

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Perris High School	33-67207-3335973	May 30, 2023	June 21, 2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
For 2 reporting years, SWD at Perris High meet the criteria for ATSI:

Year 2018 SWD - all red and orange

Year 2019 SWD – 5 or more indicators, majority red

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

We have used various methods to compile information from students, parents, and teachers. We have used Google Forms to create surveys to learn parents' views of late buses, tutoring, and how they prefer to be contacted. Using this information we are changing services being offered which includes when and how students access tutoring and the use of late buses for students. We have also altered the method of contacting parents as we learned they prefer email versus auto dialers or social media. We have surveyed students regarding the colleges they prefer. Teachers have given us information regarding the types of training they desire and the types of support they need.

Classroom Observations

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

Administration conducts regular walk-throughs of classrooms to ensure that appropriate instructional strategies are being used. Adopted curriculum is used for all core content areas along with supplemental resources such as the learning management system (Power School and Google Classroom) and use of essential questions and/or learning objectives to drive daily instruction. Each classroom is visited at least once per grading period.

Administrators regularly walk through classrooms. During walkthroughs, administrators look for student engagement, AVID strategies, and a college-promoting environment. Feedback from AVID and WASC visitors also emphasized their observation of high student engagement, use of AVID WICOR strategies across all content areas, use of instructional technology, and Common-Core-aligned curriculum and activities.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers utilize a variety of assessments to determine students' success. End-of-level testing scores, State achievement testing scores (CAASPP; California Assessment of Student Performance and Progress, and EAP), embedded content assessments, EdPerformance, HMH, benchmark tests in the core areas and teacher designed performance tasks and student work are used to modify curriculum and instruction. Analysis of the data from these assessments provides teachers, students, and parents information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness.

Multiple measures are used to determine the literacy and proficiency levels of English Learners. The ELPAC, EDGE assessment (textbook based), SBAC, STAR Reading and Benchmarks are used to place students in appropriate courses including core, core with advanced language support, and three levels of block ELA and ELD courses. This begins to address the level of support needed for students to improve their level of English language literacy, decrease the D/F rate, and close the achievement gap.

Perris High School uses the following standardized assessments:

The California Academic Assessment of Student Performance and Progress (CAASPP) consists of several key components, including:

- SBAC (Smarter Balanced Assessment Consortium tests) which include English-language arts (ELA) and mathematics (Math) in grade eleven.

The assessments under the CAASPP Program show how well students are performing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

- English Language Proficiency Assessments for California (ELPAC), an assessment of English language acquisition given to all students classified as English Learners.

Ed Performance Series: The ED Performance Series is a Standards-based Adaptive Measurement that utilizes an innovative computer-adaptive, Internet based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of the student's abilities. This assessment is used for special education students only.

Mastery Connect: This system is used to view test results by standard as well as disaggregate data. The system is also able to administer custom exams.

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

Teachers use data to analyze current conditions and focus on developing a standards-based curriculum and effective delivery system during the weekly Professional Learning Communities (PLC). The need for valid and reliable assessments of student achievement throughout the year is vital in determining mastery of standards for re-teaching.

Teachers need to know if their students are mastering the standards and when to make specific modifications to classroom instruction so they can better guide students toward improved academic achievement. They use the data to quickly and accurately respond to student areas of need and to influence teacher best practices during PLCs.

The school uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted ELA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The school staffs all classrooms with fully credentialed, highly-qualified teachers, per the requirements of the No Child Left Behind (NCLB) Act of 2001. Perris High School currently has 92 fully credentialed teachers with either CLAD or BLAD authorization. In addition, all classified staff is highly qualified. Every effort is made to recruit and hire only those credentialed teachers that meet the ESEA requirement.

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

All ELA and math teachers complete SB 472 before the beginning of the school year. New teachers receive training early in the school year.

