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 High School
Address	175 East Nuevo Road Perris, CA 92570
County-District-School (CDS) Code	33-67207-3335973
Principal	Juan Santos
District Name	Perris Union High School District
SPSA Revision Date	April 7, 2019
Schoolsite Council (SSC) Approval Date	May 21, 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.

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School Vision and Mission

Our vision for students: Perris High School will provide a quality education that prepares students to pursue their college and/or career goals. Upon graduating from Perris High School, students will be: effective communicators, empowered citizens, critical and creative thinkers, positive contributors to society, and responsible digital citizens.

Our Mission: Perris High School's professional educators will provide a broad-based curriculum that affords our students opportunities to acquire the skills needed to understand and contribute to an interdependent and rapidly-changing world.

School Profile

School Profile

Perris High School is one of three comprehensive high schools serving grades 9 through 12 in the Perris Union High School District. Established in 1888 and relocated to its present site in 1961, Perris High School has a rich history in Southwest Riverside County. The student population is approximately 2,200 with 93 classroom teachers, 6 guidance counselors, 1 media specialist, 1 psychologist, 5 administrators, and 78 classified support staff. Many of the faculty and staff members at PHS are alumni and are very proud of their school. In addition, many students have parents who attended Perris High School. PHS continues to build upon high expectations to assist students in finding those areas deep within themselves that will allow them to perform at their optimum level of skill, talent, and ability. PHS continues as a high tech school that prepares students for the 21st century. As Perris Union High School District is a one-to-one device district, all students have access to an individual chromebook. We are working to build and maintain families who are technologically efficient through Common Sense Media, our teachers and staff are becoming Google certified and our students are responsible Digital Citizens. The PHS campus is still undergoing new facility construction. We have completed the construction of our state-of-the-art facility for our Agricultural Sciences, JROTC, Engineering, culinary and Automotive programs. We will be entering into the final stage of construction on our campus that includes the building of the Visual and Performing Arts building that features dance, drama, choir, theater and stage tech for set building. The new Learning Commons building will feature a state-of-the-art library, counseling department, nurses office, career center for students, family engagement center, and administration offices. These projects have invigorated students and staff in seeing their campus as newer and therefore has created a new sense of ownership and pride.

The fact that our community is geographically spread out provides both opportunities and challenges. Students and staff receive benefits from the cultural and ethnic diversity resulting from a student population that comes from varying backgrounds. Many of our parents have to travel long distances to their workplaces and others have multiple sources of employment. With this in mind, the challenge is to create avenues that will accommodate the varying schedules to increase parent and community participation from all of the areas that we serve.

Perris High School's School Plan for Student Achievement (SPSA) focuses on analyzing and evaluating the academic achievement of all students in the school, obtaining recommendations from stakeholder groups, standing and special committees regarding the focus of the school's SPSA, developing and approving the school plan and all proposed expenditures in accordance with all state and federal laws and regulations, recommending the school plan including related budget expenditures to the local governing board, providing ongoing monitoring of the implementation of the plan and budgets/expenditures, revising the school plan, including expenditures, timelines and evaluation criteria, as needed, conducting an annual evaluation of the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students, and participating in all local, state, and federal reviews of the school's program for compliance and quality. In addition, recommendations from the 2017 WASC report are continuously being implemented and our school is making improvements based on those recommendations. Perris High School receives school-wide Title I funding.

Staff development focuses on effective collaboration through the PLC process, community and culture building processes and AVID instructional strategies as the vehicle for improving student achievement.

The Perris High School, School Site Council meets once a month and consists of elected representatives from the school and surrounding community. The School Site Council functions as a shared decision-making body on topics relating to budget and proposed expenditures, staff development, assessment and accountability, school growth and technology, and student achievement. It is directly involved in approving expenditures from categorical funds that are consistent with the goals established by the School Site Council in the SPSA.

Perris High School operates on a modified traditional calendar, with an early August start and early June end date. The bell schedule includes time for weekly Professional Learning Communities (PLC). PLCs are working towards being data-driven and focus on sharing best practices, using data to guide instruction, adopting consistent strategies, vertical alignment, and curriculum planning/pacing. In 2015-16 the bell schedule was changed from a six-period to a seven-period day resulting in a longer school day and time for weekly collaboration among staff. This bell schedule has continued in its use and continues to benefit student academic progress.

Elementary schools from the Perris Elementary School District and Pinacate Middle School feed into Perris Union High School.

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

Student and parent engagement is increasing and can be seen through activities of the School Site Council, the level of participation at school functions, and participation in other district committees such as PELI and AAPAC. Student leadership is further tapped through school student representation at the district school board meetings, the Associated Student Body (ASB), English Language Advisory Committee (ELAC), School Site Council, and other advisory committees.

Positive Behavior Intervention Support (PBIS) which is a discipline committee with an emphasis on proactive versus reactive interventions. Data in regards to discipline infractions, consequences, frequency, ethnic groups, and other significant subgroups are analyzed to help determine areas of concern and need for intervention. Positive messages are conveyed through assemblies, awarding of points for positive behavior, incentives for points, and recognition of students who exhibit core values as identified by the committee.

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	%	0.1%	0.13%		3	3
African American	%	6.4%	6.03%		151	139
Asian	%	0.3%	0.35%		7	8
Filipino	%	0.3%	0.26%		8	6
Hispanic/Latino	%	89.3%	89.81%		2,112	2071
Pacific Islander	%	0.3%	0.22%		6	5
White	%	2.5%	2.43%		60	56
Multiple/No Response	%	%	%		1	
			Total Enrollment		2,366	2306

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9		572	592
Grade 10		622	595
Grade 11		644	565
Grade 12		528	554
Total Enrollment		2,366	2,306

Conclusions based on this data:

1. Hispanic/Latino students and African American students are the two largest enrollment percentage student populations at Perris High School 90% and 6% respectively.

2. 30% of the student population at Perris High are ELL.

3. Grade 11 students have the highest enrollment at 644 students and grade 12 has the lowest enrollment with 528 students.

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	679	686	698	28.0%	29.0%	30.3%
Fluent English Proficient (FEP)	1,039	1,014	991	42.8%	42.9%	43.0%
Reclassified Fluent English Proficient (RFEP)	4	89	75	0.6%	13.1%	10.9%

Conclusions based on this data:

1. English Learner (EL) enrollment has increased since 2015-16 school year. Enrollment of this sub-group has increased by 2.3% over the past two years.

2. Though the number of Fluent English Proficient (FEP) students has decreased, the percentage of FEP students has increased slightly.

