

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Perris Lake Continuation High School	33-67207-3330172	May 26, 2021	June 16, 2021

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement

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

Perris Lake High School will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations.....	5
Analysis of Current Instructional Program.....	5
Stakeholder Involvement .....	10
Resource Inequities .....	10
School and Student Performance Data .....	12
Student Enrollment.....	12
CAASPP Results.....	14
ELPAC Results .....	18
Student Population.....	20
Overall Performance .....	21
Academic Performance.....	22
Academic Engagement.....	29
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	39
Goal 3.....	42
Goal 4.....	46
Budget Summary .....	48
Budget Summary .....	48
Other Federal, State, and Local Funds .....	48
Budgeted Funds and Expenditures in this Plan.....	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source .....	49
Expenditures by Budget Reference .....	49
Expenditures by Budget Reference and Funding Source .....	49
Expenditures by Goal.....	49
School Site Council Membership .....	51
Recommendations and Assurances .....	52
Instructions.....	53

Instructions: Linked Table of Contents.....53  
Purpose and Description.....54  
Stakeholder Involvement.....54  
Resource Inequities .....54  
Goals, Strategies, Expenditures, & Annual Review .....55  
Annual Review .....56  
Budget Summary .....57  
Appendix A: Plan Requirements .....59  
Appendix B:.....62  
Appendix C: Select State and Federal Programs .....64

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

### Overview of Student Survey:

The students were surveyed openly throughout the Fall and Winter of 2019 in meetings with administration and counseling. We were unable to conduct a formal 2019 Spring survey due to the Covid 19 school closure. We have not been able to conduct any formal surveys for the 2020-2021 school year as we have not returned to in-person school. In the meetings prior to the school closure, it was quite evident that the students at Perris Lake High School felt safe and connected to the school and staff. Not only did the students have connections with their teachers but there were also many connections with office staff, security, custodial, librarian, counseling, and administration. Students felt that they could confide openly in the staff and not be judged. The students not only felt a sense of belonging but they felt positive in the education they were receiving. The students had positive responses to the career and mental health days.

The students surveyed indicated that they were familiar with what SOAR (Scholarly, Organized, Accountable, Responsible) stood for at PLHS. These are our learner outcomes and are mentioned daily as part of our daily bulletin, as well as being posted throughout the school. Often teachers will refer to them with the students in their classrooms. With school being closed for a whole year and a half we will start the 2021-2022 school year off with a majority of new students who will not be familiar with our SOAR, learner outcomes but teachers will continue to refer to them and our new students should become familiar with them by mid-second quarter.

The senior survey (2018) indicated that a majority are certain of their occupational goals. Most graduates indicate a preference in the areas of business professional, science area, and communications for their career. 35 percent had a strong desire to enter a 2-year community college/trade school. 35 percent planned to enter the workforce; 12 percent have military plans, 18 percent were undecided.

### Overview of Parents Survey Data:

Often when parents first bring their students to Perris Lake High School they are very skeptical and don't know what to expect. It is only a matter of a month or two that the parents feel that the school is a safe and caring environment for their students. Parents feel that communication is very open between the school and home. Parents are very pleased with how successful their students are after bringing them to Perris Lake High School and they feel that this is not only due to the teachers, while giving them the credit deserved they also credit this to how safe and accepting their students feel. Parents recognize the connections their students are making and feel this has a large part in changing the path of their success. Phone conversations and home visits with parents during this Pandemic indicate that the parents are appreciative of the teachers and staff for their efforts and for reaching out to them and their students not only in regards to their classwork but also to check on their wellbeing.

### Overview of Staff Survey Data:

The staff at Perris Lake High School feel very supported by the administration and feel that their needs as teachers are being met. They are happy with the support and punctuality of the service they receive from technology. They are positive about the curriculum and are happy with the addition of our CTE Carpentry course and are looking forward to the start up of our CTE Culinary pathway for our students. Teachers and staff would like to see even more access to CTE courses for our students.

## **Classroom Observations**

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

Perris Lake High School administration conducts regular informal observations as well as scheduled formal observations. The administration has always made their presence known on campus by visiting classrooms daily not always to observe, but more as a show of support. With the closure of the school, all observations have continued with the administration joining in on Google and Canvas meets. The administration is pleased with what they are seeing and applaud and appreciate all of the efforts and innovative lessons the teachers have produced through these challenging times.

The teachers at Perris Lake High School welcome the administration and co-workers to come into their classrooms and meetings to observe and collaborate with them.

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

Results from curriculum embedded exams, formative exams, ELPAC and SBAC are used to determine what areas of deficiency most need to be addressed. Differentiation of instruction is highlighted, and all students are expected to make gains every year, not just pass their classes.

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

Data is used to drive instruction and is intertwined throughout the academic program at Perris Lake High School. Teachers attend PLC meetings in which they break down and analyze student achievement data.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the Staff at Perris Lake High School are fully credentialed and highly qualified. All the teachers either have their CLAD or their SB330. The teachers have been trained in AVID strategies and are trained in Common Core State Standards. The district provides ongoing staff development to keep their employees highly qualified so they can prepare students to succeed in this global society.

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

All of the teachers at Perris Lake High School are fully credentialed and continue to develop professionally through staff development opportunities, Best Practices workshops and Higher Education. Courses are taught using SBE adopted core materials.

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

All district and site staff development opportunities are planned in response to the assessed needs of our students and based on the professional needs of our staff. Assessment data are utilized in the annual updating of the school plan. Principals, Leadership Team members, PLC's and School Site Council Committee members review and evaluate assessment results to make determinations about the program improvement. They also analyze assessment data to determine the strengths and weakness of various programs and areas of instruction. Areas of improvement are then determined from analysis of the information gathered from the assessment data in conjunction with surveys and other achievement data. Subject area committees meet to evaluate how the standards are being met through the curriculum. They have developed rubrics for key assignments, devolved or revised end-of-level tests, aligned lessons to the standards, and developed new lessons.