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

All teachers at Perris High School meet the criteria for highly qualified. In addition, professional development is required for classes using SBE-adopted instructional materials. Follow-up staff development is provided for teachers who work with English Learners and those who desire to expand their repertoire of instructional strategies. All district and site staff development opportunities are planned in response to assessed needs of our students and based on the professional needs of the staff. Assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team Members review and evaluate assessment results to make determinations about the program improvement. They also analyze assessment data to determine strengths and weakness in various programs and areas of instruction. Areas of improvement are then determined from analysis of the information gathered from the assessment data in conjunction with surveys and other achievement data. Subject Area Committees meet to evaluate how the standards are being met through the curriculum. Some committees have developed rubrics for key assignments, developed or revised end-of-level tests, aligned pacing guides to California State Standards, and chosen materials. Many are now implementing Common Core and the shift in instructional practices and assessment that will be necessary to ensure student success in Common Core curriculum.

Staff development has focused on using data to inform instruction, instructional delivery and design, AVID strategies, best practices, technology and the Common Core. The district provides staff development during released time and after school. Every attempt is made to offer important information at multiple opportunities. Riverside County also provides staff development opportunities to district staff. Teachers have also received technology training through Google Apps for Educations and many are involved in content area training including Project Lead The Way, Expository Reading and Writing and the California Foreign Language Project. All of these opportunities increase the professionalism of our staff.

Perris High School Professional Learning Communities meet weekly. During these meetings, teachers work collaboratively on common assessments, standards based lesson plans, and analysis of student performance data. Accessible staff development in differentiated instruction for all student groups is needed. Additional weekly collaboration time is used for more PLCs, committee work, and direct collaboration with grade level and subject area peers.

To continue improving student achievement Perris High School will focus categorical resources on all areas of staff development, culture and climate, parental involvement, and college and career readiness. Outside consultants as well as site and district staff are regularly used to provide staff development and follow-up.

Workshops have included behavior management and support, Integrated ELD, robotics, writing IEPs, study skills, Common Core, technology, safety and crisis intervention.

Each site also has a technology coach to work with teachers in groups and individually to implement the use of technology. Perris Union High School District Scholar+ program provides a Chromebook for every students to enhance the use of technology in the learning environment. Teachers receive support in using the district learning management system (Power Learning) as well as Google Docs and Google Classroom. Additionally, as new apps are developed staff receives training on their use so they can integrate them into instruction as needed.

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

The school provides ELD and intervention teachers throughout the school year, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district-adopted ELD and intensive intervention instructional programs to improve student achievement. An EL coach will continue to be on campus to support stake-holders and serve students. The coach supports the delivery of instruction, helps ensure proper placement of students, and provides on-going data analysis to ensure that adjustments to student programs are made as needed.

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

The school facilitates and supports Professional Learning Communities (PLC); a one-hour structured collaboration meeting weekly in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the adopted RLA/ELD, math programs. All departments engage in collaboration and data analysis. In addition, students complete a personal data analysis in each course at the beginning of each grading period.

Teaching and Learning

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

Perris High School has adopted the high academic standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, Science, and other subjects to the extent that standards exist at the state or national level. The California Common Core State Standards serve as the framework for directing district goals, objectives, and School Learner Outcomes into an articulated curricular program designed to maximize learning for all students. The standards enable the articulation of curriculum and learning expectations from grade level to grade level. The school staff is implementing curriculum and assessments that are aligned to the standards along with reporting student progress in relation to the standards.

Staff is involved in the district wide Subject Area Committee (SAC) that reviews curriculum to ensure that textbooks and lesson plans (pacing guides) are aligned with state content standards. Staff is given the opportunity and encouraged to participate in staff development that supports learning in the classroom. Instructional materials that support the educational program are readily available to teachers. Common Core Implementation Teams design curricula and district wide assessments to align with the Common Core. On-going staff development and collaboration in the Common Core has prepared content areas to continue the shift in instruction and assessment necessary to prepare our student for Common Core assessments.(SBAC, Benchmark Performance Tasks)

Staff is continually solicited to determine which programs have been effectively utilized and which programs are not effective and no longer needed.

