School Year:     **2018-19**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

| | |
|---|---|
| **School Name** | Perris Lake Continuation High School |
| **Address** | 418 Ellis Avenue<br>Perris, CA 92570 |
| **County-District-School (CDS) Code** | 33-67207-3330172 |
| **Principal** | Dean Hauser |
| **District Name** | Perris Union High School District |
| **SPSA Revision Date** | April 4, 2019 |
| **Schoolsite Council (SSC) Approval Date** | April 11, 2019 |
| **Local Board Approval Date** | June 19, 2019 |

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

# Table of Contents

# School Vision and Mission

Our vision at Perris Lake High School is to provide all students every opportunity to be a successful global citizen and to graduate at Perris Lake High or their original high school.

The mission of Perris Lake High School is to provide an alternative educational experience while constructively assisting students with credit recovery to achieve academic and civic success while working toward their college and career goals.

We expect and are confident that our students are able to grow as successful global citizens. We have a clear set of SLOs :

Perris Lake Falcons will SOAR to be....

Scholarly:
Display measurable academic success toward graduation.
Be self-directed.
Be eager to engage in study strategies that promote success.
Be critical thinkers.
Effectively use technology to research, formulate opinions, and communicate ideas.

Organized:
Be able to follow directions and complete assignments on time.
Be clear, complete and concise with all school work.
Come to school prepared to work with all supplies needed in class to be successful (laptop, charger, pen/pencil, paper).
Be collaborative and productive through the use of technology.


Accountable:
Take responsibility for their own choices and track their own success.
Be motivated and strive to continuously improve.
Use technology tools to track grades, attendance, and graduation requirements.

Respectful:
Show respect for themselves, other students, faculty, and staff.
Be polite, articulate, and well-mannered.
Dress for success and adhere to school and classroom policies.
Be good Digital Citizens and demonstrate appropriate, responsible and ethical behavior using technology tools.

# School Profile

DISTRICT PROFILE

The Perris Union High School District is located in western Riverside County in the City of Perris, California. The District's boundaries span eastern Perris, Menifee, Lakeview, Nuevo, and parts of Murrieta, Hemet, San Jacinto, and Lake Elsinore.

In 1889, Perris boasted a brick schoolhouse, a church, two hotels, a general supply store, grocery store, hardware store, drug store, physician, two blacksmiths, two livery stables, meat market, and a saloon. There are many recreational destinations within an hours drive from Perris. To name a few, the mountain resorts with skiing and lakes, Southern California beaches, and many desert resort destinations. Several institutions of higher learning are located within easy commuting distance and include Mt. San Jacinto College with Menifee, San Jacinto, and Temecula campuses (MSJC), University of California, Riverside (UCR), Riverside City College (RCC), with Riverside and Moreno Valley campuses, California State University San Bernardino (CSUSB) and California State University San Marcos (CSUSM).

With the population of 71,377, Perris is spread out over 31.5 square miles of land, encompassing both incorporated and unincorporated areas. Perris Union High School District serves about 9,827 students in grades five through twelve in this

vast area. The district consists of one middle school, one charter school, three comprehensive high schools, one alternative education schools, and one adult school.

The community served by Perris Union High School District is ethnically, linguistically, and economically diverse. From a population of approximately 73,756 in 2014, The city of Perris citizens include:

| | |
|---|---|
| Hispanic/Latino | 56.2% |
| Other (two or more races) | 32.6% |
| White/Caucasian | 22.8% |
| African American | 15.9% |
| Native American | 2.5% |
| Filipino | 1.5% |

As of July 1, 2016, the population of Perris had grown to 76,331.

Of the Perris population - residents 5 years old and older, the 2010 census shows as a first language:

| | |
|---|---|
| Spanish | 57.4% |
| English | 36.84% |
| Asian languages | 3.82% |
| Indo-European languages | 1.41% |
| Other languages | 0.53% |

Our school district has grown immensely in the past two decades. Our district enrollment in the 2017-2018 school years was 14,176 and in the 2018-2019 school year, there were 14,338 students. We have three traditional high schools (Perris High, Paloma Valley High, and Heritage High), two alternative schools (Perris Lake High School and Scholar + ISP), one middle school (Pinacate Middle), a charter school (The California Military Institute), and an adult education program (Perris Community Adult School).

SCHOOL PROFILE

Perris Lake High School (commonly referred to as The Lake) began on the original Perris High School campus that was built in 1910 on San Jacinto Street in downtown Perris. A continuation program was established and flourished. In 1979 the successful program was moved to the southwestern section of Perris on the corner of Ellis and "B" Street. Perris Lake High School has continued to grow over the years. A new wing was dedicated in 1989 with 4 classrooms, a library, administrative offices, and a staff lounge. Another wing of 5 portables was added in 1991. In the summer of 2015 five new portable classrooms were added to the campus bringing our current number of classrooms to sixteen. Our multi-purpose room has also gone through many facelifts. It was first remodeled in July of 1992 and again in 2010. In 2017 the room was remodeled to include a large Makerspace where students along with an instructor will have the opportunity to be actively engaged in the hands-on involvement of designing and creating with 21st-century tools. Makerspace opportunities are also available every day at lunch. This type of critical thinking will help students develop the critical skills needed in the fields of science, technology, engineering, and math. Perris Lake High School continues to be a successful and valuable alternative education center servicing students in grades eleven and twelve. Perris Lake High School offers core academic classes, elective classes, and PLATO credit recovery. A few of the available clubs on campus for students to join include Associated Student Body, Senior Class Club, FNL, and Leading Lights Bible Club. Students also have the opportunity to participate in community service, We have a growing connection with the community and our school is well perceived by our neighbors. We have a few community members that come out weekly to meet with the Leading Lights Bible Club at lunch. Through the use of our Think Together Coordinator, we have built

many new relationships with local community businesses.  To name a few: Mayor Vargas, Councilman David Starr Rabb, Victor Community Support Services, Tay Behavioral Health, and Amazon.

The certificated and classified staff members of Perris Lake High School are focused on learning and dedicated to the pursuit of excellence. Our commitment is to challenge and stimulate students to develop character, skills, and goals that will help them become knowledgeable and contributing members of society. Our school has selected three performance standards: (1) improve test scores, (2) increase credits completed toward graduation, and (3) increase the number of graduates.  Students are given the option of returning to their home high school to graduate with their regular graduating class. It is common for many of the students that have that specific option to remain and graduate from Perris Lake High School.  Our commencement ceremonies are formal and well-attended as our graduation rate continues to increase. School is in session from 8:45 AM to 2:10 PM, Monday-Friday. Students attend periods 1-4 and are released at 1:15 pm. Those students that would like an elective during a voluntary 5th period may do so, as well as those that need to use transportation. Our staff attends Professional Learning Community meetings on Monday of each week during the time of 2:30-3:10 pm regarding student learning, teaching strategies, and progress toward student graduation.  Staff meetings, collaboration time, and other school-related business take place when the students are not on campus. Afternoons are reserved for parent communication and meetings to network and address students' needs. Staff members also meet with students and parents in our "Bump in the Road" parent conferences when needed. Staff members provide positive outreach to parents via phone calls, emails and/or "Falcon cards" and the use of applications such as Remind.

