of the achievement gap in the sciences.
3. Equity: Socioeconomically Disadvantaged students maintained progress in their Science CAASPP performance during the 2024/25 school year. Current Socioeconomically disadvantaged students decreased by -0.7 points, increasing the gap to 2.4 points below all students, while Students with Disabilities increased by 1.9 points, reducing the gap with all students to 9.9 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
33.6 making progress.	34 making progress.
Number Students: 345 Students	Number Students: 291 Students

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

2025 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
28.8%	37.5%	1.2%	32.6%

Conclusions based on this data:

1. Glow: During the 2024/25 school year, 112 out of 345 English Learner students, or approximately 32.6%, demonstrated significant progress by advancing at least one ELPI level.
2. Grow: During the 2024/25 school year, 99 of 345 English Learner students, or 28.8%, decreased by at least one ELPI level. This decrease highlights the need for targeted interventions and strategies to support these students in maintaining or improving their English proficiency.
3. Equity: There is a notable discrepancy in the progress of English Learner students, as 112 out of 345 students (or 32.6%) progressed by at least one ELPI level, while 99 of 345 students (or 28.8%) regressed by at least one ELPI level. Additionally, 129 students (or 37.5%) maintained levels 1, 2L, 2H, 3L, or 3H, and 5 students (or 1.2%) maintained level 4. This data underscores the need for targeted support and resources to ensure equitable opportunities for all students to make consistent progress, particularly for those who are maintaining lower levels or experiencing regression, in order to close achievement gaps and support academic growth for all English Learners.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

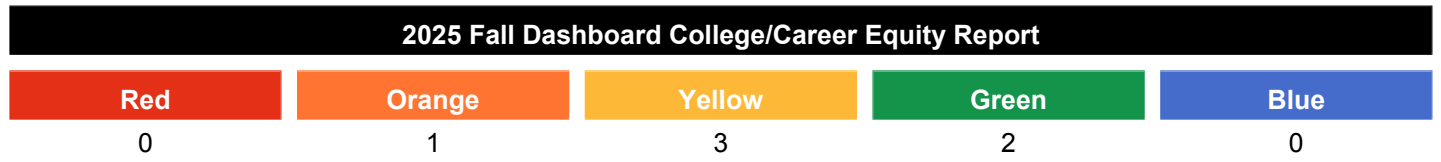
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Green Prepared 44.6% Increased 10.1% 419 Students	English Learners  Yellow Prepared 18% Increased 8.6% 100 Students	Long-Term English Learners  Yellow Prepared 17.3% Increased 7.2% 81 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Prepared 16.7% Increased 9% 18 Students	Socioeconomically Disadvantaged  Green Prepared 41.1% Increased 11.3% 355 Students

Students with Disabilities  Orange Prepared 5.2% Increased 3.8% 77 Students	African American  No Performance Color Prepared 36% Declined 16.9% 25 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Prepared 75% Increased 32.1% 20 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Green Prepared 42.3% Increased 13.5% 317 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Yellow Prepared 55.6% Declined 6.9% 36 Students

Conclusions based on this data:

1. Glow: During the 2024/25 school year, 187 out of 419 (44.6%) students were classified as college/career ready.
2. Grow: While 44.6% of all students were classified as college/career ready, there is a notable discrepancy in the performance of subgroups, with only 18% of English Learners and 5.2% of students with disabilities meeting this benchmark.
3. Equity: The data reveals a significant equity gap in college/career readiness, with 55.6% of white students classified as prepared, compared to 42.3% of Hispanic students and 36% of African American students. This disparity highlights the need for focused strategies and targeted support to ensure that all student groups, particularly Hispanic and African American students, have equitable opportunities and resources to succeed in their college and career readiness. Addressing these gaps is essential to providing an inclusive, fair, and supportive learning environment for all students.

School and Student Performance Data

Academic Engagement Graduation Rate

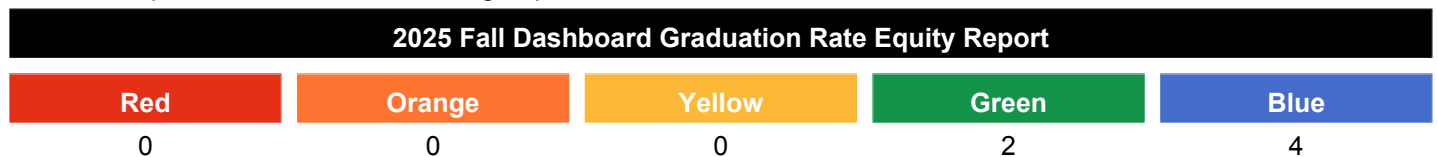
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 96.2% graduated Increased 1.2% 419 Students	English Learners Green 94% graduated Increased 3.4% 100 Students	Long-Term English Learners Blue 96.3% graduated Increased 3.8% 81 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 83.3% graduated Declined 9% 18 Students	Socioeconomically Disadvantaged Blue 95.5% graduated Maintained 0.9% 355 Students

Students with Disabilities  Green 85.7% graduated Increased 5.2% 77 Students	African American  No Performance Color 92% graduated Increased 3.8% 25 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 95% graduated Increased 9.3% 20 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Blue 96.2% graduated Maintained 0.7% 317 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Blue 100% graduated Increased 2.5% 36 Students

Conclusions based on this data:

1. **Glow:** During the 2024/25 school year, the overall graduation rate for all students remained strong in the Blue category, with a 96.2% graduation rate. Additionally, students with disabilities showed significant progress, remaining in the Green category with a 5.2% increase in their graduation rate, highlighting a positive trend in supporting this group's success.
2. **Grow:** The four year graduation rate for Homeless students (83.3%) showed a decline during the 2024/25 school year, decreasing by 9%.
3. **Equity:** The decreased graduation rate for Homeless students(-9%), alongside increases for African American students (+3.8%) and students with disabilities (+5.2%, 85.7% rate), highlights the need for targeted interventions to ensure equitable outcomes for all student groups. Despite the overall progress, the significant decrease in graduation rates for homeless students (-9%), point to the need for a closer examination of the underlying factors impacting these populations. Addressing these disparities will be crucial to ensuring that all students, regardless of their demographic background, have access to the necessary support and opportunities to succeed and graduate.