Administration and staff receives ongoing training in the creation of measurable and achievable goals in all curricular areas.

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

NA

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

Perris High School is a school wide Title I school. Categorical funds are used to increase the effectiveness of the overall instructional program for all students. Students scoring far below basic and below basic in language arts on the CST will be scheduled into the reading intervention program in addition to their regular English class. Those students who scored far below basic in math will be scheduled into a math support class in addition to their regular math class. Technology provided includes Interwrite Pads, LCD projectors and classroom response systems for teachers who are trained to use them. Site level trainings and peer-led trainings ensure that we have a cadre of trained teachers who are ready to implement new technology.

English Language Learners are students with a primary language other than English who are limited-English proficient. The program focuses on improving the English proficiency of students and prepares them to meet the state content standards. Supplemental instructional materials are made available to all teachers who need them to implement SDAIE strategies schoolwide.

Instructional materials, supplemental texts, technology, staff development, tutoring, field trips, student training, computer software, and manipulatives are provided using categorical funds to improve instruction. Other interventions include after school tutoring, SES tutoring and zero and seventh period classes.

Categorical funds are used to provide additional paraprofessionals to assist teachers in the reading intervention, math, EL and SPED classes.

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

In order to ensure that all students achieve proficiency in California Common Core Standards, Perris High School provides a rigorous and quality educational program that prepares students for high school. In order to support our mission, all students currently have access to the state adopted and board approved textbooks. Additionally, supplementary funding sources include Title I, EIA, EIA/LEP, all are used to support the instructional program. As materials and curriculum become available to meet the standards of the Common Core they will be disseminated to staff and used with all students.

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

All students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided SBE-adopted basic core instructional program materials in core content areas. These materials are utilized daily as designed to support the needs of all students.

At all grade levels, teachers are using the adopted basic core program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All teachers teaching core and intervention classes are using SBE adopted materials.

Teachers are integrating AVID and other effective instructional strategies into instruction and assessment to help prepare students for Common Core assessments. Revisions to the curriculum are ongoing as the assessments are implemented and funding and materials are being made available.

Opportunity and Equal Educational Access

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

In the 2016-17 school year Read-180 (Reading Intervention Program) was adopted and is still being used with fidelity.

It is a literacy program that teaches phonics, grammar, reading, writing, listening, speaking, as well as other important areas of Language Arts. It is systematic and sequential in its presentation of vocabulary skills. It requires collaboration for English teachers and encourages all staff to participate. Students take this class in a double block. These students are assessed and may alternate between a mathematics and/or ELA instructor to assure that all areas of weakness are covered. The focus will be on effective interactive teaching and learning to maximize learning in all content areas.

Students have access to support materials on a Learning Management System PowerSchool (formerly Haiku) for additional help at their own pace. All students have a device to access the Internet and the District provides Wifi access to all students at all times on campus.

During Professional Learning Communities teachers discuss pacing and best practices. Common assessments are also reviewed to determine where re-teaching is needed.

Evidence-based educational practices to raise student achievement

Research shows that if you engage students in the learning process you will see increased achievement, increased attendance, and a decrease in discipline and behavior issues. Perris High School has focused on instructional strategies that increase student engagement and closes the achievement gap. All teachers write the essential question that drives instruction and students learning, how they will learn it, and how they will demonstrate their knowledge. All school staff is actively involved in student focused committees (PBIS, Parent Engagement, Teacher Technology, English Learner, Student Success and School Safety) with the goal to ensure that our educational practices are effective in supporting students and increasing achievement. Student, family and community engagement is the single most efficient, effective, and research-based approach to closing the achievement gap and delivers a comprehensive schema for teachers, support providers, and principals to ensure every student is interacting with content from bell to bell.

Staff have gone through extensive professional development. The site and district offer a variety of formats for staff development including summer programs, after school programs, release time, and winter break training. These are led by coaches, consultants, administrators and fellow teachers.