Teacher Credential Status, October CBEDS
# of Teachers Full Credentialed University Intern
| # | % | | |
| --- | --- | --- | --- |
| 12 | 100 | | 0.0 |

Relevant Data Concerning Students at Perris Lake High School

Enrollment Data

Student enrollment at Perris Lake High School fluctuates with the needs of our school district.  Enrollment for the 2017-2018 school year at Perris Lake High School was approximately 367, and for the 2018-2019 school year, the enrollment is 374. This is a decrease in numbers over the last three years. Throughout the course of the year, PLHS will often educate up to 500 students.  Some students return to their comprehensive high schools after reaching a specific number of credits, some graduate early (this number and percentage have increased each year over the last three years) in both October and March, but a large percentage of our students graduate at PLHS. The student body is one that is culturally, economically, and linguistically diverse.  The ethnicity figures for Perris Lake High School for 2018-2019 are as follows:

| | |
| --- | --- |
| Hispanic | 75% |
| White/Caucasian | 10.7% |
| African-American | 10% |
| Other Ethnicities | 3.4% |

In approximately 30% of the households of PLHS students, English is not the primary language. Eighty-seven percent (87%) of Perris Lake Students qualify for the free or reduced lunch program.  According to the latest Perris Lake High School parent survey, 18.4% did not finish high school, 57.9% have finished high school, 7.9% completed an Associate Degree, 5.3% hold a Bachelor's Degree, and 10.5% reported having a Graduate or Professional Degree.

Absence Profile

Attendance is a priority at Perris Lake High School.  Student attendance is carefully monitored by our student information program, Infinite Campus, to identify student trends.  In the event of tardies or absences, a computerized telephone service receives attendance information from the Infinite Campus system and makes automated phone calls to parents/guardians informing them of any irregularities in their child's attendance, whether the absence is for one period or the entire school day. School clerical staff also makes phone calls to parents. During the 2015-16 school year, the actual attendance rate for all grade levels for Perris Lake High School was 81.2%. During the 2016-17 school year, the attendance rate was 83.7 %, and during the 2017-18 school year attendance rate held between 88-90%. As of March 22, 2019, the attendance rate for the 2018-19 school year
is at 86%.

Safety Data

Perris Lake High School uses an assertive discipline program.  Serious classroom disruptions or Ed Code violations are handled by the administration. The security force at Perris Lake High School is made up of one 8 hour campus supervisor, one 6 hour supervisor, and two part-time supervisors, who patrol the grounds, visit classrooms and assist the administrative team with infractions.  Both the student and parent surveys indicate a positive feeling about the safety and cleanliness of the campus.  Statistics on suspensions and expulsions follow:

Suspensions and Expulsions

| School wide 2017-2018 . | 2018-2019 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|
| Suspensions Rate 24% | 7% | 13.7% | 14.0% | 11.3% |
| Expulsions Rate .1% . | 0% | 0.2% | 0% | 0% |

From 2014-2015 through the same time period during 2016-2017 suspensions are down 67% and Expulsions are down 50%. Incidents of bullying/harassment and intimidation are down 60%. Incidents of drug use/possession are down 40% and incidents of violence are down 33%. Suspensions were up for the 2017-2018 school year with the majority of those in the first trimester due to understaffing and extremely overcrowded classrooms. Two additional teachers were hired bringing the classes back down to manageable levels. As we continued with manageable class sizes in 2018-2019 our behavior incidences have dropped immensely.

District-wide

| | | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|
| Suspensions Rate 8.0% | | 7.4% | 8.4% | 8.0% |
| Expulsions Rate 0.70% | | 0.1% | 0.1% | 0.70% |

Staff

There are currently 27 permanent staff members at PLHS including;  1 Administrator, 10 Classroom teachers, 1 Counselor (shared with Ad Ed and Scholar+), 1 Special Education case manager, 1 Special Education Para-educator, and 12 Classified staff members which include 4 campus security. The moral of Perris Lake High School staff is very positive.  The staff report that they feel safe and supported at PLHS; and, the team attitude is constant. It is a fairly veteran staff at PLHS, Staff is eager to identify the needs of the students, brainstorm positive interventions, and have a willingness to do whatever it takes to help our students be successful.

# 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: PBIS/Discipline Committee (soon to become the MTSS Committee), SSC Committee (ASB students, class/certificated staff members, Title I Lead, Principal, and parents), and Leadership Team (we use department chairs or designees). We also use time in our PLC's 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 (4/11/19) 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 August, late October, early February and on April 11 (on SOAR dates). This information is also shared with parents at the dinner with the principal events which is held 3-4 times a year.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| American Indian | % | % | % | | | |
| African American | % | 6.2% | 7.91% | | 16 | 20 |
| Asian | % | % | % | | | |
| Filipino | % | 0.8% | 0.40% | | 2 | 1 |
| Hispanic/Latino | % | 83.7% | 75.89% | | 216 | 192 |
| Pacific Islander | % | % | % | | | |
| White | % | 8.9% | 13.44% | | 23 | 34 |
| Multiple/No Response | % | % | % | | | |
| | | | Total Enrollment | | 258 | 253 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 |
| Grade 11 | | 71 | 60 |
| Grade 12 | | 187 | 193 |
| Total Enrollment | | 258 | 253 |

**Conclusions based on this data:**

1. Missing data: we have a greater percentage of girls this year at PLHS.

2. Our numbers change during the year based on referrals from other schools.

3. Our gaduation rate up to 2/7/19: 19 males/18 girls have finished requirments for graduation versus 17/18 stats of 25 males/14 girls.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** |
| **English Learners** | 101 | 87 | 56 | 33.6% | 33.7% | 22.1% |
| **Fluent English Proficient (FEP)** | 66 | 53 | 60 | 21.9% | 20.5% | 23.7% |
| **Reclassified Fluent English Proficient (RFEP)** | 1 | 8 | 6 | 1.1% | 7.9% | 6.9% |

**Conclusions based on this data:**

1. The percentage of EL students enrolled at PLHS for the 2017-18 school year is down 11.6% over last year.

2. The percentage of Fluent English Proficient EL students is up 3.2% over last year.

3. The percentage of reclassified Fluent English Proficient students is down 1% over the 2016-2017 school year. This could be due to the lower enrollment of EL students.