School and Student Performance Data

Conditions & Climate Suspension Rate

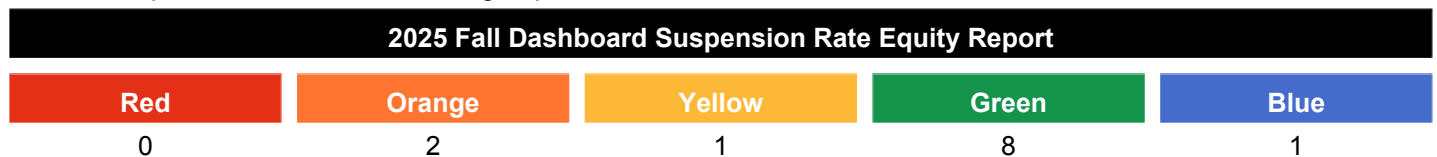
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 4.5% suspended at least one day Declined 4% 1938 Students	English Learners  Green 5.4% suspended at least one day Declined 5.9% 482 Students	Long-Term English Learners  Green 5.8% suspended at least one day Declined 6.6% 398 Students
Foster Youth  No Performance Color 17.6% suspended at least one day Declined 15.7% 17 Students	Homeless  Green 5.9% suspended at least one day Declined 13.3% 51 Students	Socioeconomically Disadvantaged  Green 5.1% suspended at least one day Declined 5% 1443 Students

Students with Disabilities  Yellow 7% suspended at least one day Declined 5.9% 329 Students	African American  Green 5.4% suspended at least one day Declined 7.5% 112 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Asian  Orange 5.1% suspended at least one day Increased 5.1% 59 Students	Filipino  Blue 0% suspended at least one day Declined 2.4% 39 Students	Hispanic  Green 4.4% suspended at least one day Declined 4% 1469 Students
Two or More Races  Orange 8.5% suspended at least one day Increased 1.7% 47 Students	Pacific Islander  Green 2.9% suspended at least one day Declined 13.4% 35 Students	White  Green 3% suspended at least one day Declined 5% 167 Students

Conclusions based on this data:

1. **Glow:** While the overall suspension rate for all students in the 2024/25 school year decreased by 4%, it is noteworthy that the suspension rate for African American students decreased by 7.5%, Homeless students decreased by 13.3% and the rate for Pacific Islander students decreased by 13.4%.
2. **Grow:** While the suspension rate for all students decreased significantly, there is a need to reduce the suspension rate for Asian students and Two or more race students. Asian students increased their suspension rate by 5.1% (5.1% overall) and two or more races increased by 1.7% (8.5% overall).
3. **Equity:** There is a need to reduce suspension rates, particularly among Asian students (5.1%), Two or more race students (8.5%), Students with Disabilities (7%), LTELs (5.8%), English Learners (5.4%), African American (5.4%), Homeless (5.9%), Socio-Economically disadvantaged (5.1%) and Foster Youth (17.6%). These groups demonstrate disproportionately higher suspension rates, which can negatively impact their academic success and overall well-being. Focused efforts are needed to provide targeted interventions, restorative practices, and increased support systems to ensure equitable outcomes and reduce disparities in disciplinary actions for these vulnerable student populations.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

Patterson High School will ensure all students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

Identified Need

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

Patterson High School needs to focus on improving the academic performance of English Learners and students with disabilities, who continue to underperform in both English Language Arts and Mathematics. Targeted supports are also needed for socioeconomically disadvantaged students, along with strategies to reduce chronic absenteeism and strengthen behavior outcomes, to ensure equitable access to rigorous academic opportunities and college and career readiness.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Pupils with Access to Standards-aligned instructional Materials (Source: Williams Report, 2025)	100%	100%
CAASPP ELA: Percent of Students in Grade 11 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	*All Students = 62.5% *English Learners = 17.35% *Homeless = NO SCORE% *Students with Disabilities = 11.86%	*All Students = 65% *English Learners = 20.35% *Homeless = NO SCORE% *Students with Disabilities = 14.86%
CAASPP Math: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	*All Students = 26.89% *English Learners = 4.08% *Homeless = NO SCORE% *Students with Disabilities = 1.69%	*All Students = 30.89% *English Learners = 7.08% *Homeless = NO SCORE% *Students with Disabilities = 5.69%
CAST: Percent of Students in Grade 11 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	*All Students = 13.56% *English Learners = 0%	*All Students = 16.56% *English Learners = 6%
A-G Pathway Completion: Percent of Students Who Completed the A-G Pathway (Source: CA Dashboard, 2025)	*All Students = 26.9% *English Learners = 8.6% *Low Income = 24.4%	*All Students = 50% *English Learners = 25% *Low Income = 50%
CTE Completion: Percent of Students Who Completed a CTE Pathway (Source: CA Dashboard, 2025)	*All Students = 14.3% *English Learners = 9.4% *Low Income = 13.3%	*All Students = 20% *English Learners = 15% *Low Income = 20%