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

Content experts, technology coaches, AVID, professional development, CTI, and feedback from observations are all used to assist and support teachers. Several teachers are certified in digital citizenship. One of the technology coaches and a classroom teacher were co-teaching a group of PLHS teachers to become Google Certified Instructors prior to the school closure and will pick up where they left off when we return in the Fall.

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

Every Monday morning teachers were given release time to collaborate in Content Area Professional Learning Communities. These PLC's were moved to Fridays and continued while we were on remote learning through Google meetings.

## Teaching and Learning

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

All courses and materials used at Perris Lake High School are aligned to the California State Content and Performance Standards as well as the Common Core State Standards. Teachers collaborate in PLCs to assure they are covering content levels and increasing rigor needed to be able to perform at the level of the Common Core State Standards. Department heads meet monthly with their Subject Area Committee (SAC) to collaborate and review curriculum and instructional materials ensuring that their lesson plans are aligned with the Common Core State Standards.

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

Perris Lake High School's classes are 50 minutes in length and instructors teach bell to bell.

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

All content area classes at Perris Lake High School have pacing guides imbedded into the teachers addition of the text book. Teachers at Perris Lake follow the same pacing guides as the comprehensive high schools and take the same district adopted benchmarks.

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

Perris Lake High School is in compliance with the Williams Act. All students have access to text books in their classrooms as well as a set of text books to take home. The teachers at Perris Lake High are highly trained and provide the rigorous education that is needed to prepare students for their future. Teachers in all subject areas are provided with the instructional materials needed to support their educational program. Title I funds are available as well to use to supplement their programs.

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

Perris Lake High School uses SBE-adopted and standards-aligned instructional materials, including intervention materials in all ELA and Math courses. These materials are also available and used if needed in the regular classrooms.

## Opportunity and Equal Educational Access

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

Perris Lake High School is in compliance with ESEA as services are provided by the regular program to enable underperforming students to meet the standards such as ELA and Math support classes, credit recovery courses, and SPED support. The district provides all students with Chrome books and provides Wifi internet access to all students while on the school campus through ScholarPlus. While in distance learning students who do not have internet access are provided with hot spots.

## Evidence-based educational practices to raise student achievement

Perris Lake High School uses research-based educational practices to drive instruction such as DII, Data driven instruction, and AVID strategies like Cornell note taking and WICOR. Since the implication of 1-1 technology, instructors have begun using technology in their classrooms. Haiku, Google Classroom and Go-Guardian are used to improve success. Students are being instructed on the use of Infinite Campus and regularly check their grades.

## Parental Engagement

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

The district continuously offers workshops, training, and guest speakers for parents to gain the knowledge and tools that will help them to help their students. With COVID 19 and Distance Learning in place both the district and school had to take resources for parents and students off the site and offer what we could virtually. You will find a wealth of information and resources posted on both the district and the school's Web pages. The district provides paid private tutoring through a number of vendors for our underachieving students. Breakfast is provided free for all students which helps them to concentrate so they are able to do better in school. The district continued to provide breakfast and lunch to all of our families through drive-through pick-up while the school has been closed. The school offers intervention support classes in ELA and Math. We also provide SPED support and ELPAC Boot Camps. Perris Lake has many committees and teams in place to assist with under-achieving students and the student body as a whole. Some of the committees are listed below:

Student Study Team (SST)

Positive Behavior Intervention Support (PBIS)- A discipline committee with an emphasis on proactive versus reactive interventions. We use BIP's to connect with our Juniors sooner and to document failing grades before it is too late.

Attendance Committee meets to discuss students with poor attendance and discuss interventions

Student Assistance Review Team (SART) intervenes when students start to exhibit an unusually high pattern of tardies/ absences. Pupil Services provides Attendance and Behavior contracts to encourage and support student achievement as a further intervention tool.

Student Assistance Review Board( SARB) intervenes when students exhibit excessive tardies and/or absences. They assist the school with home contacts, meeting with the student and families of those with chronic attendance issues.

At-risk counseling services and support groups.

Student of the month

SOAR awards- Student performance and attendance incentives

Safe and Drug-Free Schools- Friday Night Live

Safety Committee

SSC- School Site Council

PELI- Parent Engagement Leadership Initiative (School, Family, and Community Partnerships)



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

Perris Lake High School has two advisory groups made up of parents, community members, teachers, and students. These groups meet to review the planning, implementation, and evaluation of the Consolidated Application programs. These committees are the School Site Council usually consisting of a membership of twelve which consist of the Principal, four teachers, a classified staff member, three parents, and three students. With the closure of the school due to Covid 19, we have only been able to get two parents willing to be part of our SSC committee and were not able to get any students to commit for the 2020-2021 school year. The members on our committees are involved in the planning, implementation, and evaluation of the School Site Plan. With the frequent turnover of students throughout the year we often find ourselves short on membership and having to make changes in membership mid-year. We have amended our bylaws to add an alternate position in each of the four areas to help alleviate the lack of representation in any one area with the large turn-over we experience. The other advisory group is our PELI committee- Parent Engagement Leadership Initiative. This is a partnership between the school, family, and the community to involve parents and the community with activities in the school.

Title I is a program that falls under the Consolidated Application. The funds from Title I are used for supporting effective, research-based educational strategies that close the achievement gap between high-and-low performing students and enable the students to meet the state's challenging academic standards, This includes research-based parent involvement strategies.

The District Leadership Team provides a district-wide Parent Planning Night that enables parents, teachers, administrators, and other key district and community members to review, evaluate, and revise (if needed) the district and site Title I board policies on Parental involvement. In addition, each site then evaluates the site Parental involvement Plan and updates the activities that the site will conduct.

Parents stay informed on upcoming events and school activities through email, newsletters, parent conferences, progress reports, school website, peach jar, remind, and Alert Now (automated telephone message delivery system).