# School and Student Performance Data

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

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 132 | 111 | 62 | 104 | 97 | 47 | 102 | 97 | 47 | 78.8 | 87.4 | 75.8 |
| All Grades | 132 | 111 | 62 | 104 | 97 | 47 | 102 | 97 | 47 | 78.8 | 87.4 | 75.8 |

| Overall Achievement for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 2471. | 2455. | 2398. | 1 | 0.00 | 0.00 | 7 | 7.22 | 6.38 | 33 | 22.68 | 4.26 | 59 | 70.10 | 89.36 |
| All Grades | N/A | N/A | N/A | 1 | 0.00 | 0.00 | 7 | 7.22 | 6.38 | 33 | 22.68 | 4.26 | 59 | 70.10 | 89.36 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 1 | 1.03 | 2.13 | 46 | 25.77 | 23.40 | 53 | 73.20 | 74.47 |
| All Grades | 1 | 1.03 | 2.13 | 46 | 25.77 | 23.40 | 53 | 73.20 | 74.47 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 1 | 0.00 | 0.00 | 34 | 28.87 | 4.26 | 65 | 71.13 | 95.74 |
| All Grades | 1 | 0.00 | 0.00 | 34 | 28.87 | 4.26 | 65 | 71.13 | 95.74 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 2 | 0.00 | 6.38 | 55 | 42.27 | 25.53 | 43 | 57.73 | 68.09 |
| All Grades | 2 | 0.00 | 6.38 | 55 | 42.27 | 25.53 | 43 | 57.73 | 68.09 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 3 | 2.06 | 0.00 | 54 | 35.05 | 21.28 | 43 | 62.89 | 78.72 |
| All Grades | 3 | 2.06 | 0.00 | 54 | 35.05 | 21.28 | 43 | 62.89 | 78.72 |

**Conclusions based on this data:**

1. Overall test scores, or # below standard, has increased over the last three years.

2. Our Junior enroll has dropped over 50% over the last three years.

3. Reading is somewhat status quo; writing is substantially lower and the result is our English teachers heading off to a writing conference to seek out a more efficient program for out students. A Literacy component will be added to all courses taught at Perris Lake High School for the 2019-2020 school year, including art and PE.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| | Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 132 | 111 | 62 | 101 | 96 | 48 | 98 | 96 | 48 | 76.5 | 86.5 | 77.4 |
| All Grades | 132 | 111 | 62 | 101 | 96 | 48 | 98 | 96 | 48 | 76.5 | 86.5 | 77.4 |

| | Overall Achievement for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 2399. | 2391. | 2399. | 0 | 0.00 | 0.00 | 0 | 0.00 | 0.00 | 1 | 2.08 | 4.17 | 99 | 97.92 | 95.83 |
| All Grades | N/A | N/A | N/A | 0 | 0.00 | 0.00 | 0 | 0.00 | 0.00 | 1 | 2.08 | 4.17 | 99 | 97.92 | 95.83 |

| | Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 0 | 0.00 | 0.00 | 2 | 1.04 | 2.08 | 98 | 98.96 | 97.92 |
| All Grades | 0 | 0.00 | 0.00 | 2 | 1.04 | 2.08 | 98 | 98.96 | 97.92 |

| | Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 0 | 0.00 | 0.00 | 20 | 9.38 | 6.25 | 80 | 90.63 | 93.75 |
| All Grades | 0 | 0.00 | 0.00 | 20 | 9.38 | 6.25 | 80 | 90.63 | 93.75 |

| | Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 0 | 0.00 | 0.00 | 40 | 29.17 | 27.08 | 60 | 70.83 | 72.92 |
| All Grades | 0 | 0.00 | 0.00 | 40 | 29.17 | 27.08 | 60 | 70.83 | 72.92 |

**Conclusions based on this data:**

1. Overall our students improved almost 3% points.

2. Concepts and procedures is the weakest assessment.

# School and Student Performance Data

## ELPAC Results

| 2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | |
|---|---|---|---|---|
| Grade Level | Overall | Oral Language | Written Language | Number of Students Tested |
| Grade 11 | * | * | * | * |
| Grade 12 | 1577.1 | 1585.2 | 1568.5 | 22 |
| All Grades | | | | 28 |

| Overall Language Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| Grade 11 | * | * | * | * | * | * | | | * |
| Grade 12 | * | * | * | * | * | * | | | 22 |
| All Grades | * | * | 13 | 46.43 | * | * | | | 28 |

| Oral Language Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| Grade 11 | * | * | * | * | | | | | * |
| Grade 12 | 16 | 72.73 | * | * | * | * | | | 22 |
| All Grades | 21 | 75.00 | * | * | * | * | | | 28 |

| Written Language Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| Grade 11 | | | * | * | * | * | * | * | * |
| Grade 12 | * | * | * | * | 11 | 50.00 | * | * | 22 |
| All Grades | * | * | * | * | 12 | 42.86 | * | * | 28 |

| Listening Domain Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| Grade 11 | * | * | * | * | | | * |
| Grade 12 | 12 | 54.55 | * | * | * | * | 22 |
| All Grades | 15 | 53.57 | 12 | 42.86 | * | * | 28 |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| Grade 11 | * | * | | | | | * | |
| Grade 12 | 20 | 90.91 | * | * | * | * | 22 | |
| All Grades | 26 | 92.86 | * | * | * | * | 28 | |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| Grade 11 | | | * | * | * | * | * | |
| Grade 12 | * | * | * | * | * | * | 22 | |
| All Grades | * | * | 15 | 53.57 | * | * | 28 | |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| Grade 11 | * | * | * | * | | | * |
| Grade 12 | * | * | 18 | 81.82 | | | 22 |
| All Grades | * | * | 22 | 78.57 | | | 28 |

**Conclusions based on this data:**

**1.** Our students were strongest in the speaking domain.

**2.** Our students weakest in listening and reading.

# School and Student Performance Data

## Student Population

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

| 2017-18 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **253** | **86.2%** | **22.1%** | **0.4%** |
| 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. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 56 | 22.1% |
| **Foster Youth** | 1 | 0.4% |
| **Homeless** | 20 | 7.9% |
| **Socioeconomically Disadvantaged** | 218 | 86.2% |
| **Students with Disabilities** | 4 | 1.6% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 20 | 7.9% |
| **Filipino** | 1 | 0.4% |
| **Hispanic** | 192 | 75.9% |
| **Two or More Races** | 6 | 2.4% |
| **White** | 34 | 13.4% |

**Conclusions based on this data:**

1. The majority of our students are socioeconomically disadvantaged.

2. Our highest percentage of students are Hispanic.

# School and Student Performance Data

## Overall Performance

| 2018 Fall Dashboard Overall Performance for All Students |
|---|

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Red | **Graduation Rate**<br>Green | **Suspension Rate**<br>Red |
| **Mathematics**<br>Orange | | |
| **English Learner Progress**<br>No Performance Color | | |
| **College/Career**<br>Red | | |

**Conclusions based on this data:**

**1.** According to the 2017-18 Fall Dashboard Performance data results our greatest need is in English Language arts (Red).