Staff will be charged with identifying and implementing interventions, mentorships, and remediations focusing on the most at-risk students including, but not limited to EL, Foster, low-achieving and SPED students. The goal is to target these students earlier and more effectively.

The Alternative to Suspension Program which is a PBIS strategy started in the 2018-2019 school year and it gives students the opportunity to learn how to modify their behavior without missing days of school due to suspension.

Parental Engagement

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

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.

Several programs have been initiated to improve student behavior and encourage school attendance. Intervention groups have been established to deal with specific student behavior problems. Student incentives are included in programs where it is determined they will be effective. Practices to reduce tardies and excessive absences have also been implemented. Many of the parent involvement activities are facilitated by a bilingual parent liaison who staffs the Parent Center. Parental development opportunities are also offered through the California Association of Bilingual Education (CABE) Project to Inspire. The following are some of the other programs integrating the community, families, students and the school:

Student Assistance Review Board (SARB) convenes when students exhibit excessive tardies or absences.

Student Study Team (SST). When students have situations that prevent them from succeeding in school, any staff member may refer them to the SST consists of a representative from special education, Title I, ESL, regular education teacher, counselor, and any other personnel may attend if needed.

At-risk counseling services and support groups.

Project To Inspire (CABE)

Student of the month.

Corporate support for programs.

The Gluck program for the arts from University of California, Riverside.

Safe and Drug Free Schools activities- Friday Night Live

Link Crew

Motivational speakers

Student performance incentives

Home visits by administration, law enforcement and counseling

PELI- Parent Engagement Leadership Initiative

PBIS (Positive Behavior Intervention Support)- 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.

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

Parents, community members, teachers and students are all part of various committees and advisory groups that continually meet to review the planning, implementation, and evaluation of the Consolidated Application programs. Those programs include:

Title I: These funds are used to support effective, research-based educational strategies that close the achievement gap between high- and low-performing students and enable the students to meet the state's challenging academic standards. This includes research based parent involvement strategies.

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

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

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

Opportunities to Volunteer are available:

Athletic Programs

WASC

Coffee / Dessert with the Principal

School Events

Parent Patrol

Parent Shadow Days

Parents are also asked to serve on the following committees:

English Learner Advisory Council (ELAC)

School Site Council (SSC)

African American Parent Advisory Council (AAPAC)

Parent Engagement Leadership Initiative (PELI)

CABE: Project To Inspire

Parents are invited to attend the following school activities:

Incoming Freshman Parent Orientation events

Athletic Events

Back to School Night

Open House

Parent Education opportunities

Principal Coffees

Student Performances

FFA Events

Club/ Organization nights

Counseling sponsored events (Financial Aid, College admissions, Parent Portal, to name a few)

Parent University

Funding

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

The following are additional programs that use funds provided by categorical programs:

Parent outreach and education (Goal 4)
Gifted & Talented Education (GATE) (Goal 1)
Advancement via Individual Determination (AVID) (Goal 1)
Technology and English Learner Coaches (Goal 1)
Incentive programs (Goal 3)
Para-Educator for Alternative to Suspension (Goal 3)
Career Technical Education (Goal 3)
Technology (Goal 1)
Staff development (Goal 1)
Learning center (Goal 1)
EL Support (Goal 1)
PBIS (Goal 3)
Student leadership training and support (Goal 3)
Field trips and other enrichment opportunities(Goal 1)
Innovative Teen Center
Building Assets Reducing Risks (BARR)

Fiscal support (EPC)

Perris High School's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD/Math and the Single Plan for Student Achievement (SPSA). PHS received categorical funds from Title I, 21st Century Assets Grant, AG incentive, CTEIG and Perkins to provide additional support for students at risk for not meeting state standards and graduation requirements.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA Annual Review and Update has included the School Site Council, which consists of peer elected Classified staff, Certificated Staff, Parents and students. The SPSA is informed by LCAP goals and is presented annually to the School Site Council, Certificated and Classified Staff, site Leadership, parents involved in ELAC, AAPAC, PELI, parents attending "Coffee With The Principal", and other events that support student academic success, parent involvement and capacity building.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.1%	0.27%	2	4	6
African American	5.2%	4.6%	5.08%	115	94	114
Asian	0.4%	0.4%	0.58%	8	9	13
Filipino	0.3%	0.1%	0.22%	6	4	5
Hispanic/Latino	90.8%	92.0%	90.99%	2,014	1894	2041
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	2.2%	1.6%	1.52%	48	33	34
Multiple/No Response	1.0%	1.0%	1.34%	23	20	30
Total Enrollment				2,217	2058	2243