A-G Completion + CTE Completion: Percent of Students Who Completed the A-G Pathway and a CTE Pathway (Source: CA Dashboard, 2025)	*All Students = 10.6% *English Learners = 0% *Low Income = 4%	*All Students = 20% *English Learners = 10% *Low Income = 15%
English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 (Source: CA Dashboard, 2025)	*All Students (ELs) = 33.6%	*All Students (ELs) = 40%
English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English Proficient (RFEP) (Source: CALPADS RFEP List, 2026)	*All Students (ELs) = 13.8%	*All Students (ELs) = 18%
Advanced Placement Test Scores: Percent of Students Who Pass an AP Exam with a Score of 3 or Higher (Source: College Board, 2025)	*All Students = 59.1%	*All Students = 65%
College and Career Readiness Indicator: Percent of Students Prepared (Source: CA Dashboard, 2025)	*All Students = 44.6% *English Learners = 18% *Students with Disabilities = 5.2%	*All Students = 50% *English Learners = 25% *Students with Disabilities = 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide Paraprofessional salary and benefits for ELD/ELA/intervention class support	All	97807 Title I 2000-2999: Classified Personnel Salaries Paraprofessionals to provide student support with language acquisition/intervention 22300 Title III 2000-2999: Classified Personnel Salaries Paraprofessionals to provide student support with language acquisition/intervention
1.2	Materials and Supplies to Support visual and performing arts	All	30,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Materials and supplies for VAPA - G107, G107 PT (Photography Cameras) 35,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Materials and supplies for VAPA - G107, G107 XX (Graphic Arts Computers) 15,000

			LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Materials and supplies for VAPA- G107 AR/G107 XX - Arts and Ceramics 10,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Materials and supplies for Performing Arts Theater - G107 TH 10,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Transportation services to support the Performing Arts, Band competitions and Performing Arts experiences - G107 MU 5,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Uniform/curriculum/material costs for JROTC cadets - G107 JR 5,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Transportation/Competition registration expenses - G107 JR
1.3	College and Career exploration opportunities and materials	All	35,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Transportation for AVID, College/Career related conferences & college trips. - G105 5,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies AVID, College/Career related materials, instructional Substitute coverage for Avid Activities, supplies - G105
1.4	Academic Tutoring, Summer School staffing, Credit recovery operating costs, Digital Library license,	All	36,500

	Blooket, Quizziz, Turnitin, BRISK license for teachers		LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Staffing teachers for academic tutoring, credit recovery, digital library, Digital Instructional tools/licenses - G101
1.5	0.2 FTE Assistant Principal Salary and Benefits	All	39220 Title I 1000-1999: Certificated Personnel Salaries Supports student programs, including PBIS, Restorative Practices and ELD implementation

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Patterson High School completed 8 of the 8 strategies identified in the 2025/26 SPSA. These strategies included department collaboration time, transportation for college and career exploration, additional support for the arts, and supplemental tutoring. The department collaboration time allowed for increased communication and shared planning, fostering a stronger team dynamic, particularly in the English and Math departments, resulting in significant gains in CAASPP Math performance across all student groups. Transportation for college and career exploration provided students with meaningful exposure to post-secondary opportunities, contributing to a 10.1 percentage point increase in the College and Career Readiness Indicator. The additional support for the arts expanded access to resources and enriched student engagement, particularly in visual and performing arts programs, supporting overall student achievement and school culture. Supplemental tutoring supported student learning, with notable improvements in math proficiency for English Learners, who increased 36.2 percentage points year-over-year. Overall, the strategies demonstrated strong positive results, with particular success in math achievement, college readiness, and closing achievement gaps for English Learners.

Patterson High School met or exceeded 9 of the 12 metrics identified in the 2025/26 SPSA. The school maintained 100% access to standards-aligned instructional materials for all students and achieved significant gains in multiple academic performance indicators. CAASPP Math scores exceeded expected outcomes for all students (26.9% vs. 24% expected), representing a 9.1 percentage point increase for all students. CAASPP ELA scores for English Learners dramatically exceeded expectations (17.35% vs. 13% expected), reflecting a 4.75 percentage year-over-year gain. The College and Career Readiness Indicator surpassed targets for all students (44.6% vs. 38% expected) and English Learners (18.0% vs. 13% expected), demonstrating a 10.1 percentage point overall increase. The graduation rate reached 96.2%, exceeding expectations and representing a 1.3 percentage point improvement. Additionally, suspension rates decreased to 4.5%, a 4.0 percentage point reduction from the previous year. Metrics that fell short of expected outcomes include CAASPP ELA for all students (62.5% vs. 65% expected), though this still represents a 3.5 percentage point increase, and the English Learner Progress Indicator (32.6% vs. 48.6% expected), which declined 10.0 percentage points and requires targeted intervention. These metrics are likely to improve as Patterson High School English Learner population adjusts to the recent changes in language reclassification procedures and criteria. These results demonstrate that implemented strategies effectively improved student outcomes in mathematics, college readiness, and graduation rates, while highlighting the need for intensified support in ELA proficiency and English Learner progress monitoring.

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

The implementation of strategies and allocation of resources showed some variation from the original plan in order to maximize impact on the articulated goal. PLC collaboration time was strategically redirected, with the PHS Leadership team partnering directly with Brig Leane of Solution Tree to develop and refine departmental action plans focused on improving targeted instruction. This approach preserved the integrity of weekly collaborative sessions, allowing teacher teams to concentrate on grade-level instructional planning and delivery. The shift resulted in more focused and effective support within general education settings. Academic tutoring and summer school programming proceeded as originally designed and planned.

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

As a result of the analysis, Patterson High School will continue efforts to enhance progress toward preparing all students for college and career readiness. To achieve this, the school will increase its focus on instructional coaching to support teachers in implementing effective strategies that lead to improved student outcomes. In addition, PLC team development will be emphasized, and Patterson High School will work with Solution Tree for consulting services to strengthen collaboration and promote data-driven instructional practices. Peer observations and classroom walkthroughs will also be prioritized to foster a culture of shared learning and continuous improvement among staff. Staffing changes have been reconsidered due to decreased Title I funding for the 2026/27 school year. Due to a vacancy in the paraprofessional staffing, this position will not be backfilled, and instead these funds will be redistributed to fund additional time with Solution Tree and Brig Leane to provide expanded professional development opportunities for teachers. The days of PLC support being covered by Patterson Joint Unified School District is being reduced, which will require the use of Title I funds to continue providing Patterson High School teachers with PLC professional development. A new strategy will be added for the 2026/27 school year to provide teachers with targeted support in Teacher Clarity practices, including Academic Discourse, Learning Intention and Success Criteria, Checking for Understanding, Active Student Engagement, and Community Building. Teachers will be identified for professional development based on areas of need as determined through classroom walkthroughs, observation data, and instructional effectiveness indicators.