**2.** Mathematics has improved some but is still dangerously low (orange).

**3.** 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.

# 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:

| Lowest Performance | | | | | | | | | | Highest Performance |
|---|---|---|---|---|---|---|---|---|---|---|
| | Red | | Orange | | Yellow | | Green | | Blue | |

This section provides number of student groups in each color.

| 2018 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 1 | 0 | 0 | 0 | 0 |

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.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Red | No Performance Color | No Performance Color |
| 183.4 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 0 Students |
| Declined -46.1 points | 6 students | |
| 37 students | | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Red | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 181.1 points below standard | 0 Students |
| 2 students | Declined -49.1 points | |
| | 34 students | |

## 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0 Students | 0 Students |
| 6 students | | | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| 191.6 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -55.1 points | 1 students | | 5 students |
| 25 students | | | |

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.

## 2018 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 | Less than 11 Students - Data Not Displayed for Privacy | 189.5 points below standard |
| 5 students | 1 students | Declined -30.2 points |
| | | 24 students |

**Conclusions based on this data:**

**1.** A large portion of our Junior class is scoring below standard on the English Language Arts portion of the SBAC.

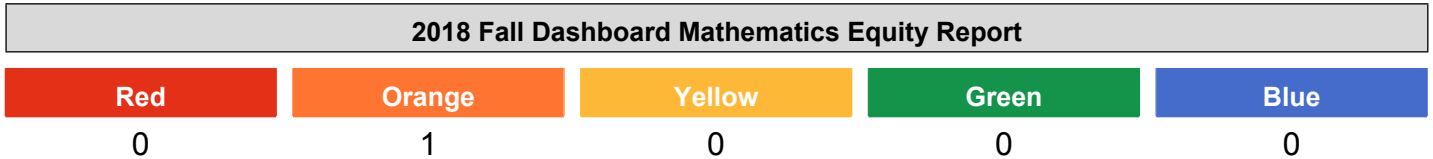**2.** There is little difference between all students and SocioEconomically Disadvantaged.

# 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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 0 | 0 | 0 |

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.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Orange | No Performance Color | No Performance Color |
| 229.4 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 0 Students |
| Increased | 6 students | |
| 21.8 points | | |
| 38 students | | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Orange | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 224.2 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| 2 students | Increased | 1 students |
| | 21.1 points | |
| | 35 students | |

## 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0 Students | 0 Students |
| 5 students | | | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| 241 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 12.2 points | 1 students | | 7 students |
| 25 students | | | |

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.

## 2018 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 | Less than 11 Students - Data Not Displayed for Privacy | 235.5 points below standard |
| 5 students | 1 students | Increased |
| | | 27.2 points |
| | | 24 students |

**Conclusions based on this data:**

**1.** We increased in performance but a large majority of our students score low on the Math portion of the SBAC.

**2.** We would like to consider district/school based assessment as an alternative to SBAC.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment.  With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|---|---|---|---|
| Number of Students | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 28 | 35.7% | 46.4% | 17.9% | |

**Conclusions based on this data:**

1. Of the 28 students testing on ELPAC  the majority of them tested at Level 3 Moderately Developed.

2. 35.7% of the 28 students tested on the new ELPAC California assessment showed being Well Developed Level 4 for English Learner Progress.
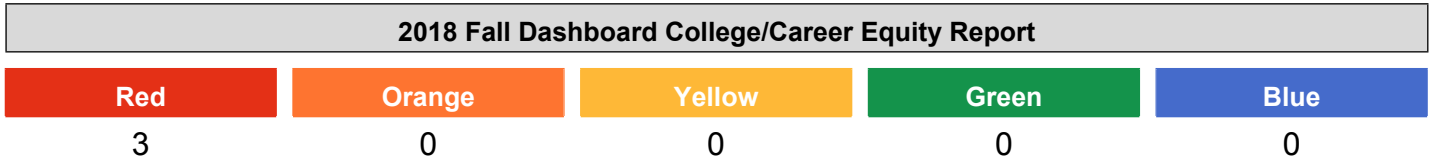
# School and Student Performance Data

## Academic Performance
## College/Career

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

Lowest Performance    Red    Orange    Yellow    Green    Blue    Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard College/Career Equity Report

| Red | Orange | Yellow | Green | Blue |
|:---:|:---:|:---:|:---:|:---:|
| 3 | 0 | 0 | 0 | 0 |

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

### 2018 Fall Dashboard College/Career for All Students/Student Group

| All Students | English Learners | Foster Youth |
|:---:|:---:|:---:|
| Red | Red | No Performance Color |
| 0.5% prepared | 0% prepared | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained -0.9% | Maintained 0% | |
| 199 students | 41 students | 1 students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|:---:|:---:|:---:|
| No Performance Color | Red | No Performance Color |
| 0% prepared | 0.6% prepared | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained 0% | Maintained 0.1% | |
| 27 students | 167 students | 9 students |

| 2018 Fall Dashboard College/Career by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| 9 students | | | 2 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Red | No Performance Color | No Performance Color | No Performance Color |
| 0.7% prepared | Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0% prepared |
| Maintained -0.5% | | | Declined -3.8% |
| 150 students | 3 students | | 35 students |

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

| 2018 Fall Dashboard College/Career 3-Year Performance | | |
|---|---|---|
| **Class of 2016** | **Class of 2017** | **Class of 2018** |
| **Prepared** | 1.4 **Prepared** | 0.5 **Prepared** |
| **Approaching Prepared** | 11 **Approaching Prepared** | 10.1 **Approaching Prepared** |
| **Not Prepared** | 87.6 **Not Prepared** | 89.4 **Not Prepared** |

**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.

# 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.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

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.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