Parents are asked to serve on the following committees:

School Site Council

PELI

English Learner Advisory Council (ELAC)

WASC

School activities that parents are invited to attend:

Student Orientation

Back to School Night

Open House Parent Education Nights

SOAR Awards

FAFSA Night

Pancakes with the Principal

Pizza with the Principal

Senior Pinning Ceremony

Graduation

## Funding

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

Some of the services provided by categorical funds are:

Paid Private Tutoring

Instructional materials for teachers school-wide

Educational materials for students in remote learning

Professional Development for Staff

Extra duty pay for staff who provide a service on parent workshop nights

Field trip fees and transportation cost for subject-related core content and college/career-related field trips

Funds to support our library with updated reading materials

Funds are also used to build an effective partnership among the school with parents and the community

## Fiscal support (EPC)

Perris Lake High School's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA, ELD, Math and the Single Plan for Student Achievement (SPSA). Funds are also used to build the parent/community/school partnership.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

We use the entire teaching staff and parts of our classified staff to complete our different committees to discuss and assess the needs of our students. The following committees are constantly involved in this ongoing process: MTSS/Discipline Committee, SSC Committee (ASB students, classified/certificated staff members, Title I Lead, Principal, and parents), and Leadership Team (we use department chairs or designees). We also use time in our PLCs to discuss and assess ongoing results during the year. We meet numerous times a month as a staff and with those specific groups mentioned (if need be). At this point (5/26/21) we have shared both our LCAP and SPSA goals (even as they change) on an ongoing basis with staff members and with our SSC team in November, January, February, March, and May. This information is also shared with parents at orientations.

## Resource Inequities

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

Perris Lake High School (PLHS) was identified as ATSI eligible. ATSI eligibility is determined by: one or more student group(s) that for two consecutive years (based on the 2018 Dashboard and 2019 Dashboard meet(s) the same criteria as applied in determining eligibility for the 'CSI-Lowest Performing Schools' category which include: (1) Schools with all red indicators; (2) Schools with all red but one indicator of any other color; (3) Schools with five or more indicators where the majority are red; and (4) Schools with all red and orange indicators. For 2 reporting years, EL at PLHS meets the criteria for ATSI: Year 2018 EL - all red and orange and Year 2019 EL - all red but one

indicator of any other color (green). Each goal and strategy described to meet each goal, is aligned with the LCAP. All funding from state, local and federal programs have been utilized to provide support and services needed to meet school wide goals for improvement.

Resource Inequities identified through the WASC process and Dashboard Indicators included:

1. A need for additional intervention for EL;
2. A need for additional intervention for math;
3. A need for additional college and career preparation programs;
4. A need for additional CTE programs;
5. A need for additional staff training in identifying students in crisis; and
6. A need for additional mental health services for students and families.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.7%			2
African American	7.91%	8.45%	8.1%	20	18	23
Asian	%	0.47%	0.7%		1	2
Filipino	0.40%	%	0%	1		0
Hispanic/Latino	75.89%	75.59%	77.82%	192	161	221
Pacific Islander	%	%	0.7%			2
White	13.44%	12.21%	10.21%	34	26	29
Multiple/No Response	%	0.47%	1.76%		1	0
<b>Total Enrollment</b>				253	213	284

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 10			1
Grade 11	60	45	75
Grade 12	193	168	208
<b>Total Enrollment</b>	253	213	284

### Conclusions based on this data:

1. Based on our 2019-2020 data our largest population at Perris Lake High is Hispanic/Latino at 77.82%.
2. Our numbers change during the year based on referrals from other schools.
3. Student enrollment decreased between 2017-18 and 2018-2019. However increased between 2018-2019 and 2019-2020.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	56	49	67	22.1%	23.0%	23.6%
Fluent English Proficient (FEP)	60	55	94	23.7%	25.8%	33.1%
Reclassified Fluent English Proficient (RFEP)	6	0	8	6.9%	0.0%	16.3%

### Conclusions based on this data:

1. The percentage of EL students enrolled at PLHS for the 2019-20 school year is only up .6% over the previous year.
2. Based on the 2019-2020 data the percentage of Fluent English Proficient EL students is up 7.3%.
3. Based on the 2019-2020 data the percentage of reclassified Fluent English Proficient students is up 9.4% over the 2017-2018 school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	111	62	93	97	47	56	97	47	56	87.4	75.8	60.2
All Grades	111	62	93	97	47	56	97	47	56	87.4	75.8	60.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2455.	2398.	2437.	0.00	0.00	0.00	7.22	6.38	3.57	22.68	4.26	21.43	70.10	89.36	75.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	7.22	6.38	3.57	22.68	4.26	21.43	70.10	89.36	75.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.03	2.13	3.57	25.77	23.40	21.43	73.20	74.47	75.00
All Grades	1.03	2.13	3.57	25.77	23.40	21.43	73.20	74.47	75.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	28.87	4.26	19.64	71.13	95.74	80.36
All Grades	0.00	0.00	0.00	28.87	4.26	19.64	71.13	95.74	80.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	6.38	0.00	42.27	25.53	60.71	57.73	68.09	39.29
All Grades	0.00	6.38	0.00	42.27	25.53	60.71	57.73	68.09	39.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.06	0.00	1.79	35.05	21.28	23.21	62.89	78.72	75.00
All Grades	2.06	0.00	1.79	35.05	21.28	23.21	62.89	78.72	75.00