To track these efforts and measure progress toward college and career readiness, Patterson High School will utilize a comprehensive set of metrics and indicators. These will include the percentage of students with access to standards-aligned instructional materials, along with CAASPP ELA and Math proficiency rates for students in grade 11, and CAST performance for grade 11 students. The English Learner Progress Indicator will measure the percentage of English Learners improving by at least one ELPI level or maintaining ELPAC Level 4, and the English Learner Reclassification Rate will be tracked to monitor progress toward fluency. Further, secondary student performance will be evaluated by the percentage of students earning at least one D/F grade annually, while high school success will be tracked through A-G pathway completion rates, CTE pathway completion rates, and dual A-G and CTE pathway completion rates. Additionally, metrics will include Advanced Placement test pass rates and the College and Career Readiness Indicator to ensure the school is meeting its goal of increasing college and career readiness.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student and Staff Safety and Wellness

Patterson High School will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student and Staff Safety and Wellness: PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

Identified Need

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

Patterson High School needs to strengthen attendance and student and staff wellness supports, as the data shows ongoing challenges with absenteeism, belonging, and identification of school as a supportive setting. Additional focus on mental health resources and proactive campus safety measures is necessary to ensure a safe, supportive environment for all students and staff.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Percent of Students Attending School on a Daily Basis (Source: AERIES ADA Report, 2026)	*All Students = 94.75% *Homeless = 92.28%	*All Students = 95% *Homeless = 95%
Chronic Absenteeism Rate: Percent of Students Chronically Absent from School (Source: DataQuest, 2025)	All Students: 18.4%	All Students: 17%
High School Graduation Rate: Percent of Students Who Graduate (Source: CA Dashboard, 2025)	*All Students = 96.2% *Hispanic/Latino = 96.2% *Low Income = 95.5%	*All Students = 95.5% *Hispanic/Latino = 96% *Low Income = 95.5%
Suspension Rate: Percent of Students Suspended at Least One Day (Source: CA Dashboard, 2025)	*All Students = 4.5% *Homeless = 5.9%	*All Students = 4% *Homeless = 5%
California Healthy Kids Survey (CHKS): Average Percent of Students that Reported "Yes, most of the time" or "Yes, all of the time", or, "Agree" or "Strongly Agree" on School Connectedness, Social and Emotional Learning Supports, and AntiBullying Climate (Source: CHKS, 2025/26)	"Agree" or "Strongly Agree" = 55% (School Connectedness) "Agree" or "Strongly Agree" = 64% (Social and Emotional Learning Supports) "Agree" or "Strongly Agree" = 16% (Anti-Bullying Climate)	"Agree" or "Strongly Agree" = 60% (School Connectedness) "Agree" or "Strongly Agree" = 69% (Social and Emotional Learning Supports) "Agree" or "Strongly Agree" = 25% (Anti-Bullying Climate)
California School Staff Survey (CSSS): Percent of Staff that 'Agree' or	Agree/Strongly Agree = 92% (Supportive and inviting place for staff to work)	Agree/Strongly Agree = 94% (Supportive and inviting place for staff to work)

'Strongly Agree' on Staff Working Environment (Source: CSSS, 2025/26)	Agree/Strongly Agree = 86% (Promotes trust and collegiality among staff.) Agree/Strongly Agree = 96% (Is a safe place for staff.) Agree/Strongly Agree = 81% (Promotes personnel participation in decision-making that affects school practices and policies.)	Agree/Strongly Agree = 88% (Promotes trust and collegiality among staff.) Agree/Strongly Agree = 98% (Is a safe place for staff.) Agree/Strongly Agree = 85% (Promotes personnel participation in decision-making that affects school practices and policies.)
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports (Source: CSPS, 2025/26)	Agree/Strongly Agree = 83% (This school is a supportive and inviting place for students to learn.) Agree/Strongly Agree = 82% (This school is a safe place for my child.) Agree/Strongly Agree = 71% (My child's teachers are responsive to my child's social and emotional needs.)	Agree/Strongly Agree = 85% (This school is a supportive and inviting place for students to learn.) Agree/Strongly Agree = 85% (This school is a safe place for my child.) Agree/Strongly Agree = 75% (My child's teachers are responsive to my child's social and emotional needs.)
Tiered Fidelity Inventory (TFI) (Source: TFI, Spring 2026)	*Tier 1 = Gold Status *Tier 2/3 = Gold Status	*Tier 1 = Gold Status *Tier 2/3 = Gold Status

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Attendance & Behavior Support - MTSS	All	20,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Student incentives, certificates, PBIS rewards - G204 17,553 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Substitute coverage to support with Admin release for attendance initiative support and behavior support. Differential pay for admin support. G204
2.2	Campus Safety Enhancements	All	10,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Upgrade security cameras, Golf carts, lighting, training, Classroom Aid kits and emergency response tools, Anti-bullying supports/PD/Student Engagement - G201
2.3	Conference attendance, professional development for PBIS and Restorative Practices	All	8,000

			LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Registration/Travel expenses/Materials related to PBIS professional development and/or conferences, Substitute teacher coverages - G202
2.4	Social-Emotional Learning (SEL) & Mental Health Supports	All	5,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies curriculum materials, professional development - G202
2.5	Student Support Specialist Salary/Benefits	All	107770 Title I 2000-2999: Classified Personnel Salaries 50% Student Support Specialist Salary
2.6	Technology upgrades for school security improvements	All	5,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Technology purchases for the Visitor Aware check in software system, Updates to office technology - G201

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Patterson High School completed 6 of the 6 strategies identified in the 2025/26 SPSA. These strategies included attendance and behavior supports through the MTSS framework, campus safety enhancements, professional development in PBIS and restorative practices, social-emotional learning and mental health supports, a Student Support Specialist position, and updated technology for the security team. Student incentives, recognition, and PBIS rewards encouraged improved attendance and positive behavior across the student body. Campus safety enhancements, including upgraded security cameras, improved lighting, and updated emergency response tools, increased both visibility and preparedness. Professional development equipped staff with effective tools to build positive relationships, foster inclusivity, and address behavior through proactive and restorative approaches. Social-emotional learning supports were expanded through SEL curriculum materials and the establishment of a wellness center, giving students improved access to resources that support their emotional well-being. The Student Support Specialist provided direct assistance to students by addressing attendance, behavior, and wellness needs, while updated iPads for the security team enhanced efficiency in monitoring and campus operations. Collectively, these strategies fostered stronger systems of support, improved safety infrastructure, and broadened access to social-emotional and behavioral resources.

Patterson High School met 17 of the 22 metrics identified in the 2025/26 SPSA. The school achieved significant success across multiple indicators of student safety, wellness, and academic progress. The suspension rate for all students

decreased dramatically to 4.5%, exceeding the expected outcome of 6% and representing a 4.0 percentage point reduction from the previous year. Graduation rates exceeded or met expectations for all students (96.2% vs. 95.5% expected), Hispanic/Latino students (96.2% vs. 96% expected), and low-income students (95.5%). Attendance rates met targets for all students (94%) and homeless students (85%), demonstrating improved daily engagement. Dropout rates achieved expected outcomes for all students (2.5% or lower), English Learners (5% or lower), and foster youth (0%), reflecting strengthened retention efforts. The expulsion rate met the target of 0.7% or lower, and the Tiered Fidelity Inventory for Tier 2/3 supports reached Gold Status, surpassing the silver level target. Additionally other areas of growth over of expected outcomes include California Healthy Kids Survey indicators for school connectedness (55% vs. 46% expected), social-emotional learning supports (64% vs. 39% expected). An identified area for growth from the CHKS was the anti-bullying climate (16% vs. 32% expected). California School Staff Survey and California School Parent Survey metrics showed strong performance surpassed targets, with staff reporting high levels of safety (96% vs. 93% expected) and parents reporting the school as safe (82% vs. 75% expected). These results demonstrate that implemented strategies effectively reduced suspensions, maintained high graduation rates, improved attendance, and reduced dropout and expulsion rates, while highlighting the need for intensified efforts in student and staff perceptions of school climate, social-emotional supports, and Tier 1 PBIS implementation fidelity.

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

There were no major differences between the intended implementation and the budgeted expenditures for the strategies and activities designed to achieve the articulated goal of promoting student and staff safety and wellness. All planned strategies were implemented as outlined, including the implementation of new iPads for the security team, camera upgrades to enhance campus safety, PBIS conference attendance for staff development, restorative practices training to strengthen positive behavior interventions, and student incentives to promote attendance and engagement. Additionally, Patterson High School made strategic investments into the wellness center, intervention center, and opportunities program to support the whole student through comprehensive social-emotional and behavioral supports. Patterson High School also obtained a license with Alpaca to focus on monthly staff wellness surveys and wellness activities, ensuring that staff wellbeing was prioritized alongside student support systems. These comprehensive efforts ensured a holistic approach to safety and wellness for both students and staff across the campus.

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.

To support the effectiveness of strategies supporting student and staff safety and wellness, minimal changes will be made to the goal, annual outcomes, metrics, and strategies. Due to the effectiveness and popularity of the Alpaca program, the Patterson Joint Unified School District has agreed to cover the annual expense for Patterson High School. The funds that were previously used to support this license agreement will be reallocated to other strategies within Goal 2 to expand student support services and safety initiatives. This revised goal will continue to prioritize creating a positive learning environment, improving PBIS implementation, and addressing the needs of all students and staff. To support a greater focus on Attendance improvement, a new row will be added to 2.1 to assist with parent communication and provide classroom substitute coverage during this time when the teacher is supporting administrative tasks focused on behavior and attendance initiatives.

These changes are part of Patterson High School's ongoing commitment to improving student outcomes and the overall school climate. As a result, metrics will be updated to track the effectiveness of these initiatives within the newly consolidated goal, ensuring that progress is measurable and aligned with the school's vision for student and staff safety and wellness.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Facilities and Resources

Patterson High School will maximize resources for students and staff to support educational excellence.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Facilities and Resources: Maximize resources for students and staff to support educational excellence.

Identified Need

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

Patterson High School has maintained a satisfactory review in terms of facilities and resources, with ongoing construction projects such as the opening of the new cosmetology center, and future developments, including the new gym. The school conducts monthly site walks to assess and address maintenance needs. The results of the CA Healthy Kids Survey, CA School Staff Survey, and CA School Parent Survey indicate that the school is generally perceived as clean and well-maintained, as most students, staff, and parents report favorable responses. Continued efforts in maintaining and improving the physical environment, along with regular evaluations, support the school's commitment to maximizing resources for both students and staff to ensure educational excellence.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facilities in Good Repair: Overall Rating of Facilities Maintained in Good Repair (Source: Williams FIT Reports, 2025)	Good	Good or Exemplary
Clean and Well-Maintained Facilities and Properties: Average Percent of Students, Staff, and Parents that Reported "Yes, most of the time" or "Yes, all of the time", or, "Agree" or "Strongly Agree" on Clean and Well-Maintained Facilities and Properties (Source: CA Healthy Kids Survey, 2025/26; CA School Staff Survey, 2025/26; CA School Parent Survey, 2025/26)	Clean and Well-Maintained Facilities and Properties - Secondary Students: My school is usually clean and tidy. 40% - Staff: This school has clean and well-maintained facilities and property. 61% - Parents: This school has clean and well-maintained facilities and property. 78%	Clean and Well-Maintained Facilities and Properties - Secondary Students: My school is usually clean and tidy. 45% - Staff: This school has clean and well-maintained facilities and property. 65% - Parents: This school has clean and well-maintained facilities and property. 83%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Infrastructure & Facility Upgrades	All	50,700

			LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Ongoing improvement projects to common student areas, Window Graphics, Outdoor Beautification - G301
3.2	Enhanced Classroom Technology Upgrades	All	10,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Classroom Technology Upgrades - G304
3.3	Classroom Modernization	All	10,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Replacement of student classroom furniture for Collaborative environments - G301

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Patterson High School completed 3 of the 3 strategies identified in the 2025/26 SPSA. These strategies included infrastructure and facility upgrades, enhanced classroom technology, annual maintenance and equipment repairs, classroom modernization, and outdoor beautification. Infrastructure improvements enhanced common student areas through interior and exterior painting of classrooms, carpet replacement, and the installation of a Tiger Pride mural and window decals throughout campus. Additional external projects included adding window graphics to the front office, gym, and 100's building classrooms. Enhanced classroom technology upgrades expanded teacher access to updated instructional tools, increasing opportunities for interactive and technology-rich learning experiences. Annual maintenance and equipment repairs ensured that facilities and learning tools remained in good working condition, supporting consistent instructional delivery. Classroom modernization provided new, collaborative furniture that encouraged flexible grouping and student-centered learning, while outdoor beautification enhanced the campus environment, making shared spaces more inviting for students. Together, these initiatives improved the functionality, appearance, and adaptability of learning spaces across campus while reinforcing school pride and identity.

Patterson High School met 3 of the 4 metrics identified in the 2025/26 SPSA. The school maintained a "Good" rating on the Facilities in Good Repair indicator, meeting compliance expectations for safe and functional facilities. Perception metrics regarding clean and well-maintained facilities achieved expected outcomes across all stakeholder groups, demonstrating that the comprehensive infrastructure and beautification efforts successfully improved stakeholder experiences. Student perception surpassed the target of 30% and reached 40%, indicating that students recognized the enhanced cleanliness and campus improvements. Parent perception did not meet the expected outcome of 70% with a percentage of 61%, demonstrating potential concern in family confidence in facility conditions. Staff perception met the target of 77% by scoring 78%, affirming that employees recognize the school's commitment to maintaining quality learning environments. These results demonstrate that the implemented strategies effectively improved both the objective condition of facilities and stakeholder perceptions of campus cleanliness and maintenance. The combination of visible infrastructure upgrades, enhanced technology, modernized furniture, and beautification projects successfully created a more inviting, functional, and well-maintained learning environment that is recognized and valued by students,

staff, and families. Continued investment in facility maintenance and communication about ongoing improvements will help sustain and further strengthen positive perceptions across all stakeholder groups.

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

There were no major differences between the intended implementation and budgeted expenditures for the strategies and activities aimed at improving student and staff safety and wellness. All identified strategies were carried out as planned. The only adjustments included the decision to increase funding in this goal due to the increased need to repair aging security golf carts to maintain their reliability. These changes remained aligned with the overall goal and did not impact the effectiveness of strategy implementation.

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

As a result of this analysis, Goal 3 will continue as Facilities and Resources in order to align with the PJUSD LCAP. The focus will remain on improving and maintaining facilities, resources, and learning environments to support student engagement and success. Adjustments will include possible replacements of aging student desks, and maintenance updates to student and staff restroom spaces. The metrics related to Goal 3 will be updated to reflect the continued emphasis on facility upgrades, modernization, and campus improvements.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Communication and Collaboration

Patterson High School will provide parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

Identified Need

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

A review of Dashboard and local data reveals significant gaps in promoting parental involvement and communication, highlighting the need to improve parent participation in their child's education, increase parent input on school decisions, and ensure families are consistently informed about school activities. To address these gaps, Patterson High School is expanding parent engagement through additional education events, increased volunteer opportunities, and enhanced communication strategies, including the use of digital platforms and direct outreach, to strengthen family involvement and build stronger community-school connections.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School (Source: CSPS, 2025/26)	Promotion of Parental Involvement: - School encourages me to be an active partner with the school in educating my child. 79% - School actively seeks the input of parents before making important decisions. 61% - Parents feel welcome to participate at this school. 62% Communication with Parents About School: - School keeps me well-informed about school activities. 85%	Promotion of Parental Involvement: - School encourages me to be an active partner with the school in educating my child. 82% - School actively seeks the input of parents before making important decisions. 65% - Parents feel welcome to participate at this school. 65% Communication with Parents About School: - School keeps me well-informed about school activities. 88%
Parent Education Events: Number of Parent Education Events per Year (Source: PJUSD Parent Education Events List, 2025/26)	Number of Parent Education Events: 16	Number of Parent Education Events per Year: 16

Parent and Community Volunteers: Number of Parent/Community Volunteers (Source: PJUSD Parent Volunteer List, Spring 2026)	Number of Parent/Community Volunteers: 20	Number of Parent/Community Volunteers: 20
--	--	--