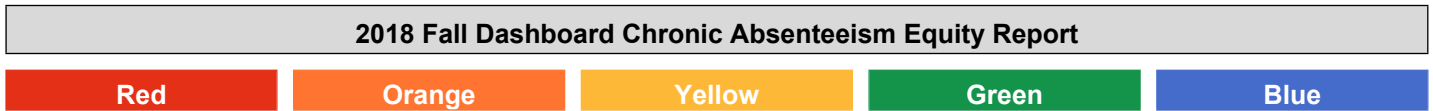**Conclusions based on this data:**

**1.** No Data available

# School and Student Performance Data

## Academic Engagement
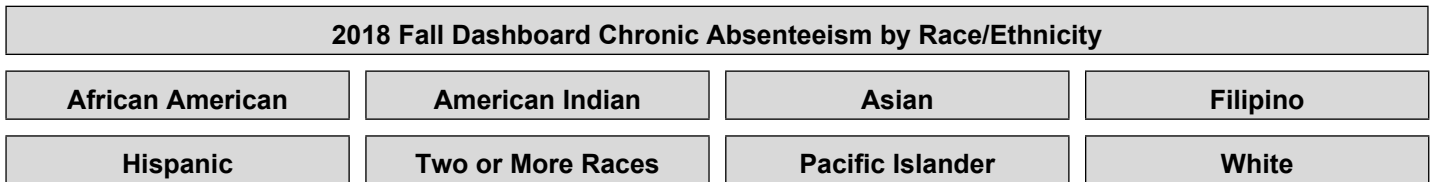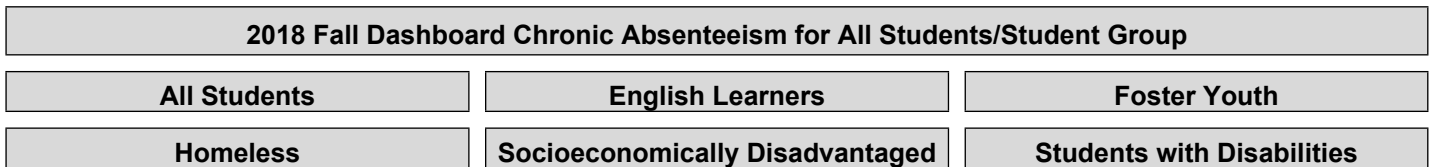## Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 3 | 0 |
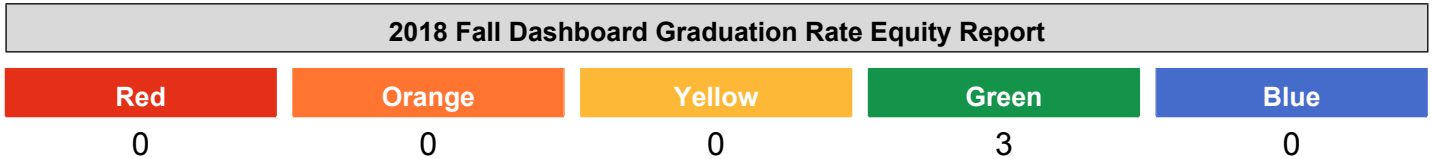
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Green | No Performance Color |
| 83.9% graduated | 87.8% graduated | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained +1.4% | Increased +12.8% | |
| 199 students | 41 students | 1 students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Green | No Performance Color |
| 85.2% graduated | 85% graduated | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained +1.9% | Maintained +2.6% | |
| 27 students | 167 students | 9 students |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| 9 students | | | 2 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | No Performance Color |
| 82% graduated | Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 88.6% graduated |
| Maintained +0.7% | 3 students | | Declined -3.7% |
| 150 students | | | 35 students |

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.

| 2018 Fall Dashboard Graduation Rate by Year | |
|---|---|
| **2017** | **2018** |
| 82.6% graduated | 83.9% graduated |

**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.

# 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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 6 | 0 | 0 | 0 | 0 |
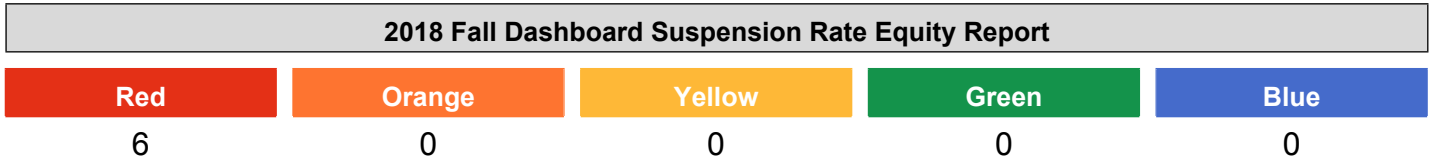
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Red | Red | No Performance Color |
| 22.2% suspended at least once | 23.8% suspended at least once | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 10.9% | Increased 11.6% | 3 students |
| 387 students | 80 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Red | Red | No Performance Color |
| 20.6% suspended at least once | 23.2% suspended at least once | 25% suspended at least once |
| Increased 8.8% | Increased 12.8% | Increased 6.3% |
| 34 students | 306 students | 12 students |

| 2018 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Red | No Performance Color | No Performance Color | No Performance Color |
| 32.3% suspended at least once | 0 Students | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 17.6% | | 1 students | 4 students |
| 31 students | | | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Red | No Performance Color | No Performance Color | Red |
| 21.3% suspended at least once | Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 21.4% suspended at least once |
| Increased 10.5% | 8 students | | Increased 5.7% |
| 287 students | | | 56 students |

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

| 2018 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2016** | **2017** | **2018** |
| | 11.3% suspended at least once | 22.2% suspended at least once |

**Conclusions based on this data:**

**1.** There was a 10.9% increase in suspensions from the 2016-17 school year to the 2017-18 school year due to starting the school year under staffed with over crowded classrooms.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Proficiency

### Goal Statement

All Perris Lake High School  students will be taught by fully credentialed, highly qualified instructors using AVID methodologies and other similar strategies. Perris Lake High School will increase the percent of students passing all ELA and Math courses by 1%; Perris Lake High School will increase the percent of English Learners increasing a  by 1%.

### LCAP Goal

All students will attain proficiency in all academic content areas.
1a. Increase the percentage of students scoring at or making progress towards the Standards Met/Standards Exceeded levels on the California Assessment of Student Progress and Performance (CAASPP) assessments in ELA and Math.
1b. Increase the % of English Learners meeting the California English Learner Indicator
1c. 100% of staff are appropriately assigned and fully credentialed in area taught
1d. Continue to provide resources for staff and students to ensure student academic success in meeting grade level standards.