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	618	531	564
Grade 10	564	584	578
Grade 11	536	517	637
Grade 12	499	426	464
Total Enrollment	2,217	2058	2,243

Student Enrollment Enrollment By Grade Level

Conclusions based on this data:

- Hispanic/Latino students and African American students are the two largest enrollment percentage student populations at Perris High School 92% and 4.6% respectively.
- 28.6% of the student population at Perris High are ELL.
- Grade 10 students have the highest enrollment at 584 students and grade 12 has the lowest enrollment with 426 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	690	666	669	31.10%	30.3%	29.8%
Fluent English Proficient (FEP)	853	852	850	38.50%	38.8%	37.9%
Reclassified Fluent English Proficient (RFEP)	14			2.0%		

Conclusions based on this data:

1. English Learner (EL) enrollment increased. Enrollment of this sub-group increased by 2.8%.
2. The percentage of Fluent English Proficient (FEP) students decreased by 5.4%.
3. The number of (EL) students who have reclassified (RFEP) to English proficient had a significant decrease of 10.4%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	526	507		256	472		240	468		48.7	93.1	
All Grades	526	507		256	472		240	468		48.7	93.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2573.	2502.		15.83	5.34		32.92	19.23		27.08	28.63		24.17	46.79	
All Grades	N/A	N/A	N/A	15.83	5.34		32.92	19.23		27.08	28.63		24.17	46.79	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.03	10.71		60.35	51.18		17.62	38.12	
All Grades	22.03	10.71		60.35	51.18		17.62	38.12	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.69	7.96		52.22	43.01		27.09	49.03	
All Grades	20.69	7.96		52.22	43.01		27.09	49.03	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	12.61	4.91		74.78	66.88		12.61	28.21	
All Grades	12.61	4.91		74.78	66.88		12.61	28.21	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	26.50	6.20		62.39	65.81		11.11	27.99	
All Grades	26.50	6.20		62.39	65.81		11.11	27.99	

Conclusions based on this data:

1. When we compare overall student achievement percentages from last year our performance in the categories of % standard exceeded, % standard met and % standard nearly met have increased and % standard not met has decreased. 2018-19 data suggests that students are improving in reading and writing as compared to 2017-18 data. In addition, the data shows that students performing below standard has decreased significantly. Students in 2018-19 performed better in Research and Inquiry than they did in all other categories. Data and Assessments for the 2020 school year are limited due to the covid - 19 pandemic.
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. 87% 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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	526	508		187	476		178	475		35.6	93.7	
All Grades	526	508		187	476		178	475		35.6	93.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2551.	2453.		4.49	0.84		16.29	5.47		37.08	11.58		42.13	82.11	
All Grades	N/A	N/A	N/A	4.49	0.84		16.29	5.47		37.08	11.58		42.13	82.11	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.60	2.95		51.98	19.58		38.42	77.47	
All Grades	9.60	2.95		51.98	19.58		38.42	77.47	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	6.74	1.05		65.17	49.79		28.09	49.16	
All Grades	6.74	1.05		65.17	49.79		28.09	49.16	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	6.18	1.47		71.91	58.53		21.91	40.00	
All Grades	6.18	1.47		71.91	58.53		21.91	40.00	

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. 2018-19 data suggests that students continue to struggle in Concepts & Procedures as compared to 2017-18 data. In addition the data shows that students performing below standard has increased significantly.