**Conclusions based on this data:**

1. Overall test scores, or # below standard, has increased over the last three years. (2019-20 testing did not take place due to Covid-19 school closure). As school closure continued the CAASPP was not administered in the Spring of 2021.
2. Our Junior enroll has dropped over 50% over the last three years. (2019-20 testing did not take place due to Covid-19 school closure). As school closure continued the CAASPP was not administered in the Spring of 2021.
3. Reading is somewhat status quo; writing is substantially lower. Our English teachers were unable to attend the planned writing conference to seek out a more efficient program for our students, due to COVID closures. Literacy components were added to all courses taught at Perris Lake High School for the 2019-2020 school year, including art and PE. The English teachers continue to collaborate and attend virtual District PD's to seek solutions and improvement.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	111	62	93	96	48	54	96	48	54	86.5	77.4	58.1
All Grades	111	62	93	96	48	54	96	48	54	86.5	77.4	58.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2391.	2399.	2392.	0.00	0.00	0.00	0.00	0.00	0.00	2.08	4.17	0.00	97.92	95.83	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	2.08	4.17	0.00	97.92	95.83	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	1.04	2.08	0.00	98.96	97.92	100.0
All Grades	0.00	0.00	0.00	1.04	2.08	0.00	98.96	97.92	100.0

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	9.38	6.25	12.96	90.63	93.75	87.04
All Grades	0.00	0.00	0.00	9.38	6.25	12.96	90.63	93.75	87.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	29.17	27.08	20.37	70.83	72.92	79.63
All Grades	0.00	0.00	0.00	29.17	27.08	20.37	70.83	72.92	79.63

### Conclusions based on this data:

- Overall our students improved by almost 3% points in 2018-19. (Students were not tested in 2019-20 due to COVID-19 school closure) As school closure continued the 2021 Spring CAASPP was not administered. The most current data available reflects the 2018-19 CAASPP results.



2. Results from 2018-19 CAASPP conveyed Concepts and procedures are the weakest assessment. (Students were not tested in 2019-20 due to COVID-19 school closure) The most current data available reflects the 2018-19 CAASPP results. Due to the continued school closure, the Spring 2021 CAASPP was not administered.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 11	*	1559.6	*	1561.4	*	1557.5	*	14
Grade 12	1577.1	1548.2	1585.2	1550.0	1568.5	1545.6	22	23
All Grades							28	37

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.14	*	50.00	*	35.71		7.14	*	14
12	*	13.04	*	21.74	*	52.17		13.04	22	23
All Grades	*	10.81	46.43	32.43	*	45.95		10.81	28	37

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	21.43	*	57.14		21.43		0.00	*	14
12	72.73	26.09	*	39.13	*	26.09		8.70	22	23
All Grades	75.00	24.32	*	45.95	*	24.32		5.41	28	37

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		0.00	*	28.57	*	42.86	*	28.57	*	14
12	*	4.35	*	13.04	50.00	47.83	*	34.78	22	23
All Grades	*	2.70	*	18.92	42.86	45.95	*	32.43	28	37

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	0.00	*	57.14		42.86	*	14
12	54.55	0.00	*	60.87	*	39.13	22	23
All Grades	53.57	0.00	42.86	59.46	*	40.54	28	37

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	92.86		7.14		0.00	*	14
12	90.91	82.61	*	8.70	*	8.70	22	23
All Grades	92.86	86.49	*	8.11	*	5.41	28	37

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		0.00	*	64.29	*	35.71	*	14
12	*	4.35	*	30.43	*	65.22	22	23
All Grades	*	2.70	53.57	43.24	*	54.05	28	37

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.14	*	92.86		0.00	*	14
12	*	4.35	81.82	86.96		8.70	22	23
All Grades	*	5.41	78.57	89.19		5.41	28	37

**Conclusions based on this data:**

1. Our students were strongest in the speaking domain. (2019-20 testing did not take place due to COVID19 school closure) The ELPAC was administered in late Spring of 2021, the results will be available in the Fall of 2021.
2. Our students were weakest in listening and reading. (2019-20 testing did not take place due to COVID-19 school closure) The ELPAC was administered in late Spring of 2021, the results will be available in the Fall of 2021.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
213	77.5	23.0	1.4

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	23.0
Foster Youth	3	1.4
Homeless	23	10.8
Socioeconomically Disadvantaged	165	77.5
Students with Disabilities	7	3.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	8.5
Asian	1	0.5
Hispanic	161	75.6
Two or More Races	6	2.8
White	26	12.2






### Conclusions based on this data:

1. The majority of our students are socioeconomically disadvantaged. This data is a reflection of the 2018-19 student population, there is no current Dashboard information due to COVID school closure.
2. Our highest percentage of students are Hispanic. This data reflects our 2018-19 student population, there is no current Dashboard information due to COVID school closure.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Color	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  No Performance Color		
<b>College/Career</b>  Red		

#### Conclusions based on this data:

1. Based on the 2017-18 Fall Dashboard Performance data results our greatest need is in English Language arts (Red). There is no data reported for Fall of 2019 or 2020 due to COVID school closure.
2. Based on the 2017-18 Fall Dashboard data results Mathematics has improved some but is still dangerously low (orange). There is no data reported for Fall of 2019 or 2020 due to COVID school closure.
3. The suspension rate was high in 2017-18 especially in the fall but this is no longer the case. Our graduation rate is very strong and continues to climb. There have been no suspensions due to the COVID school closure. Our graduation rate remains strong for 2020 and 2021.

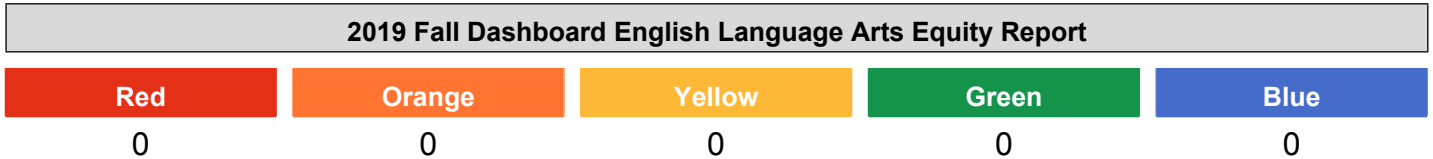
# School and Student Performance Data

## Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>145 points below standard</p> <p>Increased Significantly ++38.4 points 17</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>154 points below standard</p> <p>Increased Significantly ++27.1 points 15</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color <span style="background-color: #ccccff; padding: 2px;">153 points below standard</span> Increased Significantly ++38.6 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4	0 Students	Less than 11 Students - Data Not Displayed for Privacy 8

**Conclusions based on this data:**

1. Based on the 2019 data a large portion of our Junior class is scored below standard on the English Language Arts portion of the SBAC. There is no data for 2020 due to the COVID school closure. The 2021 data will be available in the Fall of 2021.
2. Based on the 2019 data there is little difference between all students and SocioEconomically Disadvantaged. There is no data for 2020 due to the COVID school closure. The 2021 data will be available in the Fall of 2021.