### Basis for this Goal

Percentages of students at or above proficiency in English/Language Arts
Percentages of students at or above proficiency in mathematics
School Accountability Report Card
Progress reports and report cards
D/F rates
ELPAC results

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| CAASPP, ELA | 6.38 (standard met) | |
| CAASPP, Math | 0.0 | |
| English Learner prof. indicator....ELPAC results. | 0.0 | |

### Planned Strategies/Activities

#### Strategy/Activity 1

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

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

All Students

## Timeline

August 2019 - June 2020

## Person(s) Responsible

Title I Lead and Admin

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 300 |
| **Source** | Title I |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | a. Title I lead and Principal will review monthly and update the plan accordingly.<br>b. Release time to attend Title I meetings, training's and workshops. Sub coverage |

# Strategy/Activity 2

1.2 Ongoing collaboration and professional development (more district oriented due to budget), CCSS implementation, PBIS, and MTSS (student support and intervention). This will come in the form of one day conferences with the agreement the material will be used as a tool at Perris Lake High School. We will limit this to English and Math for the 2019-20 school year.

## Students to be Served by this Strategy/Activity

All students in Math and English courses.

## Timeline

August 2019 June 2020

## Person(s) Responsible

District Admin
Site Admin
All Teachers
PARA's

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1500 |
| **Source** | Title I |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | a. Teacher attendance at instructional conferences (Math and English only), |
| **Amount** | 450 |
| **Source** | Title I |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | b. Substitutes for teachers attending conferences |

## Strategy/Activity 3

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

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

All Students

### Timeline

August 2019 - June 2020

### Person(s) Responsible

Site Admin.
Dept. Teachers
Title I Lead

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 6,050.00 |
| **Source** | Title I |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | a. 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. |

| | |
|---|---|
| **Amount** | 500.00 |
| **Source** | Title I |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | b. Books and magazine subscriptions for the Library |

## Strategy/Activity 4

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

### Timeline

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Source** | Title I |
| **Budget Reference** | None Specified |

| **Source** | Title I |
|---|---|
| **Budget Reference** | None Specified |

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Graduation, College and Career Readiness

### Goal Statement

Perris Lake High School will increase the graduation rate by a minimum of 1% over the 2019-20 school year (focusing on October and March graduates) as measured by district and site graduation data using 2018-2019 completion rates as baseline.

### LCAP Goal

All students will graduate from high school prepared for postsecondary and career options.
2a. Maintain the percentage of students meeting high school graduation requirements between 92% - 94% annually
2b. Increase A - G completion by 3% annually
2c. Increase AP enrollment/passing rate by 3%
2d. Increase the % of high school juniors meeting or exceeding the standard on the ELA & Math components of the High School CAASPP assessments
2e. Increase CTE pathway enrollment/completion by 3% annually
2f. Increase student enrollment in AVID by 4% annually
2g. Increase district FAFSA Completion by 5% annually

### Basis for this Goal

Graduation Completion Rate
Career Technical Education Enrollment (CTE)
2 -year college enrollment
Use of AVID or simular strategies
Early Assessment Program (EAP) status
ELPAC Results (English Language Proficiency Assessment for CA)
FAFSA Completion
Yearly credit status

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| 2017-2018 graduation rate of 81% | Our graduation rate for 2018-2019 was 87%. | We expect our graduation rate to be 89% for 2019-2020 |

### Planned Strategies/Activities

### Strategy/Activity 1

2.1a 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 a month.
2.1b 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. Also, Amazon is putting on a series of events on our campus to both recruit and train students as employees.

## Students to be Served by this Strategy/Activity

All students

## Timeline
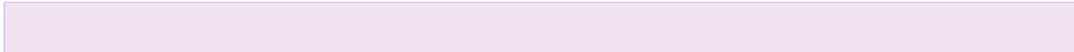
August 2019 -June 2020

## Person(s) Responsible

Admin.
Counselor
Teachers

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| Amount | 500.00 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | a. Transportation costs - 3 trips per year for 20-30 students each to visit schools |

# Strategy/Activity 2

2.2 Perris Lake will host two FAFSA events, plus individual meetings for those parents whose students have completed their portion of the FAFSA process. Admin will have pulled students prior to this to help them complete this process and will have personally spoken with the parents of those students.  Additional assistance will be provided at each event.

## Students to be Served by this Strategy/Activity

All students

## Timeline

October 2019 - June 2020

## Person(s) Responsible

Admin.
Counselor
Teachers

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| Amount | 500.00 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | a. Hourly overtime pay for Counselor plus two teachers to help for 2hrs.@54.00 per hr. x 2 nights. |

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Safety and Culture

### Goal Statement

By the end of the 2019-20 school year, Perris Lake High School will increase its school climate report card by 2% points.
3.1 By the end of the 2019-20 school year, Perris Lake High School will reduce the number of incidents of bullying, drug use, and violence by 5%.
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.

### LCAP Goal

All departments and sites will provide a safe and positive learning environment for all students and staff.
3a.  Reduce incidents of bullying, drug use, violence, truancies and suspensions/expulsions by 5% annually on all campuses.
3b.  Reduce the disproportionately in the suspension rates of Students with Disabilities and African American Students by 1%
3c.  Improve attendance indicators by 2.5% for all school sites (i.e. chronic absenteeism, truancy rates & annual daily attendance)
3d. Maintain facilities per Williams compliance

### Basis for this Goal

Student, Parent and Staff surveys; data from the California Healthy Kids Survey
PLHS Behavior Data Analysis
Student participation in group counseling
SOAR awards recipients

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| 2018-19 Expulsion/Suspension Rate<br>HS Drop Out<br>Attendance Rate<br>CA Healthy Kids Survey | 2018-19 Expulsion Rate 0%<br>2018-19 HS Drop Out<br>2018-19 Suspension Rate 35 suspensions<br>2018-19 Attendance Rate as of 3/22/19  86%<br>CA Healthy Kids Survey | Expected Expulsion Rate for 2019-20 0%<br>2019-20 HS Drop Out<br>2019-20 Suspension  33 or less<br>2019-20 Attendance Rate 87%<br>CA Healthy Kids Survey |

### Planned Strategies/Activities

#### Strategy/Activity 1

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

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2019 - June 2020

## Person(s) Responsible

Site admin
Counseling
Teachers
Staff

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1000.00 |
| **Source** | Title I |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | a. Purchase paper for certificates<br>b. Purchase approved incentive items. |
| **Description** | . |
| **Description** | . |

# Strategy/Activity 2

3.2 Continue with our Concrete Rose T-shirts

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2019 - June 2020

## Person(s) Responsible

Site admin
All Staff

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 2,000.00 |
| **Source** | Title I |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | a. Replenish our Concrete Rose T-shirts |

# Strategy/Activity 3

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

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

Description                  `

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Communication, Technology and Parental / Community Involvement

### Goal Statement

Perris Lake High School will increase the percentage of parent involvement and the percentage of parents accessing the IC Parent Portal and the school Facebook page.

Perris Lake High School will improve student attendance by 1% in the 2019-20 School year. 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, and SSC events.