3. The number of (EL) students who have reclassified (RFEP) to English proficient has fluctuated since the 2015-16 school.

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	573	594	544	549	560	516	547	559	515	95.8	94.3	94.9
All Grades	573	594	544	549	560	516	547	559	515	95.8	94.3	94.9

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	2530.	2566.	2547.	7	12.52	12.43	24	32.38	24.66	32	30.95	30.87	37	24.15	32.04
All Grades	N/A	N/A	N/A	7	12.52	12.43	24	32.38	24.66	32	30.95	30.87	37	24.15	32.04

Reading 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	10	20.04	15.34	55	52.42	52.82	35	27.55	31.84
All Grades	10	20.04	15.34	55	52.42	52.82	35	27.55	31.84

Writing 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	11	17.35	15.73	48	54.38	43.11	42	28.26	41.17
All Grades	11	17.35	15.73	48	54.38	43.11	42	28.26	41.17

Listening 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	11	14.49	12.23	59	65.12	66.99	30	20.39	20.78
All Grades	11	14.49	12.23	59	65.12	66.99	30	20.39	20.78

Research/Inquiry 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	16	27.37	20.19	56	48.84	50.87	29	23.79	28.93
All Grades	16	27.37	20.19	56	48.84	50.87	29	23.79	28.93

Conclusions based on this data:

1. When we compare overall student achievement percentages from last year our performance has in the categories of % standard exceeded, % standard met and % standard nearly met have decreased and % standard not met has increased. 2017-18 data suggests that students continue to struggle in reading and writing as compared to 2016-17 data. In addition, the data shows that students performing below standard has increased significantly. Students in 2017-18 performed better in Research and Inquiry than they did in all other categories.

2. There is room for growth in all areas specifically in the areas of reading and writing, but there is strength in the Research and Inquiry section of the report.

3. 79% of the students performed scored at near standard or above standard in Listening.

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	573	590	544	549	558	522	547	557	522	95.8	94.6	96
All Grades	573	590	544	549	558	522	547	557	522	95.8	94.6	96

	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	2502.	2505.	2494.	1	2.15	1.34	10	9.87	8.43	20	22.44	19.73	68	65.53	70.50
All Grades	N/A	N/A	N/A	1	2.15	1.34	10	9.87	8.43	20	22.44	19.73	68	65.53	70.50

	Concepts & Procedures 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	5	5.75	4.21	22	23.88	19.16	74	70.38	76.63
All Grades	5	5.75	4.21	22	23.88	19.16	74	70.38	76.63

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	2.87	1.72	45	38.78	39.46	53	58.35	58.81
All Grades	2	2.87	1.72	45	38.78	39.46	53	58.35	58.81

	Communicating Reasoning 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	3	3.95	2.30	48	56.37	52.11	48	39.68	45.59
All Grades	3	3.95	2.30	48	56.37	52.11	48	39.68	45.59

Conclusions based on this data:

1. When we compare overall student achievement percentages from Last Year our performance has in the categories of % standard exceeded, % standard met and % standard nearly met have decreased and % standard not met has increased. 2017-18 data suggests that students continue to struggle in Concepts & Procedures as compared to 2016-17 data. In addition the data shows that students performing below standard has in creased significantly.

2. Our largest area of difficulty is Concepts & Procedures

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 9	1560.9	1568.7	1552.5	179
Grade 10	1582.7	1592.8	1572.3	146
Grade 11	1587.8	1594.0	1581.1	140
Grade 12	1554.3	1549.9	1558.1	68
All Grades				533

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 9	60	33.52	66	36.87	41	22.91	12	6.70	179
Grade 10	71	48.63	43	29.45	24	16.44	*	*	146
Grade 11	60	42.86	56	40.00	14	10.00	*	*	140
Grade 12	20	29.41	28	41.18	*	*	*	*	68
All Grades	211	39.59	193	36.21	89	16.70	40	7.50	533

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 9	104	58.10	48	26.82	25	13.97	*	*	179
Grade 10	95	65.07	31	21.23	14	9.59	*	*	146
Grade 11	95	67.86	34	24.29	*	*	*	*	140
Grade 12	42	61.76	15	22.06	*	*	*	*	68
All Grades	336	63.04	128	24.02	51	9.57	18	3.38	533

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 9	11	6.15	57	31.84	63	35.20	48	26.82	179
Grade 10	27	18.49	61	41.78	35	23.97	23	15.75	146
Grade 11	32	22.86	35	25.00	52	37.14	21	15.00	140
Grade 12	*	*	17	25.00	29	42.65	17	25.00	68
All Grades	75	14.07	170	31.89	179	33.58	109	20.45	533

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 9	81	45.25	75	41.90	23	12.85	179
Grade 10	81	55.48	52	35.62	13	8.90	146
Grade 11	65	46.43	63	45.00	12	8.57	140
Grade 12	21	30.88	32	47.06	15	22.06	68
All Grades	248	46.53	222	41.65	63	11.82	533

Speaking 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 9	139	77.65	40	22.35			179
Grade 10	114	78.08	27	18.49	*	*	146
Grade 11	121	86.43	15	10.71	*	*	140
Grade 12	58	85.29	*	*	*	*	68
All Grades	432	81.05	87	16.32	14	2.63	533

Reading 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 9	20	11.17	81	45.25	78	43.58	179
Grade 10	35	23.97	73	50.00	38	26.03	146
Grade 11	30	21.43	55	39.29	55	39.29	140
Grade 12	*	*	32	47.06	32	47.06	68
All Grades	89	16.70	241	45.22	203	38.09	533

Writing 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 9	30	16.76	137	76.54	12	6.70	179
Grade 10	38	26.03	100	68.49	*	*	146
Grade 11	57	40.71	73	52.14	*	*	140
Grade 12	27	39.71	35	51.47	*	*	68
All Grades	152	28.52	345	64.73	36	6.75	533

Conclusions based on this data:

1. Speaking and Oral Language are areas where our EL students thrive and perform the best at levels 3 & 4.

2. Reading and writing are areas where our students need more support.

3. Overall the 76% of EL students performed at level 3 & 4, this is good overall progress

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**
2,306	**93.8%**	**30.3%**	**0.7%**
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	698	30.3%
Foster Youth	15	0.7%
Homeless	114	4.9%
Socioeconomically Disadvantaged	2,162	93.8%
Students with Disabilities	233	10.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	139	6.0%
American Indian	3	0.1%
Asian	8	0.3%
Filipino	6	0.3%
Hispanic	2,071	89.8%
Two or More Races	18	0.8%
Pacific Islander	5	0.2%
White	56	2.4%

Conclusions based on this data:

1. Hispanic/Latino students and African American students are the two largest enrollment percentage student populations at Perris High School 90% and 6% respectively.