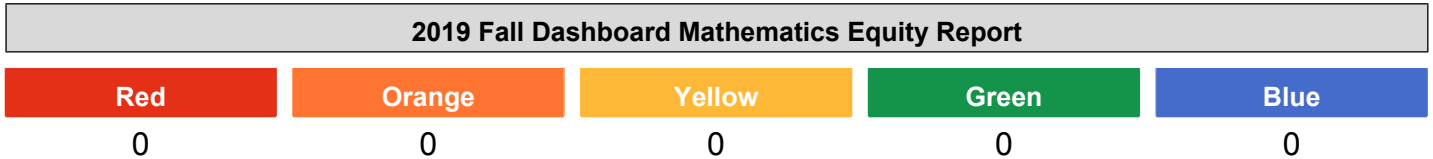
# School and Student Performance Data

## Academic Performance Mathematics






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



This section provides number of student groups in each color.







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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>No Performance Color</p> <p>233.6 points below standard</p> <p>Declined -4.2 points</p> <p>17</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>239.5 points below standard</p> <p>Declined Significantly -15.4 points</p> <p>15</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 240.7 points below standard Maintained ++0.4 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4		Less than 11 Students - Data Not Displayed for Privacy 8

**Conclusions based on this data:**

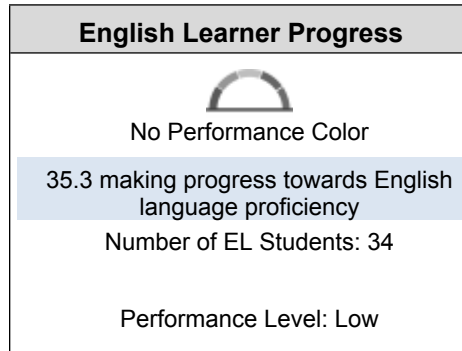
1. Based on 2019 data we increased in performance but a large majority of our students score low on the Math portion of the SBAC. There is no data reported for 2020 due to the COVID school closure. The 2021 data will be available in the Fall of 2021
2. We would like to consider district/school based assessments in addition to the SBAC assessment when determining how well students are meeting grade-level standards. There is no data reported for 2020 due to the COVID school closure. The 2021 data will be available in the Fall of 2021

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38.2	26.4	5.8	29.4

#### Conclusions based on this data:

1. Based on the 2019 data, of the 28 students testing on ELPAC the majority of them tested at Level 3 Moderately Developed.
2. Based on the 2019 data 35.7% of the 28 students tested on the new ELPAC California assessment showed being Well Developed Level 4 for English Learner Progress.
3. The data here reflects the 2019 Dashboard results. There is no data reported for 2020 due to the COVID school closure. The data for 2021 will be available in the Fall of 2021.

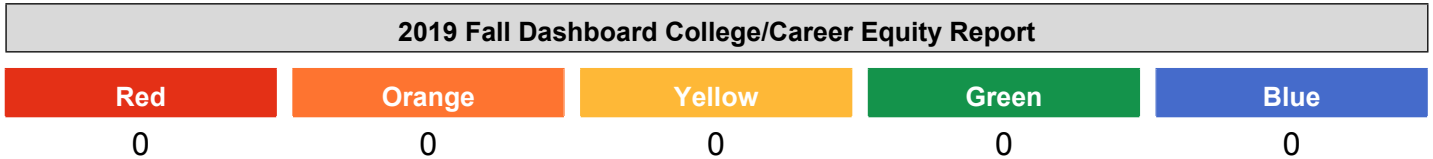
# School and Student Performance Data

## Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>0.5</p> <p>Maintained 0</p> <p>188</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

**2019 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
0.5 <b>Prepared</b>	0.5 <b>Prepared</b>	0.5 <b>Prepared</b>
10.1 <b>Approaching Prepared</b>	10.6 <b>Approaching Prepared</b>	6.4 <b>Approaching Prepared</b>
89.4 <b>Not Prepared</b>	88.9 <b>Not Prepared</b>	93.1 <b>Not Prepared</b>

**Conclusions based on this data:**

1. The Fall 2018 Dashboard results show that there is a slight increase 1.8% of our student population not prepared for College.
2. The Fall 2019 Dashboard results show that there is a 4.2% increase of our student population not prepared for College.
3. There is no data reported for 2020 due to COVID school closure. The Fall 2019 Dashboard results reflect the most current data available.