2. Our largest area of difficulty is Concepts & Procedures

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1543.1	1536.4		1537.8	1529.8		1548.0	1542.5		184	157	
10	1551.4	1543.2		1553.6	1537.7		1548.8	1548.1		176	189	
11	1537.1	1540.6		1531.3	1534.7		1542.5	1546.0		134	140	
12	1558.7	1560.7		1558.1	1561.1		1558.7	1559.9		68	102	
All Grades										562	588	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.67	9.55		40.56	33.12		38.33	38.22		14.44	19.11		180	157	
10	16.37	11.83		33.92	38.17		31.58	32.26		18.13	17.74		171	186	
11	10.69	6.52		32.06	34.06		39.69	37.68		17.56	21.74		131	138	
12	17.31	16.00		34.62	41.00		25.00	33.00		23.08	10.00		52	100	
All Grades	11.80	10.67		35.77	36.32		35.21	35.28		17.23	17.73		534	581	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	22.22	16.56		36.11	45.86		34.44	24.20		7.22	13.38		180	157	
10	30.99	25.81		30.99	41.40		27.49	20.97		10.53	11.83		171	186	
11	23.66	18.12		43.51	46.38		22.14	22.46		10.69	13.04		131	138	
12	36.54	41.00		30.77	38.00		13.46	15.00		19.23	6.00		52	100	
All Grades	26.78	24.10		35.77	43.20		27.15	21.17		10.30	11.53		534	581	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.56	6.37		20.56	19.75		47.22	38.22		26.67	35.67		180	157	
10	5.26	5.38		26.90	24.19		34.50	37.10		33.33	33.33		171	186	
11	2.29	3.62		17.56	13.77		45.80	42.75		34.35	39.86		131	138	
12	5.77	2.00		17.31	26.00		48.08	48.00		28.85	24.00		52	100	
All Grades	4.68	4.65		21.54	20.83		42.88	40.62		30.90	33.91		534	581	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	6.11	5.10		70.56	78.98		23.33	15.92		180	157		
10	11.11	5.38		61.40	73.12		27.49	21.51		171	186		
11	2.29	1.45		64.12	60.87		33.59	37.68		131	138		
12	5.88	6.00		72.55	72.00		21.57	22.00		51	100		
All Grades	6.75	4.48		66.23	71.60		27.02	23.92		533	581		

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	56.98	55.56		35.75	30.72		7.26	13.73		179	153		
10	69.88	65.93		18.67	27.47		11.45	6.59		166	182		
11	68.75	64.71		23.44	25.74		7.81	9.56		128	136		
12	57.14	78.35		31.43	18.56		11.43	3.09		35	97		
All Grades	64.17	64.96		26.77	26.41		9.06	8.63		508	568		

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	12.78	9.55		41.11	40.13		46.11	50.32		180	157		
10	16.47	14.52		46.47	39.78		37.06	45.70		170	186		
11	6.11	6.52		51.15	42.03		42.75	51.45		131	138		
12	4.17	6.00		58.33	58.00		37.50	36.00		48	100		
All Grades	11.53	9.81		46.88	43.55		41.59	46.64		529	581		

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.39	1.27		81.36	75.80		15.25	22.93		177	157	
10	3.53	2.16		70.59	71.35		25.88	26.49		170	185	
11	9.38	5.07		71.09	67.39		19.53	27.54		128	138	
12	16.00	9.00		74.00	71.00		10.00	20.00		50	100	
All Grades	6.10	3.79		74.67	71.55		19.24	24.66		525	580	

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. Overall the 47% of EL students performed at level 3 & 4.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,196	85.1	30.3	0.8
Total Number of Students enrolled in Perris High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	666	30.3
Foster Youth	18	0.8
Homeless	222	10.1
Socioeconomically Disadvantaged	1,869	85.1
Students with Disabilities	346	15.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	103	4.7
American Indian	4	0.2
Asian	9	0.4
Filipino	3	0.1
Hispanic	2,009	91.5
Two or More Races	26	1.2
Pacific Islander		
White	42	1.9