2. 30% of the student population at Perris High are ELL.

3. PHS has a significant Socioeconomically Disadvantaged student population at 93.8%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Orange

Mathematics

Red

English Learner Progress

No Performance Color

College/Career

Yellow

Academic Engagement

Graduation Rate

Orange

Conditions & Climate

Suspension Rate

Orange

Conclusions based on this data:

1. Math is an area where our school needs tremendous improvement.

2. College Career Indicator is our highest performance which indicates that our current programs are moving in a successful direction.

3. Suspension rate is an area where we need to focus on proactive methods of discipline before we suspend students.

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   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	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**
Orange	Red	No Performance Color
33.4 points below standard	84.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -17.1 points	Declined -12.2 points	
489 students	193 students	2 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
36.3 points below standard	32.3 points below standard	127.1 points below standard
Increased 12.3 points	Declined -14.2 points	Increased 17.6 points
16 students	452 students	43 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
69 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -30 points	1 students	4 students	1 students
21 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
33.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -19.7 points	4 students	2 students	7 students
449 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**
99.2 points below standard	34.3 points below standard	38.3 points below standard
Declined -16.2 points	Declined -60.2 points	Declined -15 points
150 students	43 students	120 students

Conclusions based on this data:

1. All scores declined by 17% points.

2. Our Homeless and Students With Disabilities increased in their overall performance.

3. The number of of Reclassified EL students has decreased by 60.2 points, this could be due to the change from CEDLT to ELPAC testing.
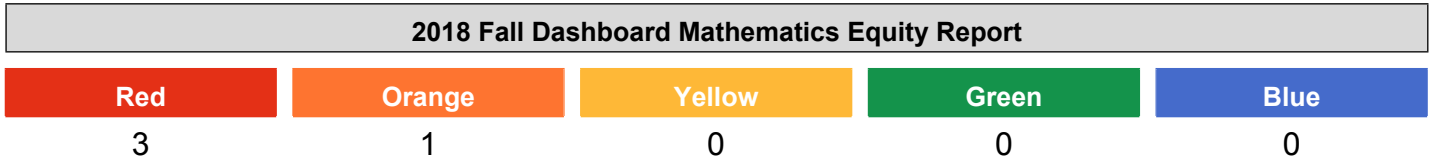
School and Student Performance Data

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
3	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
Red	Red	No Performance Color
131.5 points below standard	171.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.6 points	Declined -3 points	2 students
490 students	192 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
129.9 points below standard	130.7 points below standard	205.4 points below standard
Increased 8.1 points	Declined -7.1 points	Increased 18.1 points
16 students	452 students	42 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
154.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -22 points	1 students	4 students	1 students
20 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
131.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -11.2 points	4 students	2 students	7 students
451 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**
184.3 points below standard	125.6 points below standard	134.9 points below standard
Declined -6.2 points	Declined -49.4 points	Declined -11.6 points
149 students	43 students	122 students

Conclusions based on this data:

1. Students with Disabilities and Homeless students showed an increase in their overall performance.

2. Reclassified EL students showed a decrease in performance overall.

3. In all categories PHS performance in math declines in excess of 100 points.

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
533	39.6%	36.2%	16.7%	7.5%

Conclusions based on this data:

1. The academic Performance of our EL students is showing consistent progress and growth.
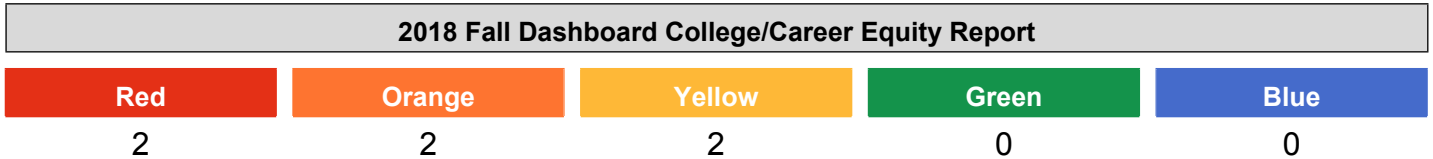
School and Student Performance Data

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**
2	2	2	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**
Yellow	Red	No Performance Color
27.7% prepared	9.5% prepared	Less than 11 Students - Data Not Displayed for Privacy
Increased 2%	Maintained -1.8%	6 students
516 students	158 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
23.3% prepared	27% prepared	4% prepared
Declined -4%	Maintained 1.9%	Maintained 0.2%
43 students	500 students	50 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
17.5% prepared	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 5.7%	1 students	1 students	1 students
40 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
29.6% prepared	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0% prepared
Increased 2.7%	3 students		Declined -8.3%
456 students			14 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**
22.3% **Prepared**	25.8 **Prepared**	27.7 **Prepared**
26.5% **Approaching Prepared**	21.3 **Approaching Prepared**	26.4 **Approaching Prepared**
51.2% **Not Prepared**	52.9 **Not Prepared**	45.9 **Not Prepared**

Conclusions based on this data:

1. Overall PHS has shown a slight increase in College and Career readiness. African American students, though the smallest group, have shown the most growth at 5.7% and hispanic students have grown 2.7%.

2. When we look at three year growth, students who are prepared have grown 2.1%. Students approaching Prepared have seen roughly 2% growth. Students Not Prepared have seen a 7% decrease.

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

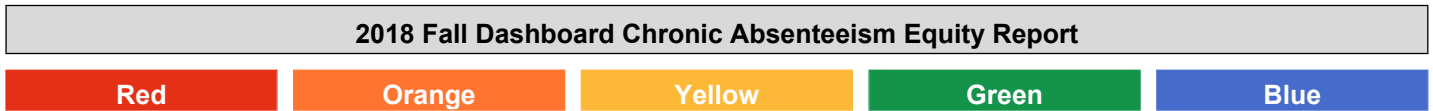**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
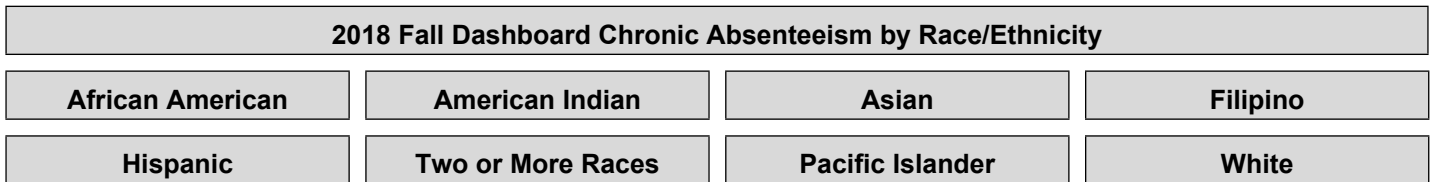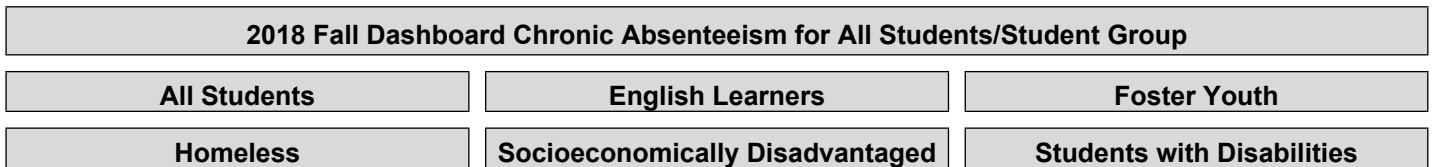## Graduation Rate