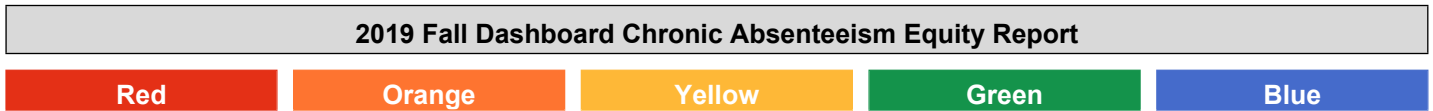
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

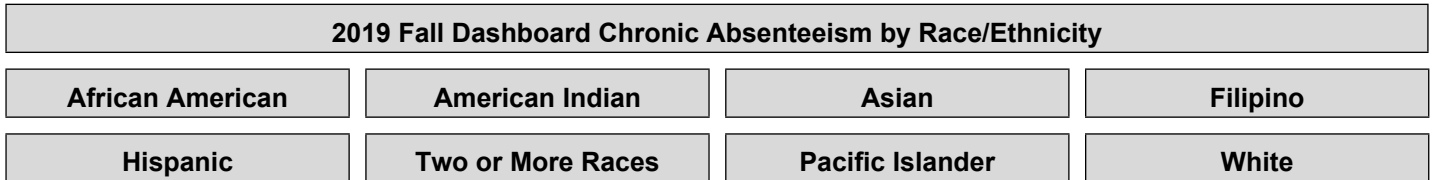
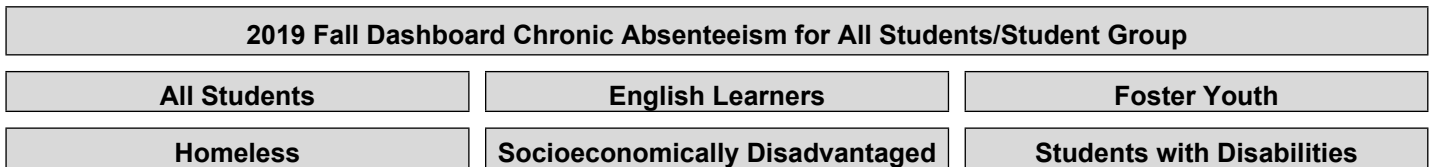
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



### Conclusions based on this data:

1. Does not apply to us. Data is not collected for grades 9-12

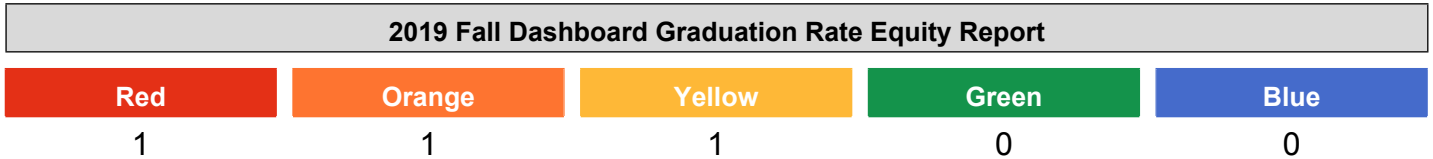
# School and Student Performance Data

## Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>80.3</p> <p>Maintained -1.5</p> <p>188</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>66.7</p> <p>Declined -17.1</p> <p>45</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>65.5</p> <p>Declined -19.7</p> <p>29</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>79.2</p> <p>Declined -3.9</p> <p>149</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>76.9</p> <p>13</p>

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 85.7 14	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 79 Maintained -0.9 138	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color 88.9 Maintained +0.3 27

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
81.9	80.3

**Conclusions based on this data:**

1. Perris Lake High Schools 2018 Fall Dashboard graduation rate increased 1.3% over the 2017 school year.
2. Perris Lake High Schools actual 2018 graduation rate was 87%. This is a 6% increase over the 2017 graduation rate.
3. Perris Lake High Schools 2019 Fall Dashboard graduation rate decreased by 1.6% over the 2018 school year

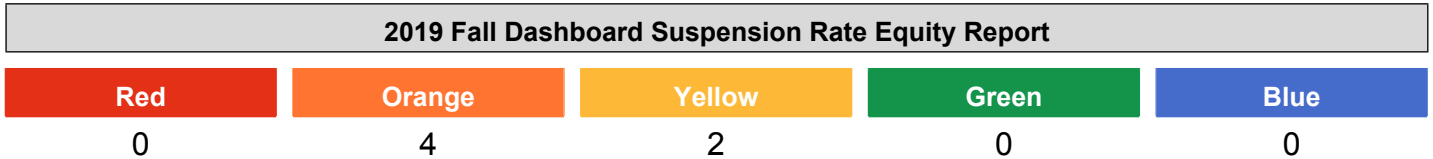
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>9.2</p> <p>Declined Significantly -13</p> <p>401</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>12.5</p> <p>Declined -11.3</p> <p>96</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
<p><b>Homeless</b></p> <p>Orange</p> <p>16.7</p> <p>Declined -3.9</p> <p>36</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>10.5</p> <p>Declined Significantly -12.7</p> <p>294</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>14.3</p> <p>Declined -10.7</p> <p>28</p>



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 14.3 Declined -18 35	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.1 Declined Significantly -13.2 298	 No Performance Color 15.4 13	 No Performance Color Less than 11 Students - Data 3	 Orange 10.4 Declined -11 48

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	22.2	9.2

**Conclusions based on this data:**

1. There was a 13% decrease in suspensions from the 2017-2018 school year to the 2018-2019 school year.
2. The largest group with suspensions were African/American, the second largest group was White and the smallest group with suspensions were the Hispanics.
3. There is no data for 2019-2020 or 2020-2021 school year due to the COVID school closure.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Proficiency

## LEA/LCAP Goal

All students will attain grade level proficiency in English Language Arts and Mathematics.

## Goal 1

### MATHEMATICS

Increase the Dashboard Academic Indicator change by 7 points until the status is high in Mathematics. Maintain by 1 to 7 points once the high status is achieved by June 2022.

### ENGLISH LANGUAGE ARTS

Increase the Dashboard Academic Indicator change by 7 points until the status is high in ELA. Maintain by 1 to 7 points once the high status is achieved by June 2022.

## Identified Need

The proficiency rate for Special Education Students demonstrated a slight increase to 4% as measured by the spring administration of the CAASPP for Mathematics in comparison to 1% in 2018.

The proficiency rate for EL Students demonstrated a slight increase to 2.5% as measured by the spring administration of the CAASPP for Mathematics in comparison to 0% in 2018.