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Monthly Parent Workshops on Student Support/Achievement and parent resources	All	10,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Materials/contracts for parent learning and workshops including: Google Classroom, PIQE, Curriculum, Invest in Me, refreshments etc.- Parent Education - G403
4.2	Family Engagement	All	6,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies CTE Engagement events and other student programs, staffing events, materials, facilities, Child Care - Parent Education - G404
4.3	Enhancing Digital & Direct Communication	All	3,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Additional staffing hours for parent outreach, Childcare for Parent Education - G404
4.4	ATDLE Conference for Parents/Staff	All	16,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Two-Way Bilingual Immersion Conference - Parent and Staff registration, hotel, travel. G403

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Patterson High School completed 4 of the 4 strategies identified in the 2025/26 SPSA. These strategies included monthly parent workshops, family engagement events, and enhanced communication systems. Monthly parent workshops focused on student support, achievement, and navigating digital platforms such as Google Classroom, providing parents with practical tools and resources to better support their children's academic success. Family engagement events, including CTE-focused activities, PIQE (Parent Institute for Quality Education) sessions, and other student-centered programs, offered parents meaningful opportunities to connect with staff, learn about pathways, and actively participate in the school community. Enhanced communication efforts included increased social media presence through official school pages on Facebook and Instagram, as well as the consistent use of ParentSquare to provide families with daily updates and information. These strategies were executed as planned, and the provided opportunities and resources enabled families to be more engaged partners in the educational process. The overall effectiveness was evident in the increased capacity for parents to support learning at home and greater connections between school and families.

Patterson High School met 5 of the 6 metrics identified in the 2025/26 SPSA. The school successfully hosted 16 parent education events throughout the year, a slight decrease to the expected outcome, however, still providing consistent opportunities for family learning and engagement across multiple formats including monthly workshops, CTE showcases, and PIQE sessions. The school established and maintained 20 parent and community volunteers at Level 1 and 2, meeting the target and creating a foundation for sustained volunteer engagement in future years. Parent perception metrics from the California School Parent Survey achieved expected outcomes in both categories, demonstrating the effectiveness of enhanced communication and engagement strategies. Parent agreement regarding communication with parents about school surpassed the target of 25% by scoring 85%, reflecting improved satisfaction with the school's efforts to keep families well-informed about activities and opportunities. Parent agreement on promotion of parental involvement surpassed the expected outcome of 68% by scoring 78%, indicating that families recognized the school's commitment to encouraging active partnership, seeking parent input, and creating a welcoming environment for participation. These results demonstrate that the implemented strategies successfully increased both the quantity of engagement opportunities and parent perceptions of communication and involvement. The combination of consistent parent education events, diverse family engagement activities, enhanced digital and direct communication systems, and expanded social media presence effectively strengthened family-school partnerships and increased parent capacity to support student learning. Continued expansion of these efforts, with particular attention to reaching underrepresented families and providing multilingual support, will help sustain and further strengthen collaborative partnerships between school and home.

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

There were no major differences between the intended implementation and the budgeted expenditures for the strategies outlined to strengthen parent engagement and support student achievement. However, one adjustment occurred with the scheduling of parent education events. Additional opportunities were planned, but guest speakers canceled and the events were not able to be held as intended. To address this, the administration organized and facilitated its own workshops to ensure parents still had access to timely resources and learning opportunities. These efforts allowed the overall goal of expanding family engagement to remain on track despite the changes.

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

As a result of this analysis, the performance improvement goal for Communications and Collaboration will emphasize providing schools, parents, staff, and community members with a consistent, transparent, and easily accessible stream of communication. This change will be reflected in the updated SPSA, ensuring a stronger emphasis on communication efforts that support collaboration across all education partners. Additionally, input from stakeholders has highlighted the benefits of programs such as PIQE. The administration of Patterson High School will be looking for additional opportunities to offer families educational opportunities through other local organizations that does not have such a high fiscal impact on the annual budget. Additional feedback with stakeholders led to interest in parental involvement in the ATDLE (Two-Way Bilingual & Dual Language Education) conference. Strategy 4.4 has been added to support this interest from stakeholders.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Employee Success and Leadership Development

Patterson High School will build the capacity of all staff to improve academic achievement for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement for all students.

Identified Need

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

Patterson High School has identified ongoing gaps in employee success and leadership development based on the review of Dashboard and local data, showing a need for more targeted professional development and teacher support to improve academic achievement. To address this, the school will continue to provide instructional coaching, leadership training, and dedicated PLC release time to strengthen collaboration and data-driven instruction. In addition, expanded opportunities for professional development through workshops and conferences, along with wellness and retention initiatives, will ensure teachers have the resources, strategies, and support necessary to close achievement gaps, sustain high-quality instruction, and foster long-term growth in teaching and leadership.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Misassignment/ Vacancies: Number and Percent of Misassignment and Vacancies (Source: SARC, 2024/25- Section: Conditions of Learning: Teachers)	Misassignments: 2.3% Misassignments for English Learners: 1.9% Vacant Positions: 0%	Misassignments: 2% Misassignments for English Learners: 1.6% Vacant Positions: 0%
1st and 2nd Year Teacher Retention: Percent of 1st and 2nd Year Teacher Retention (Source: PJUSD Staff Retention Data, 2025/26)	1st Year Teacher Retention = 77% 2nd Year Teacher Retention = 100%	1st Year Teacher Retention = 80% 2nd Year Teacher Retention = 100%
Teacher Participation in Professional Development and Coaching: *Percent of Teachers Who Participate in PD or Coaching (Source: PJUSD Professional Development & Coaching Calendar, 2025/26)	Percent of Teachers Who Participate in PD or Coaching = 85%	Percent of Teachers Who Participate in PD or Coaching = 90%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.2	Additional PLC Release Time for Leadership Development & Data Analysis	All	9,260 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Dedicated time for teacher leaders to collaborate on data-driven instruction. - G501
5.3	Professional Development Conferences & Workshops	All	10,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Teachers and admin attend subject-specific national and state conferences. - G501
5.4	Teacher Wellness & Retention	All	5,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Helps retain high-quality teachers by addressing burnout and job satisfaction. Wellness Center resources (Guest speakers, Wellness activities, Professional Development) - G501
5.5	PLC Professional development and coaching	All	17500 LCFF: Local Control Funding Formula 5800: Professional/Consulting Services And Operating Expenditures Solution Tree Professional Development for Teachers with Brig Leane. G501 5203 Title I 1000-1999: Certificated Personnel Salaries Substitute teachers to support PLC Professional Development - G501 10747 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Substitute teachers to support PLC Professional Development - G501