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	5	1	0	0
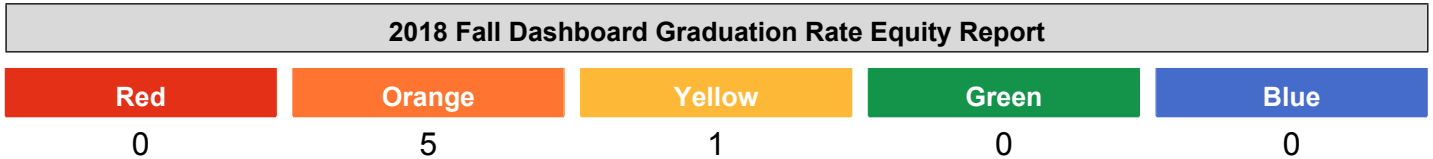
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
88.6% graduated	78.5% graduated	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.2%	Declined -3.6%	6 students
516 students	158 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
79.1% graduated	88.2% graduated	70% graduated
Declined -10%	Declined -1.3%	Declined -1.7%
43 students	500 students	50 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 87.5% graduated Declined -3.7% 40 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 89.3% graduated Maintained -0.5% 456 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 0 Students	No Performance Color 64.3% graduated Declined -10.7% 14 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**
89.7% graduated	88.6% graduated

Conclusions based on this data:

1. Perris High School has experienced a slight decrease in the graduation rate, this can be seen as a positive since students are being held to a higher standard through multiple measures.

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										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	4	0	0	0
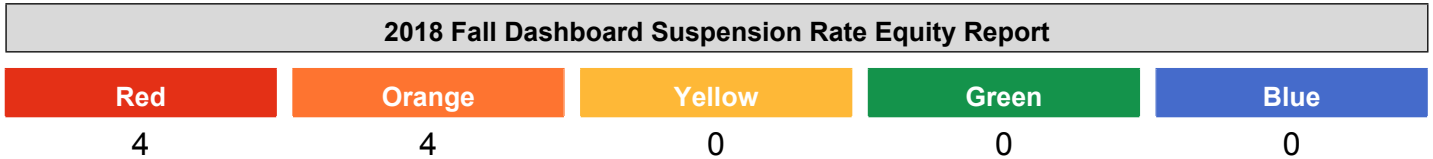
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Red
8.8% suspended at least once	11.1% suspended at least once	31.3% suspended at least once
Increased 1.6%	Increased 3%	Increased 6.8%
2542 students	847 students	32 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
10.4% suspended at least once	8.9% suspended at least once	18.7% suspended at least once
Declined -1.8%	Increased 1.5%	Increased 1.3%
125 students	2371 students	262 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
20.7% suspended at least once	Less than 11 Students - Data 4 students	Less than 11 Students - Data 9 students	Less than 11 Students - Data 7 students
Increased 5.5%			
164 students			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
7.7% suspended at least once	26.3% suspended at least once	Less than 11 Students - Data 7 students	12.1% suspended at least once
Increased 1.5%	Increased 18%		Declined -3.4%
2266 students	19 students		66 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
9.2% suspended at least once	7.1% suspended at least once	8.8% suspended at least once

Conclusions based on this data:

1. There has been an overall increase in student "at least once" suspensions. The homeless student population and the white student population did show a slight decrease in their participation in this category.

2. Students of two or more races increased the most at 18%.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

1. Improved Academic Achievement

Goal Statement

English/Language Arts and mathematics
- 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
- Increase the number of % English Learners meeting the California English Learner Indicator
- 100% of staff are appropriately assigned and fully credentialed in area taught
- Continue to provide resources for staff and students to ensure student academic success in meeting grade level standards.

LCAP Goal

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

Basis for this Goal

LCAP Goal #1 Site Data which includes:
English Learner Progress Indicator
CAASPP Performance Data
Two Year Grade Data
California Dashboard Information
College and Career Indicator

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

1.1 Student remediation and effective instructional strategies

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Administration, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	a. Student Planners

Amount	13,670
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	b. Interactive Notebooks

Amount	4400
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	c. Paper supplies, instructional materials

Strategy/Activity 2

1.2 Staff Development - content area conferences, workshops, trainings

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019- June 2020

Person(s) Responsible

Administration, Certificated Satff

Proposed Expenditures for this Strategy/Activity

Amount	7810
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	a. Registration, transportation, lodging

Amount	4500
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	b. Substitutes for teachers attending conferences

Strategy/Activity 3

1.3 Enrichment for academics - field trips, admission to venues, to supplement and enrich the academic program

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019- June 2020

Person(s) Responsible

Administration, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	7500
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	a. Registration, transportation

Strategy/Activity 4

1.4 Student recognition and motivation

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Administration, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	a. Materials and supplies

Amount	2000
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Speakers

Strategy/Activity 5

1.5 Extending learning time for learning beyond the classroom, i.e. Maker Space, etc.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Administration, certificated staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	a. Materials and supplies

Strategy/Activity 6

Class size reduction in the math department

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Administration, Counselors, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	40,000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Two algebra class size reduction for semester one and semester two

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

2. Career and College Readiness

Goal Statement

All students will graduate from high school prepared for college and careers.
1. Maintain the percentage of students meeting high school graduation requirements between 92%-94% annually
2. Increase the percentage of students completing A-G requirements by 3%.
3. Increase AP enrollment/passing rate by 3%
4. increase the % of high school juniors meeting or exceeding the standard on the ELA & math components of the High School CAASPP assessments.
5. Increase CTE pathway enrollment/completion by 3% annually
6. Increase student enrollment in AVID by 4% anually
7. Increase FAFSA Completion by 5% annually