77% of students who previously scored Standard Not Met on the CAASPP for Mathematics demonstrated no movement for the previous two administrations (Spring of 2018 and the Spring of 2019).

During the Spring 2019 administration of the CAASPP for Mathematics, 63.4% of students in the PUHSD scored Below Standard on Claim 1 Concepts & Procedures in comparison to 67.5% scoring Below Standard on Claim 1 for the spring of 2018 administration.

During the Spring 2019 administration of the CAASPP for Mathematics, 91.8% of ELs and SWDs in the PUHSD scored Standard Not Met on Claim 1 Concepts & Procedures in comparison to 92.8% scoring Standard Not met on Claim 1 for the spring of 2018 administration.

The proficiency rate for Special Education Students demonstrated a slight increase to 8% as measured by the spring administration of the CAASPP in comparison to 3% in 2018.

The proficiency rate for EL Students demonstrated a slight increase to 2.5% as measured by the spring administration of the CAASPP in comparison to 0% in 2018.

In 2019, the Dashboard reported 100 % in Standard Not Met, which was an increase from 2018 at 96% Standard Not Met.

In 2019, the Dashboard reported that there was an increase to 100% in Below Standard for Claims 1, 2 and 4 for EL in comparison to 2018.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Indicator ELA (Grade 11)	<p>2018-19 Overall: 183.4 points below standard Declined 46.1 Points Dashboard Performance: Red</p> <p>Socioeconomically Disadvantaged: 181.1 points below standard Declined 49.1 Points Dashboard Performance: Red</p> <p>2019-20 Overall: 145 points below standard Increased 38.4 Points Dashboard Performance: No color (17 students)</p>	<p>2020-21 Overall: Dashboard Performance: Orange</p> <p>Socioeconomically Disadvantaged: Dashboard Performance: Orange</p>
CA Dashboard Academic Indicator Math (Grade 11)	<p>2018-19 Overall: 229.4 points below standard Increased 21.8 Points Dashboard Performance: Orange</p> <p>Socioeconomically Disadvantaged: 224.2 points below standard Increased 21.1 Points Dashboard Performance: Orange</p> <p>2019-20 Overall: 233.6 points below standard Declined 4.2 Points Dashboard Performance: No color (17 students)</p>	<p>2020-21 Overall: Dashboard Performance: Orange</p> <p>Socioeconomically Disadvantaged: Dashboard Performance: Orange</p>
English Language Proficiency Assessment (ELPAC)	<p>2018-2019: Level 4 - Well Developed 35.7% Level 3 - Moderately Developed 46.4% Level 2 - Somewhat Developed 17.9% Level 1 - Beginning Stage 0%</p> <p>2019-20: 35.3% making progress towards English language proficiency</p>	<p>2020-21 Increase the number of students scoring Level 4 by 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

1.1 Regularly review data and compare to SPSA to reflect accurate needs to be addressed

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1000.00

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Teacher extra duty

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students in Math and English courses.

#### Strategy/Activity

1.2 Ongoing collaboration and professional development (more district-oriented due to budget), CCSS implementation, PBIS, and MTSS (student support and intervention).

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

3450.00

#### Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Conferences, workshops and trainings

2000.00

Title I  
4000-4999: Books And Supplies

Materials and supplies that support the implementation of MTSS and student support services.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

1.3 Ensure that all content areas and the Library are provided supplemental supplies and resources to increase student performance.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1000.00

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Provide supplies and materials for teachers (including those with 5th period classes such as Makerspace/Advanced Art) to ensure students have the opportunity to be prepared for their classes as well as when they graduate.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

1.4 Provide tutoring in ELA and Math

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2,700

#### Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Consultant contract for student support services.

### Strategy/Activity 5

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Graduation, College and Career Readiness

## LEA/LCAP Goal

All students will graduate from high school prepared for postsecondary and career options or obtain a certificate of high school completion.

## Goal 2

PLHS will increase the College/Career Indicator prepared percentage by .5% by June 2022. In addition, increase the Graduation Rate Indicator by 3% by June 2022.

## Identified Need

In 2019, the Graduation Rate decreased slightly to 80.3% in comparison to 2018 with a Graduation Rate reporting at 83.9%.  
 The College and Career Indicator remained in the Red for both 2018 and 2019 with a percentage of .5% prepared.  
 In 2019, the College and Career Indicator increased in Not Prepared by 4.2% from 2018. In 2018, 88.9% scored in Not Prepared. In 2019, 93.1% scored in Not Prepared. In 2018, 10.6% scored in Approaching Prepared. In 2019, 6.4% scored in Approaching Prepared.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Indicator	2018-19: Overall Dashboard: 0.5% Prepared Maintained -0.9% Dashboard Performance: Red (199 students)  2019-20 Overall Dashboard: 0.5% Prepared Maintained 0% Dashboard Performance: Red (188 students)	2020-21 Overall Dashboard: Increase Prepared by 3% Dashboard Performance: Orange
Graduation Rate	2018-19: Graduation Rate: 83.9% Maintained -0.5% Dashboard Performance: Green	2020-21 Maintain graduation rate between: 80% - 85% Dashboard Performance: Green

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019-20 Graduation Rate: 80.3% Maintained -1.5% Dashboard Performance: Green	
FAFSA Completion	2019-20 FAFSA Completion Rate: 16%	2020-21 Increase FAFSA Completion Rate by 5%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Encourage students to graduate and expose them to the opportunities of post-secondary options through visits to local and regional schools, colleges and universities, securing guest speakers representing colleges and vocational/technical career fields. Our Think Together coordinator puts together at least one career based field trip per quarter.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Teacher extra duty and sub cost

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Perris Lake will host three FAFSA events. The counselor will have pulled students prior to each event to help them complete their portion of the FAFSA process. Additional assistance will be in hand to help with each FAFSA event. Child care will be provided. The cost for child care will come out of the money allocated for parent involvement in Goal #4.