### LCAP Goal

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

### Basis for this Goal

Infinite Campus reports showing parent usage
Facebook access report
Attendance data
Parent participation
Parent sign-in sheets at school events: Back to School, Open house, FAFSA, Principal dinners, SSC and SOAR awards.

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Social Media Followers | Facebook 528<br>Twitter 177<br>Instagram 124 | We expect the outcome to be as strong or stronger next year. |

### Planned Strategies/Activities

### Strategy/Activity 1

4.1 Perris Lake High School will provide information to parents to keep them informed about important information, events and activities of the school.

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

All students/ parents

#### Timeline

August 2019 - June 2020

## Person(s) Responsible

Site Admin, Title I Lead

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 800.00 |
| **Source** | Title I |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | 1. Certificates<br>2. Invitations<br>3. Programs<br>4.Calendars<br>5. Parent bags<br>6. Handouts<br>7. SSC Materials |

# Strategy/Activity 2

## Students to be Served by this Strategy/Activity

## Timeline

## Person(s) Responsible

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Source** | None Specified |
| **Budget Reference** | None Specified |
| **Source** | None Specified |
| **Budget Reference** | None Specified |

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## Goal 1

All Perris Lake High School students will be taught by fully credentialed, highly qualified instructors using AVID methodologies and other similar strategies. Perris Lake High School will increase the percent of students passing all ELA and Math courses by 2%; Perris Lake High School will increase the percent of English Learners increasing a band on the CELDT by 3%.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| CAASPP, ELA<br>CAASPP, Math<br>English Learner prof.<br>indicator...ELPAC results | | 6.38 (Standard Met)<br>0.0<br>0.0 |

## Strategies/Activities for Goal 1

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 1.1 Regularly review data and compare to SPSA to reflect accurate needs to be addressed | | a. Title I lead and Principal will review monthly and update the plan accordingly.<br>b. Release time to attend Title I meetings, training's and workshops. Sub coverage<br> 1000-1999: Certificated Personnel Salaries Title I 300 | Two SPSA writing days 300 |
| 1.2 Ongoing collaboration and professional development in Project Based and AVID strategies (or similar), CCSS implementation, PBIS, and technology | | a. Teacher attendance at AVID conferences, PLC institutes, content specific conferences, CCSS conferences, and workshops.<br> 5000-5999: Services And Other Operating Expenditures Title I 500 | Writing conference ELA 5000-5999: Services And Other Operating Expenditures Title I 1300.00 |
| | | b. Substitutes for teachers attending conferences<br> 2000-2999: Classified | Two one day substitutes for ELA conferences.<br>2000-2999: Classified Personnel Salaries Title I 300 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | | Personnel Salaries Title I 400 | |
| 1.3 Provide tutoring in math. One full day math tutor one day a week all year long. | | a. 1 day a week sub coverage @140 per day for 38 weeks. 1000-1999: Certificated Personnel Salaries Title I 5,320.00 | Picked up by Dian Martin   0 |
| | | Continue with action but remove action from SPSA, Student Services will pick up cost. Move funds below to materials and supplies. | |
| 1.4 Ensure that teachers in all content areas and the Library are provided supplemental supplies and resources to increase student performance. | | a. Provide supplies and materials for teachers to ensure students have the opportunity to be prepared for their classes as well as when they graduate. 4000-4999: Books And Supplies Title I 1300.00 | Supplies purchased for all content areas including Maker space 4000-4999: Books And Supplies Title I 5154.52 |
| | | b. Renew magazine subscriptions for the Library 4000-4999: Books And Supplies Title I 260 | Magazines renewed 4000-4999: Books And Supplies Title I 279.25 |

## Analysis

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

1.1 Both SPSA writing days were utilized and productive.
1.2 Both English teachers attended a writing conference

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

All strategies and activities were successfully implemented.

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

1.2 Intending to utilize district offered workshops we did not allocate much money here but we were in need of a good writing program and one became available so we sent our ELA teachers to learn about the program.

1.3 The money allocated for tutoring was not needed as the cost was picked up by student services. This money was re-allocated to conferences and materials and supplies.

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

We will continue with all of the same strategies/activities above, although we will not be allocating any funds towards tutoring as Student Services will continue to cover this cost.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## Goal 2

Perris Lake High School will increase the graduation rate by a minimum of 1% over the 2019-20 school year (focusing on October and March graduates) as measured by district and site graduation data using 2018-2019 completion rates as baseline.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| 2017-2018 graduation rate 87% | We expect our graduation rate to be___for 2019-2020 | Our graduation rate for 2018-2019 |

## Strategies/Activities for Goal 2

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 2.1 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.<br>Our Think Together coordinator puts together at least one career based field trip a month. | Our Think Together Coordinator put together one - two field trips per month to colleges and vocational schools. | a. Transportation costs - 3 trips per year for 20-30 students each to visit schools 5000-5999: Services And Other Operating Expenditures Title I 500.00 | Field trips were picked up by Think-Together. 0 |
| 2.2 Perris Lake will host three FAFSA nights for students and parents. Admin will pull students prior to FAFSA to start the process.  On FAFSA night,<br>assistance is provided to the students and parents in filling out the FAFSA application. | We held three FAFSA events so far this year as of 4/1/2019. | a. Hourly overtime pay for Counselor plus three teachers to help for 2hrs.@54.00 per hr. x 3 nights. 1000-1999: Certificated Personnel Salaries Title I 2,298.00 | PLHS held three FAFSA events 1000-1999: Certificated Personnel Salaries  324.00 |

# Analysis

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

The collage and trade school field trips are very well attended and we have a few students planning on attending a two year collage and several students interested in the trade schools.

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

This activity has had a positive effect on our students, the students seem to be more focused on finishing their classes after they see what is out there for them.

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

2.1 Title I had always covered field trip cost in the past but now that we have a Think Together coordinator, the cost of field trips has been covered by his budget.
2.2 Our FAFSA events had very low attendance this year so we only used the counselor and one teacher cutting down on anticipated cost. Many of the parents sent their financial information information in with their students and the principal along with the student were able to complete the FAFSA without parent attendance.