LCAP Goal

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

Basis for this Goal

LCAP Goal #2 Site Data which includes:
High School Graduation completion, a-g Completion, FAFSA Completion, AVID Success and Enrollment, Advanced Placement (AP) Enrollment and Success, Dual Enrollment Participation & Success, CTE Enrollment, Early Assessment Program data,

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Release period for the AVID coordinator

Students to be Served by this Strategy/Activity

Timeline

August 2019 - June 2020

Person(s) Responsible

2.1 Administration, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide an additional AVID release period for Gypsi Perez

Strategy/Activity 2

2.2 Software for AP Readiness and Review

Students to be Served by this Strategy/Activity

Timeline

August 2019 - June 2020

Person(s) Responsible

AP Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Albert IO Softwear

Strategy/Activity 3

2.3 Career Center - to provide students with resources for post-secondary options

Students to be Served by this Strategy/Activity

Timeline

August 2019 - June 2020

Person(s) Responsible

Career Center Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

3. School Environment

Goal Statement

All departments and sites will provide a safe and positive environment for staff and students.
1. Reduce incidents of bullying, drug use, violence, truancies and suspensions/expulsions by 5% anually
2. Reduce the disproportionality in the suspension rates of students with Disabilities and African American students by 1%.
3. Improve attendance indicators by 2.5% i.e. chronic absenteeism, truancy rates, and annual daily attendance.
4. Reduce the total number of suspendible incidents and days of suspension for students by 3%.

LCAP Goal

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

Basis for this Goal

LCAP Goal #3 Site Data which includes:
Data on student referrals, suspensions, and expulsions
Attendance data including, truancies and absenteeism
Information regarding clubs, extracurricular activities, after school activities gleaned from interviews with the ASB accountant, Activities Director and the Innovative

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

3.1 Team - Building and school climate improvement including but not limited to Link Crew, PLUS Leadership, ASB and other clubs

Students to be Served by this Strategy/Activity

Timeline

August 2019 - June 2020

Person(s) Responsible

Administration, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	
	550

Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Student Link Crew Conference

Amount	2750
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	CADA Conference Disneyland

Amount	3190
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Active Youth Conference Friday Nigh Live

Amount	500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Strategy/Activity 2

3.2 PBIS - Peer Mentoring, and Motivation / Incentives

Students to be Served by this Strategy/Activity

Timeline

August 2019 - June 2019

Person(s) Responsible

Administration, Certificated Staff, Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for Incentives

Strategy/Activity 3

3.3 PBIS: Alternative to Suspension Para-Educator

Students to be Served by this Strategy/Activity

Timeline

August - June 2019

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	44022
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salary & Benefits

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

4. Parent Involvement

Goal Statement

1. Establish family friendly volunteer policies to recruit and organize help and support from parents
2. Expand trainings, workshops, courses for parents and community members to build capacity and connections that will empower, engage, and connect parents to support academic achievement.
3. Identify and incorporate resources and services within the community to strengthen school programs and family practices that positively impact student learning and development.
4. ensure the school has multiple methods to facilitate two-way communication with staff, families, and community members on an ongoing and consistent basis.

LCAP Goal

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

Basis for this Goal

Social Media accounts, Parent Participation Recap, Parent Surveys, School activity sign-in sheet data, Infinite Campus user report data analysis

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

4.1 Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved.

Students to be Served by this Strategy/Activity

Timeline

August 2019 - June 2020

Person(s) Responsible

LEA, SSC, PELI (Parent Engagement Leadership Initiative) committee

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Title I Part A: Parent Involvement

Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for annual parent meeting; parent elections

Strategy/Activity 2

4.2 Offer a flexible number of meetings.

Students to be Served by this Strategy/Activity

Timeline

August 2019 - June 2020

Person(s) Responsible

Administration, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Coffee with the principal, School Site Council, PELI, AAPAC, ELAC, CABE,

Amount	500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies

Strategy/Activity 3

4.3 Building Capacity through parent engagement

Students to be Served by this Strategy/Activity

Timeline

August 2019 - June 2020

Person(s) Responsible

Administration, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	1165
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide materials and training to aid parents in improving student achievement

Amount	2000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pay reasonable expenses to ensure parental involvement through home visits

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

English/Language Arts and mathematics
- 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)
- Increase the number of % English Learners meeting the California English Learner Indicator
- 100% of staff are appropriately assigned and fully credentialed in area taught
- Continue to provide resources for staff and students to ensure student academic success in meeting grade level standards.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1.1 Technology for monitoring progress of SWD and low achieving students	Manga High software access was purchased	a. IXL and Manga High, etc. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 450	IXL and Manga High 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 450
1.2 Student remediation and effective instructional strategies	Interactive notebooks Student planners Classroom Library supplies Classroom Poster supplies	a. Instructional materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 1500	Instructional Materals & supplies 4000-4999: Books And Supplies Title I Part A: Allocation 1500
		b. Instructional supplies-notebooks, binders, 4000-4999: Books And Supplies Title I Part A: Allocation 8000	Instructional supplies-notebooks, binders 4000-4999: Books And Supplies Title I Part A: Allocation 8000
		c. Supplemental instructional materials 4000-4999: Books And Supplies Title I Part A: Allocation 3500	Supplemental Instruction materials 4000-4999: Books And Supplies Title I Part A: Allocation 3500
		d. Student planners 4000-4999: Books And Supplies Title I Part A: Allocation 8000	Student planners 4000-4999: Books And Supplies Title I Part A: Allocation 8000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1.3 Staff development - content area conferences, workshops, trainings- PLC	Various Certificated Professional Development (PD) Guest Teachers to cover teacher absences for PD	a. Registration, transportation, lodging 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 7186	Registration, Transportation, Lodging 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 7186
		b. Substitutes for teachers attending conferences 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5000	Substitutes for teachers attending conferences 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5000
1.4 Enrichment for academics- Field trips, admission to venues, to supplement and enrich the academic program.	Field trips for student enrichment Busses to transport students and staff to field trips Guest Teachers to cover teacher absences for the field trips	a. Field trips, transportation 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4500	4500
		b. Substitutes 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 600	Substitutes 2000-2999: Classified Personnel Salaries 600
		c. Field trips student - admission 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2000	Field trips 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2000
1.5 Community based learning for SPED- published materials and supplies, supplemental supplies for implementing community based learning.	Did not do	a. Materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 150	
1.6 Extending Learning Time for learning beyond the classroom, ie. 20%, Maker Space, etc.	materials for maker-space	a. Materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 100	Materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 100
1.7 Student recognition and motivation	Stogie Kenyatta performance Five Star Oliver Petty	a. materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 1000	Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Allocation 1000
		b. speakers 5000-5999: Services And Other Operating Expenditures	Speakers 5000-5999: Services And Other Operating Expenditures