#### Proposed Expenditures for this Strategy/Activity



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

Amount(s)	Source(s)
2000.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation for field trips

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Encourage students to register at a junior college focusing on MSJC or a Vocational school before they graduate. Our Think Together coordinator focuses on career schools for both field trips and internships. PLATT and UTI continue to recruit our students. We will also try to recruit Amazon to put on a series of events on our campus to both recruit and train students as employees.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500.00	Title I 4000-4999: Books And Supplies Materials and supplies that include incentives for student participation in events and activities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Safety and Culture

## LEA/LCAP Goal

All departments and sites will provide a safe and positive learning environment for all staff and students.

## Goal 3

Decrease Suspension Rates by 1% as measured by the CAASPP.

By the end of the 2021-22 school year, Perris Lake High School will increase its school climate report card by 2% points.

3.1 By the end of the 2021-22 school year, Perris Lake High School will reduce the number of incidents of bullying, drug use, and violence by 5%. Using 2018-2019 as a baseline.

3.2 Perris Lake High School will reduce the number of behavioral incidents and provide a safe working environment for staff and students.

3.3 Perris Lake High School will reduce the total number of suspensions/expulsions and days of suspension/expulsions by 5% annually.

3.4 Perris Lake High School will increase ADA by 2.5%. Using 2018-2019 as a baseline.

## Identified Need

The dropout rate increased slightly by .97 % in 2019 when compared to the 2018 data.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsion Rate	2019-20 Expulsion Rate 0%	2020-21 Expulsion Rate: 0%
Suspension Rate	2017-18 Overall: 22.2% suspended at least once Increased 10.9% Dashboard Performance: Red  2018-19 Overall: 9.2% suspended at least once Declined 13% Dashboard Performance: Yellow	2020-21 Overall: decrease students suspended at least once by 2% Dashboard Performance: Yellow *Suspension 33 or less
CA Healthy Kids Student Survey	2019-20	2020-21

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CA Healthy Kids Survey: no survey due to school closure COVID-19	Increase CA Healthy Kids Student Survey responses by 10%
Attendance Rate	2019-20 Attendance Rate: 86%	2020-21 Increase attendance rate by 2.5%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

3.1 Promote perfect attendance and positive behavior: Motivate students to attend school and do well through the use of certificates and awards (SOAR Awards).

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

500.00

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Purchase paper for certificates

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

3.2 Professional development for staff in Youth Mental Health First Aid.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1,500.00

#### Source(s)

Title I

5000-5999: Services And Other Operating Expenditures  
Fees for certification

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

3.3 Use educational field trips as an incentive for attendance and positive behavior.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000.00

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Transportation and conferences fees for student incentives.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

3.4 Training for school staff on strategies, including trauma-informed practices to engage students and families in addressing students' social-emotional health needs and academic needs.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000.00

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Transportation and field trips for students.

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Communication, Technology and Parental / Community Involvement

## LEA/LCAP Goal

Secure and strengthen the home- school- community connections and communications.

## Goal 4

Perris Lake High School will increase parent participation in school events (Back to School Night, Open House, SOAR Awards, Sr. Pinning, FAFSA, Graduation and SSC workshops), increase IC Parent Portal log in, and increase social media followers by 3% for 2021-2022. Using \_\_\_\_\_ as a baseline.

## Identified Need

PLHS had 10 parents participate in the FAFSA Parent Workshops.  
 Parent survey was not made available for 2019-2020 or 2020-2021 due to COVID.  
 Parent Workshops were not made available for 2019-2020 or 2020-2021 due to COVID.  
 Back to School night was well attended. However, not all families participated.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social Media	2019-20: Year over Year Results: Facebook followers: 528 Twitter Impressions: 177 Instagram Likes: 124	2021-22: Increase social media followers by 3%: Facebook 543 Twitter 180 Instagram 127
CA Healthy Kids Parent Survey	2019-20: Not administered due to school closure	2021-22: Increase parent survey responses by 1%
IC Parent Accounts	2019-20 Parent Accounts: 455	2021-22: Increase IC Parent Accounts by 1%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students/ parents

### Strategy/Activity

4.1 PLHS will be a welcoming place for parent involvement and parent engagement through meaningful opportunities. We will continue to educate the parents regarding the importance of attendance and the direct connection between good attendance and academic success. We will also encourage parents to attend Back to School Night, Open House, SOAR Awards, Sr Pinning, FAFSA, Graduation, and SSC events.

Perris Lake High School will also provide information to parents on VAPE awareness, NAMI Mental Health awareness and TAI Arina Community Resources.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

867.00

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and supplies to include but limited to:  
Certificates, Invitations, Programs, Calendars,  
Parent bags, Handouts, SSC Materials, Mailers,  
College visits.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

4.2 PLHS will establish and maintain relationships with the community and post-secondary institutions such as universities, community colleges and the City of Perris to provide internships, job-shadowing and work development experiences for students.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1028.00

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and supplies

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$22,545.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$22,545.00

Subtotal of additional federal funds included for this school: \$22,545.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$22,545.00



# 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
----------------	--------	---------

### Expenditures by Funding Source

Funding Source	Amount
Title I	22,545.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,000.00
4000-4999: Books And Supplies	5,895.00
5000-5999: Services And Other Operating Expenditures	14,650.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	5,895.00
5000-5999: Services And Other Operating Expenditures	Title I	14,650.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,150.00
Goal 2	3,500.00
Goal 3	7,000.00
Goal 4	1,895.00



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

Name of Members	Role
Lee Alfred	Principal
Darleen Nash	Classroom Teacher
Erica Hulstrom	Other School Staff
Sandra Cobb	Parent or Community Member
Gabriella Lopez	Parent or Community Member
Travis Cobb	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**



Other: PELI, Lee Alfred on June 3, 2021

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 June 3, 2021.

Attested:



Principal, Lee Alfred on June 3, 2021



SSC Chairperson, Darleen Nash on June 3, 2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019