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Patterson High School completed 4 of the 4 strategies identified in the 2025/26 SPSA. These strategies included training on high-impact instructional strategies, additional PLC release time, professional development conferences and workshops, and teacher wellness and retention efforts. Training on high-impact instructional strategies supported teachers in incorporating research-based approaches into daily lessons, resulting in greater student engagement and more consistent instructional practices across classrooms. Additional PLC release time provided teacher leaders with the opportunity to collaborate, analyze data, and align instruction, which strengthened professional teamwork and supported data-driven decision making. Professional development conferences and workshops allowed teachers and administrators to expand content knowledge, gain exposure to innovative practices, and bring new strategies back to share with colleagues. Teacher wellness and retention efforts prioritized wellness resources, guest speakers, and professional development sessions aimed at reducing burnout and promoting job satisfaction, helping to reinforce a supportive work environment and contributing to stronger teacher effectiveness and stability. Overall, the strategies were implemented as intended and yielded positive outcomes in instructional quality, collaboration, and staff support.

Patterson High School met 4 of the 5 metrics identified in the 2025/26 SPSA. These metrics represented newly tracked data points that had not been systematically measured in previous years, and the successful establishment of baseline data met the intended outcome for each indicator. The school established baseline data for teacher misassignments and vacancies at 1.6 misassignments (1.97%), creating a starting point for future monitoring and demonstrating the capacity to track credential alignment. First year teacher retention was established at 77%, and second year teacher retention was documented at 100%, providing critical data on early-career educator stability that shows support for new teachers has grown leading to more first year teachers being retained, an increase of 12% in the first year of this metric. Teacher participation in professional development and coaching was tracked at 85%, surpassing the annual goal of 75% of teachers participating in professional learning opportunities. By successfully implementing tracking systems for these four key indicators, including teacher assignment accuracy, retention rates for first and second year teachers, and professional development participation, the school met the primary goal of establishing reliable baseline data where none previously existed. These newly established metrics create a foundation for data-driven decision making in areas of staffing, professional learning, and teacher support. The baseline data will enable the school to set informed targets, monitor trends over time, and make strategic adjustments to strengthen teacher effectiveness, retention, and professional growth in future years. Continued refinement of data collection processes and expanded professional development opportunities will support ongoing improvement in these critical areas.

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

There were no major differences between the intended implementation and the budgeted expenditures for the strategies/activities aimed at improving parent involvement and engagement. The budgeted funds were effectively used as planned to cover staffing needs and the necessary supplies for the events, ensuring the smooth execution of professional development opportunities.

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

As a result of this analysis, expanding professional development through high-impact instructional strategies and providing additional PLC release time, will be continued and expanded to strengthen instructional capacity and collaboration. Patterson High School will provide emerging teachers with targeted professional development opportunities focused on Teacher Clarity. This expansion is reflected in the allocation amount for strategy 5.1. Teacher wellness and retention supports, including wellness resources, guest speakers, and professional learning sessions, will also remain a priority to promote job satisfaction and reduce burnout. These adjustments will be reflected in the updated SPSA, with revised metrics focusing on instructional quality, teacher leadership development, and retention of high-quality educators.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$682,560.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$250,000.00
Title III	\$22,300.00

Subtotal of additional federal funds included for this school: \$272,300.00

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

State or Local Programs	Allocation (\$)
LCFF: Local Control Funding Formula	\$410,260.00

Subtotal of state or local funds included for this school: \$410,260.00

Total of federal, state, and/or local funds for this school: \$682,560.00

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	250,000	0.00
Title III	22,300	0.00
LCFF: Local Control Funding Formula	410,260	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF: Local Control Funding Formula	410,260.00
Title I	250,000.00
Title III	22,300.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	109,223.00
2000-2999: Classified Personnel Salaries	227,877.00
4000-4999: Books And Supplies	169,000.00
5000-5999: Services And Other Operating Expenditures	158,960.00
5800: Professional/Consulting Services And Operating Expenditures	17,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF: Local Control Funding Formula	64,800.00
4000-4999: Books And Supplies	LCFF: Local Control Funding Formula	169,000.00
5000-5999: Services And Other Operating Expenditures	LCFF: Local Control Funding Formula	158,960.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF: Local Control Funding Formula	17,500.00

1000-1999: Certificated Personnel Salaries	Title I	44,423.00
2000-2999: Classified Personnel Salaries	Title I	205,577.00
2000-2999: Classified Personnel Salaries	Title III	22,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	345,827.00
Goal 2	173,323.00
Goal 3	70,700.00
Goal 4	35,000.00
Goal 5	57,710.00

School Site Council Membership

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

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

Name of Members	Role
Ryan Sherwood	Principal
Kiley Farinha	Classroom Teacher
Jayne Lobao	Classroom Teacher
Dwight Jones	Classroom Teacher
Tenisha Thomas	Classroom Teacher
Adolfo Virgen Gomez	Other School Staff
Valerie Benavides	Parent or Community Member
Danielle Scott	Parent or Community Member
Tomika Hale	Parent or Community Member
Jaylen Nzoule	Secondary Student
Juliana Valencia	Secondary Student
Lauren Anson	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 April 21, 2026.

Attested:

	Principal, Ryan Sherwood, Ed.D. on 4/21/26
	SSC Chairperson, Tomiko Hale on 4/21/26