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Title I Part A: Allocation 3000	Title I Part A: Allocation 4000
1.8 supplemental educational materials-classroom instruction, media for library.	Specific Novels Additional classroom library supplies	a. media center 4000-4999: Books And Supplies Title I Part A: Allocation 3000	Media Center 4000-4999: Books And Supplies Title I Part A: Allocation 3000
		b. materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 430	Materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 430

Analysis

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

The school saw a need for educators on our campus to gather and analyze data relating to progress toward Common Core State Standards. The challenges that we encountered were that educators need support in identifying the essential standards in their content area. There is a need for intervention time during the day for re-teaching or re-taking tests and motivating students toward academic success.

Some possible causes for these needs are a cultural and mindset shift towards embracing and implementing a growth mindset model of pedagog. Further, we need to embrace and implement standards based grading and give students multiple and varied opportunities to demonstrate mastery.

The school plans to create systems that allow teachers to remediate students who have not learned the essential standards and enrich and expand the curriculum for students who have. The school also plans to implement a class size reduction in math Algebra in the grade 9 sections, hire math coaches and hire an additional teacher to support algebra with support classes. The goal is to also implement PLC with a focus on student data.

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

We are embarking as a site to provide more support for students. The AVID WICOR strategies has been the main force for accomplishing these tasks. Teachers on a monthly basis are being trained on the essentials of WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies.

For the first year this year we purchased planners for every student in every grade level. Teachers through our Panther Camp activities taught the students how to organize themselves better and how to utilize the student binder.

The use of interactive notebooks has helped students get better organized in the classroom. Some students lacked the skills to be better organized and it was difficult for teachers to support unorganized students. Teachers use the interactive notebooks as a way to help students keep better notes and it provides students an opportunity to use their notebooks at home when they need support. This role modeling by teachers has also helped our students become better note takers.

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

Year to year these expenditures for interactive notebooks and student planners have been proposed because a majority of our teachers find these resources valuable for our students.

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.

The goal will remain the same going into the 2019-2020 school year. Students and teachers see value in the student planners and we will continue to build on WICOR strategies. Our goal is to coach / teach our students how to better utilize the student planners and set a school-wide expectation that our teachers will reinforce the use of the student planners and WICOR strategies throughout the year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

All students will graduate from high school prepared for college and careers.
1. Maintain the percentage of students meeting high school graduation requirements between 92%-94% annually
2. Increase the percentage of students completing A-G requirements by 3%.
3. Increase AP enrollment/passing rate by 3%
4. increase the % of high school juniors meeting or exceeding the standard on the ELA & math components of the High School CAASPP assessments.
5. Increase CTE pathway enrollment/completion by 3% annually
6. Increase student enrollment in AVID by 4% anually
7. Increase FAFSA Completion by 5% annually

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
2.1 A-G and graduation requirement planning and training meetings for students, staff and parents- Parent Night for incoming students-	Did not use funds to complete	a. Materials, posters 4000-4999: Books And Supplies Title I Part A: Allocation 500	
2.2 Software for AP readiness and review	Software is purchased and in use.	a. Albert IO Software 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 4000	Alber IO Software 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 4000
2.3 Increased educational opportunity- visits to colleges and guest speakers representing colleges and/or career fields	Busses were secured for college visits. Substitutes were used to cover teacher absences.	a.Transportation 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 1000	Transportation 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 1000
		b.Substitutes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation	Substitutes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation
2.4 Involve students in activities promoting college-going culture and STEAM (Science, Technology, Engineering, Arts and Math)	Did not use funds to complete	a.FAFSA incentives to promote FAFSA participation 4000-4999: Books And Supplies	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Title I Part A: Allocation 500	
2.5 Career Center- to provide students with resources for post-secondary options.	College pennants were purchased	a. Materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 200	Materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 200

Analysis

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

We need to be clear in our communication with students about creating educational / academic pathways. Students should focus on completing pathways. Academies will be created for students to pursue a sequence of courses that will encourage CTE completion and mastery of an emphasis.
AP Potential conversation with students to encourage them to take AP classes.
Advocate for more summer school spots to remediate 9th and 10th grade students.
School within a school to catch our at-risk students, this will serve as a Perris Lake High School Extension.
Provide alternatives for credit recovery options beginning in grade 10.
SARB interventions to address issues of student attendance and the involuntary transfer process.

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

College and Career Readiness rate increased by 2%

Graduation rate decrease 1.2%

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

There were no significant differences between 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.

Site Goal will continue to reflect the district goal

The outcomes will continue to be measured by the same metrics/indicators

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

All departments and sites will provide a safe and positive environment for staff and students.
1. Reduce incidents of bullying, drug use, violence, truancies and suspensions/expulsions by 5% anually
2. Reduce the disproportionality in the suspension rates of students with Disabilities and African American students by 1%.
3. Improve attendance indicators by 2.5% i.e. chronic absenteeism, truancy rates, and annual daily attendance.
4. Reduce the total number of suspendible incidents and days of suspension for students by 3%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3.1 Team-building and school climate improvement (ie,Link Crew, PLUS leadership, Interact, Key Club, Friday Night Live, ASB, PBIS, etc.)	Boomerang Project CADA Conference at Disneyland Button Boy FNL Programs (Kindness week and other events) Substitutes secured to cover teacher absences	a. Teacher training 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 500	Teacher Training 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 500
		b. Student training 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 7960	Student Training 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 7960
		c. Materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 500	Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Allocation 440
		d. Substitutes- 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 450	Substitutes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 450
3.2 PBIS - peer mentoring, and motivation/incentives	Pride Buttons PBIS Peer Mentoring Materials Materials and supplies for Panther Camp	a. Materials and supplies including t-shirts for peer mentors, instructional materials, incentives, and supplies for activities. 4000-4999: Books And Supplies Title I Part A: Allocation 1000	Materials and supplies for peer mentors, instructional materials, incentives, and supplies for activities 4000-4999: Books And Supplies Title I Part A: Allocation 1000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3.3 Attendance, tardies and behavior expectations and monitoring	Materials and supplies for attendance incentives. Extra duty was paid to classified staff to make attendance phone calls and to make home visits.	a. Incentives, materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 800	Incentives, materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 800
		b. Pay reasonable and necessary expenses associated with classified personnel for purposes of addressing attendance, tardies, and behavior 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1000	Pay reasonable and necessary expenses associated with classified personnel for purposes of addressing attendance, tardies, and behavior 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1000
3.4 PBIS: Alternative to Suspension Para-Educator	ParaEducator is staffed and working in the Alternative To suspension classroom.	Classified Salary & Benefits 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 38,500	Classified Salary & Benefits 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 38,500