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

We will keep the same  activities for next year as they are both necessary for achieving our goal but we will allocate less money due to shared cost. The changes can be found in the funding line under Goal 2 in the SPSA.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## Goal 3

By the end of the 2019-20 school year, Perris Lake High School will increase its school climate report card by 10 points.
3.1 By the end of the 2018-19 school year, Perris Lake High School will reduce the number of incidents of bullying, drug use, and violence by 5%.
3.3 Perris Lake High School will reduce the number of behavioral incidents and provide a safe working environment for staff and students.
3.4 Perris Lake High School will reduce the total number of suspensions and days of suspension by 5% annually.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
| --- | --- | --- |
| 2018-19 Expulsion/Suspension Rate HS Drop Out Attendance Rate | We had anticipated that our school climate would increase and our negative behavior would decrease, as it did. This was due to starting to being fully staffed and manageable class sizes | As of 3/22/2019 2018-19 Expulsion Rate 0% 2018-19 Suspension Rate 22.2% 2018-19 Attendance Rate 85.9% |

## Strategies/Activities for Goal 3

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| 3.1 Promote perfect attendance and positive behavior: Motivate students to attend school and do well through the use of incentives (SOAR Awards). | | a. Purchase paper for certificates b. Purchase approved incentive items. 4000-4999: Books And Supplies Title I 1000.00 | a. Purchase paper for awards. 4000-4999: Books And Supplies Title I 500.00 |
| 3.2 Continue with our Concrete Rose T-shirts | | a. Replenish our Concrete Rose T-shirts 5000-5999: Services And Other Operating Expenditures Title I 2,000.00 | a. Purchase Concrete Rose T-shirts 5000-5999: Services And Other Operating Expenditures Title I 2,000.00 |

## Analysis

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

3.1 Perris Lake High School holds a SOAR Award event after each quarter. Many students earn awards and whole families come out to see their student receive an award. The students are provided a barbecue and great incentive items are raffled off. Jostens provides an ice cream social quarterly for the students with perfect attendance.
3.2 All students are given a Concrete Rose T-shirt at the beginning of the year or as they enroll.

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

3.1 Students are encouraged to to work a little harder and to improve their attendance as the SOAR awards are held out in the open and the non participants can see what they too could be a part of.
3.2 The students feel positive about the shirts and like to show school spirit by wearing the shirts.

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

3.1 Only 500 of the 1000 allocated was used due to the restriction on what could be purchased with the money.  We will use the 1000.00 next year on approved items.

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

We will continue with this goal for the 2019-2020 school year.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## Goal 4

Perris Lake High School will increase the percentage of parent involvement and the percentage of parents accessing the IC Parent Portal and the school Facebook page.

Perris Lake High School will improve student attendance by 1% in the 2019-20 School year. 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, and SSC events.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Social Media Followers | | |

## Strategies/Activities for Goal 4

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| A. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved.<br>(20 U.S.C. § 6318(c)(1)) | | <ul><li>Annual Title I presentation at Back to School night</li><li>Flyers</li><li>Parent Compact</li><li>Parent Involvement Plan</li></ul> | |
| B. Offer a flexible number of meetings.<br>(20 U.S.C. § 6318(c)(2)) | | School Site Council meetings<br>Tea with the Principal<br>PELI<br>Bump in the Road<br>Sing in sheets<br>Agenda<br>Minutes<br>Snacks<br> 4000-4999: Books And Supplies Title I 700 | Meeting Snacks 4000-4999: Books And Supplies Title I 230.00 |
| C. Involve parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and | | | |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| improvement of its Title I programs and parental involvement policy. (20 U.S.C. § 6318(c)(3)) | | | |
| D. Provide parents of participating students with timely information about Title I programs. (20 U.S.C. § 6318(c)(4)(A).) | | | |
| E. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. (20 U.S.C. § 6318(c)(4)(B)) | | | |
| F. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318(c)(4)(C)) | | | |
| Building Capacity: A. Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children. (20 U.S.C. § 6318(e)(1)) | | | |
| B. Provide materials and training to help parents work with their children to improve their children's achievement. | | | |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| (20 U.S.C. § 6318(e)(2)) | | | |
| C. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 U.S.C. § 6318(e)(3)) | | | |
| D. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318(e)(4)) | | | |
| E. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 U.S.C. § 6318(e)(5)) | 4.1 Perris Lake High School will provide information to parents to keep them informed about important information, events and activities of the school. | Invitations, flyers, certificates, programs calendars of events. 4000-4999: Books And Supplies Title I 600.00 | Invitations, flyers, certificates, programs, calendars of events. 4000-4999: Books And Supplies Title I 600.00 |
| F. Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318(e)(14)) | | | |
| G. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under 20 U.S.C. Section 6311 in a format and, to the extent | | | |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| practicable, in a language such parents understand. (20 U.S.C. § 6318(f).) | | | |
| H. Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc. as needed. | | Childcare for FAFSA 2000-2999: Classified Personnel Salaries Title I 100.00 | Childcare for FAFSA 2000-2999: Classified Personnel Salaries Title I 0 |

## Analysis

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

The activities of this goal were fully implemented.

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

The activities in this goal were well attended. SSC meetings, Back to School, Open House, dinners, SOAR. We had an increase in the number of parents accessing school social media.

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

We had allocated 1400.00 for this goal and spent 830.00 as funds may no longer be spent on snacks for meetings.

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

No changes will be made to this goal aside form the amount of money being allocated.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## Goal 5

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|

## Strategies/Activities for Goal 5

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|

## Analysis

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

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

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

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

# Budget Summary and Consolidation

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

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | 13,600.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 13,600.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

# Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| Title I | 13,600.00 |

# Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 500.00 |
| 2000-2999: Classified Personnel Salaries | 750.00 |
| 4000-4999: Books And Supplies | 8,350.00 |
| 5000-5999: Services And Other Operating Expenditures | 4,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | Title I | 500.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 750.00 |
| 4000-4999: Books And Supplies | Title I | 8,350.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 4,000.00 |

# School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

| Name of Members | Role |
|---|---|
| Dean Hauser | Principal |
| Darleen Nash | Classroom Teacher |
| Nancy Howell | Classroom Teacher |
| Stephany Lon | Classroom Teacher |
| Craig West | Classroom Teacher |
| Erica Hulstrom | Other School Staff |
| Angela Jordan | Parent or Community Member |
| Tashara Wilkerson | Parent or Community Member |
| James Wilkerson | Parent or Community Member |
| Justine Castilleja | Secondary Student |
| Arisbeth Anastacio | Secondary Student |
| Crystal Chavez | 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 |
|---|---|
| | District/School Liaison Team for schools in Program Improvement |
| | Other: PELI |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 11, 2019.

Attested:

| |
|---|
| Principal, Dean Hauser on |
| SSC Chairperson, Darleen Nash on |

# Addendum

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

## Instructions: Linked Table of Contents

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

## Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

## Students to be Served by this Strategy/Activity

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

## Proposed Expenditures for this Strategy/Activity

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

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

## Annual Review and Update

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

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

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

## Analysis

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

# Budget Summary and Consolidation

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

# Budget Summary

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

A school may include additional information or more detail.

# Consolidation of Funds

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

# Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

# Appendix B: Select State and Federal Programs

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

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