Analysis

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

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

1. Reduce incidents of bullying, drug use, violence, truancies and suspensions/expulsions by 5% annually
Administration used the SPSA to support proactive intervention programs like the Alternative to Suspension program, which was implemented in August of 2018.
2. Reduce the disproportionality in the suspension rates of students with Disabilities and African American students by 1%.
Suspension rates for student with Disabilities and African American students increased by 1.3% and 5.5% respectively. Goal not met.
3. Improve attendance indicators by 2.5% i.e. chronic absenteeism, truancy rates, and annual daily attendance.
The SPSA supported growth in attendance rates by providing incentives for students who maintained perfect attendance. The site saw an overall improvement in attendance when the perfect attendance incentive program was implemented.
4. Reduce the total number of suspendible incidents and days of suspension for students by 3%.
Perris High implemented the Alternative to Suspension program in an attempt to reduce the suspendible incidents and days of suspension by 3%.

District LCAP Language:
A concerted effort was made across the district to be more aware of our students' social-emotional needs and respond to those needs. With this in mind, counselors were tasked with charting after each student encounter to record the type of interaction they had with a student. This included not only why the student sought out a counselor but also what time of day, what day of the week, the gender or gender identification of the student. As we went into LCAP planning this year the data that was gathered has helped us recognize our students' greatest areas of need and helped to ensure that resources are directly tied to the support most required.

There was an intentional effort to reduce suspensions and expulsions across the district. In terms of discipline responses a specific area of focus was to be more aware the whole child and take an intervention rather than punitive approach. In pursuit of this goal an alternative to suspension program was implemented at Perris High School and its feeder school, Pinacate Middle School. For non violent offenses, students were placed in the alternative to suspension

coaching program and taught replacement strategies and self reflection techniques. The staff at each site was trained in restorative practices and the concept of replacement strategies. The goal was that this would not only reduce overall suspensions and expulsions, but also address disproportionality, particularly in the areas of African American students and students with disabilities.

The emphasis on student connection led cabinet to reclassify athletic directors to full administrative positions. It was recognized that our athletic directors know our athletes and our student body. Site Administration has become more involved in the response to discipline and help direct students toward involvement in sports, clubs, and activities. They could also bring a coaching lens to discipline.

In the spirit of student and school connection, mentoring programs were made available to schools. The mentoring programs were focused on African American students and female students who were struggling socially and academically to help them with self advocacy and connection.

The awareness of whole child and mentoring was extended beyond the administrative and teaching staff. Campus Supervisors were trained regarding the concepts of adverse childhood experiences and their effect on brain chemistry, development, and the flight/fight response.

Student absenteeism was also an area of focus with the goal to reduce chronic absenteeism and truancy. Two attendance specialists were dedicated to track, follow up, and meet with students and parents that were chronically absent and/or truant from school. To facilitate this work, a system to track and monitor student attendance (A2A) was continued.

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

1. Reduce incidents of bullying, drug use, violence, truancies and suspensions/expulsions by 5% annually
Efficacy of the Alternative to Suspension program.
The data for the first year of implementation will be available in April, but the school continues to monitors the effectiveness of program annually.
2. Reduce the disproportionality in the suspension rates of students with Disabilities and African American students by 1%.
Suspension rates for student with Disabilities and African American students increased by 1.3% and 5.5% respectively. Goal not met.
3. Improve attendance indicators by 2.5% i.e. chronic absenteeism, truancy rates, and annual daily attendance.
2017-2018: 94.2% and 2018-2019: 93.8%. Goal not met.
The SPSA supported growth in attendance rates by providing incentives for students who maintained perfect attendance. The site saw an overall improvement in attendance when the perfect attendance incentive program was implemented.
4. Reduce the total number of suspendible incidents and days of suspension for students by 3%.
16-17: 1232 suspensions; 17-18: 1224; 18-19: data is not in yet
There was a reduction, but not at the 3% as desired.

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

There were no differences.

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.

There will be no changes made to this goal regarding metrics, and actions and services, there will be an addition of: 4G. Improve school climate and access for students to participate in extracurricular/co-curricular activities.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

1. Establish family friendly volunteer policies to recruit and organize help and support from parents
2. Expand trainings, workshops, courses for parents and community members to build capacity and connections that will empower, engage, and connect parents to support academic achievement.
3. Identify and incorporate resources and services within the community to strengthen school programs and family practices that positively impact student learning and development.
4. ensure the school has multiple methods to facilitate two-way communication with staff, families, and community members on an ongoing and consistent basis.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

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. (20 U.S.C. § 6318(c)(1))	Annual meeting was convened and materials and supplies were purchased	Materials and supplies for annual parent meeting; parent elections 4000-4999: Books And Supplies Title I Part A: Parent Involvement 500	Materials and supplies for annual parent meeting; parent elections 4000-4999: Books And Supplies Title I Part A: Allocation 239
B. Offer a flexible number of meetings. (20 U.S.C. § 6318(c)(2))	National Parent involvement day Materials and supplies for meetings	Coffee with the principal, School Site Council, PELI, AAPAC, ELAC, CABE, Parent Patrol 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1250	Coffee with the principal, School Site Council, PELI, AAPAC, ELAC, CABE, Parent Patrol 4000-4999: Books And Supplies Title I Part A: Allocation 300
C. Involve parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy. (20 U.S.C. § 6318(c)(3))	School Site Council meetings CABE Level II and III training	NA	NA
D. Provide parents of participating students with timely information about Title I programs.	Continual communication through Peachjar, BlackBoard, & social media platforms	NA	NA

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
(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))	Student handbook, Parent engagement materials	NA	Materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 1000
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))	Various parent workshops and classes	NA	NA
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))	Parent Advocacy Series Historical presentation	NA	Conferences & trainings or other professional Services 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4034.30
B. Provide materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318(e)(2))		NA	NA
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))		NA	NA

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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))		NA	NA
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))		NA	NA
F. Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318(e)(14))		NA	NA
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 practicable, in a language such parents understand. (20 U.S.C. § 6318(f).)		NA	NA
H. Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation,	Did not provide childcare	NA	NA

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
home visits, etc. as needed.			

Analysis

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

1. Establish family friendly volunteer policies to recruit and organize help and support from parents.
In 2018-2019 there was a big drive to get parents cleared to be volunteers through our parent groups. Roughly over 20 parents picked up forms and some of them completed the 1st step but only one parent completed the process. The district aligned the practices to make this a friendlier process to get them cleared but most parents did not complete their fingerprinting in order to volunteer.

2. Expand trainings, workshops, courses for parents and community members to build capacity and connections that will empower, engage, and connect parents to support academic achievement.
Through our collaboration with Think Together we were able to provide level 3 CABE Project to Inspire training for a group of parents who have completed level 1 & 2 trainings. This group of parents will be able to train future PHS parents at a lesser cost through CABE Project to Inspire. The purpose of the trainings have been for the parents to understand the US educational school system and empowering them to be active partners with the schools in the success of their students and communities.
Parent Shadow Day allowed for parents to see what goes on in the life of their students while at PHS.
AAPAC Parent Advocacy Series.
Parent Engagement Leadership Institute.

3. Identify and incorporate resources and services within the community to strengthen school programs and family practices that positively impact student learning and development.
Mobile Dental Laboratory.
Wiley Center Counseling support.
Perris Health Center partnership / Mental Health Fairs
PUHSD nutrition classes, drug awareness workshops.
FAFSA Night & Home visits.
Student of the Month Awards at Sizzler.
Perris Valley African-American History Committee celebration, Perris Valley Women's Scholarship Breakfast.

4. Ensure the school has multiple methods to facilitate two-way communication with staff, families, and community members on an ongoing and consistent basis.
Back to School Night / Open House, Athletic Meetings, Coffee with the Principals & Home visits.

Action #1: The district successfully established family-friendly volunteer policies and procedures ensuring the safety of staff, students, visitors and guests. Procedures provided staff/volunteers with written information and guidance on supervising parent volunteers who are assisting in classrooms or at school events. Also, developed and disseminated volunteer management resources and provide staff/volunteers with training on their use, included handbooks; volunteer forms; guidelines for recruiting, screening, training, and retaining volunteers; and certificates of recognition.

Action #2: Overall parent participation across the district has been successful. Expanded trainings/workshops/courses for parents/community members to build capacity and connections that empower, engage, and connect parents to support student academic achievement was successfully implemented.

Action #3: Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development has been successful.

Action #4: Ensuring that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis has been successful. Increased use of Social Media by all stakeholders allowed immediate access to school events and student information. Parent LINK has added parents access to student information such as grades, attendance, school events, and much more.

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

1. Establish family friendly volunteer policies to recruit and organize help and support from parents.
We need to provide more support for parents at the site level if we want them to be successful in completing the fingerprinting process for them to become volunteers. Provide transportation for all of them to get cleared and systematize the process to make it easier for them to participate in our schools.

2. Expand trainings, workshops, courses for parents and community members to build capacity and connections that will empower, engage, and connect parents to support academic achievement.
Continue to have parents be part of the process where they provide information to relevant topics that they want to hear to better support our students and the home to school connection. Although we were successful in bringing workshops to PHS not enough parents attend the sessions. Provide more outreach to parents that include home visits and support for SARB meetings.

3. Identify and incorporate resources and services within the community to strengthen school programs and family practices that positively impact student learning and development.
PHS needs to continue to look for opportunities to engage with the community and provide resources to our student body. Mental Health is an area of need and we hope to partner up with therapist interns to provide more mental health support for our students. The Wiley center and has been a positive aspect of supporting students with social / emotional support but more assistance is needed.

4. Ensure the school has multiple methods to facilitate two-way communication with staff, families, and community members on an ongoing and consistent basis.
Reaching out to parents and community has been a priority this year. Peach Jar has allowed for us to send out information to parents for many of our PHS events. Blackboard messaging has also provided a way for us to communicate with parents continually about events. Home visits were a priority as well this year especially around the FAFSA deadline.

We still have a long way to go to increase parent engagement to a more respectable level. More work needs to be done by administration to build and reach out to parents to engage with our school. Many of the activities that were planned this year were properly planned and great sessions were offered to parents but not enough parents participated.

Action #1: The new volunteer forms and clearance procedures was effective in providing a safe and secure campus. Fingerprints and mandatory orientation are requirements before volunteering on campus. We have seen an increase in the number of parent/community volunteers on campus since implementing the new volunteer process.

Action #2: The District was effective in increasing opportunities for parents to participate in a variety of offerings and has enjoyed a 6% increase in participation numbers. Expanded course offerings for parents in ESL/Citizenship, CABE, and parent leadership training (PELI).

Action #3: The District was effective in increased the number of partnerships with local nonprofits and collaboration with the City of Perris, and effectively sharing those resources using Blackboard (electronic dissemination of fliers).

Action #4: The District has effectively increased access and use of Social Media, informing and updating parent information of school activities and events across the district it has been extremely successful and effective. Good two-way communication between families and schools is necessary for students' success. Not surprisingly, research shows that the more parents and teachers share relevant information with each other about a student, the better equipped both will be to help that student achieve academically.

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

The differences in estimated actual and budgeted expenditures were primarily due to Think Together covering the cost of CABE Project to Inspire Level 2 class being offered in the Fall and Level 3 being offered in the Spring.

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.

There will be no changes made to this goal regarding metrics, and actions and services, there will be an addition of the following: will emphasize the need to start incorporating more home visits and SARB follow-up meetings

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	172,357.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	171,557.00
Title I Part A: Parent Involvement	800.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	66,500.00
2000-2999: Classified Personnel Salaries	44,022.00
4000-4999: Books And Supplies	32,870.00
5000-5999: Services And Other Operating Expenditures	24,965.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	66,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	44,022.00
4000-4999: Books And Supplies	Title I Part A: Allocation	32,070.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	24,965.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	800.00

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
Tenicka Missouri	Parent or Community Member
Cynthia Avila-Medina	Parent or Community Member
Cynthia Placencia	Parent or Community Member
Marizaa Jones	Secondary Student
Jordan Anderson	Secondary Student
Rudy Chaveria	Secondary Student
Heather Avila	Classroom Teacher
Elizabeth Lyman	Classroom Teacher
Justin Anderson	Classroom Teacher
Janis Taylor	Classroom Teacher
Gabriela Lopez	Other School Staff
Juan Santos	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: African American Parent Advisory Council - (AAPAC)

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 May 31, 2018.

Attested:

	Principal, Juan Santos on
	SSC Chairperson, Heather Avila 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