Conclusions based on this data:

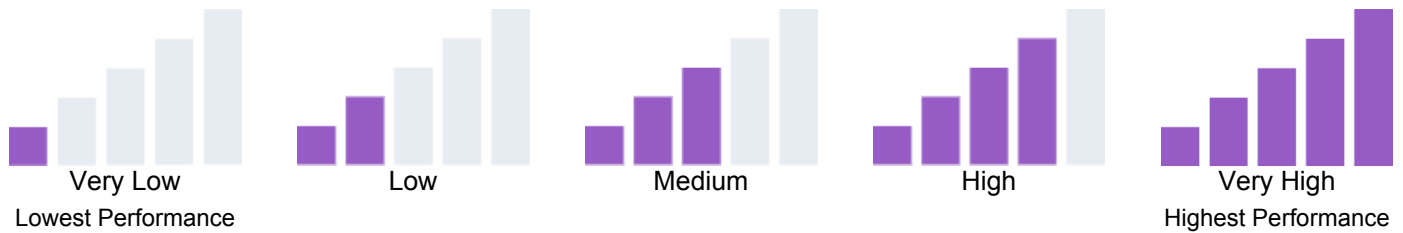
1. Hispanic/Latino students and African American students are the two largest enrollment percentage student populations at Perris High School 91% and 5% respectively.
2. 31.1 % of the student population at Perris High are ELL. PHS has a significant Socioeconomically Disadvantaged student population increased this year by over 4% to 95.9%.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	Graduation Rate High	Suspension Rate High
Mathematics Very Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

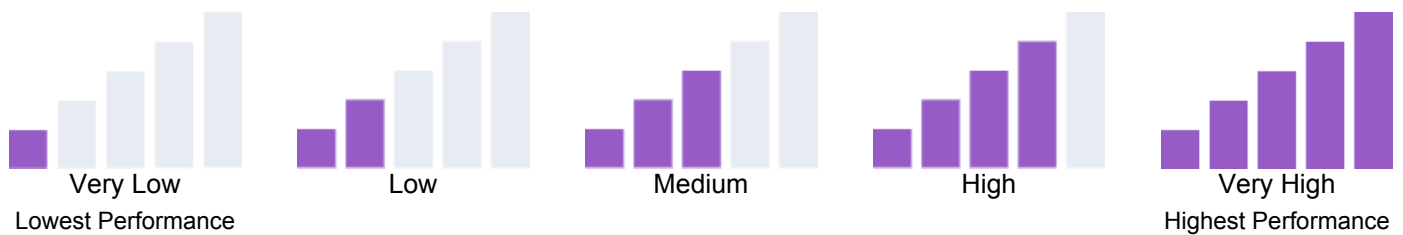
1. Data and Assessments for the 2020 school year have been limited due to the covid - 19 pandemic. The prior year showed Math is an area where our school needs tremendous improvement.
2. A slight decrease in College and Career readiness. African American students, though the smallest group, have shown the most decline at 10.8%. Our Homeless group had a slight increase of 2.2%.
3. Suspension rates decreased across the board and within each subgroup during 2018-2019. Overall suspension rate decreased 3.5% in 2018-2019.

School and Student Performance Data

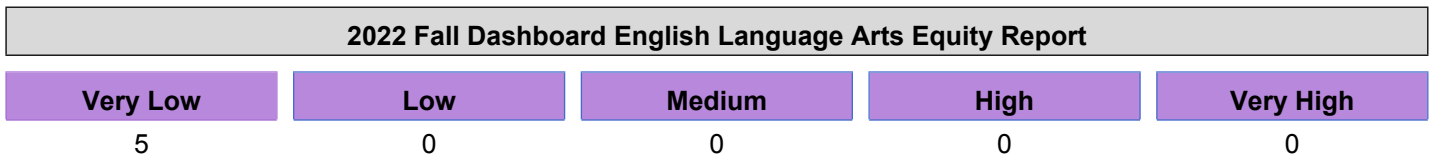
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

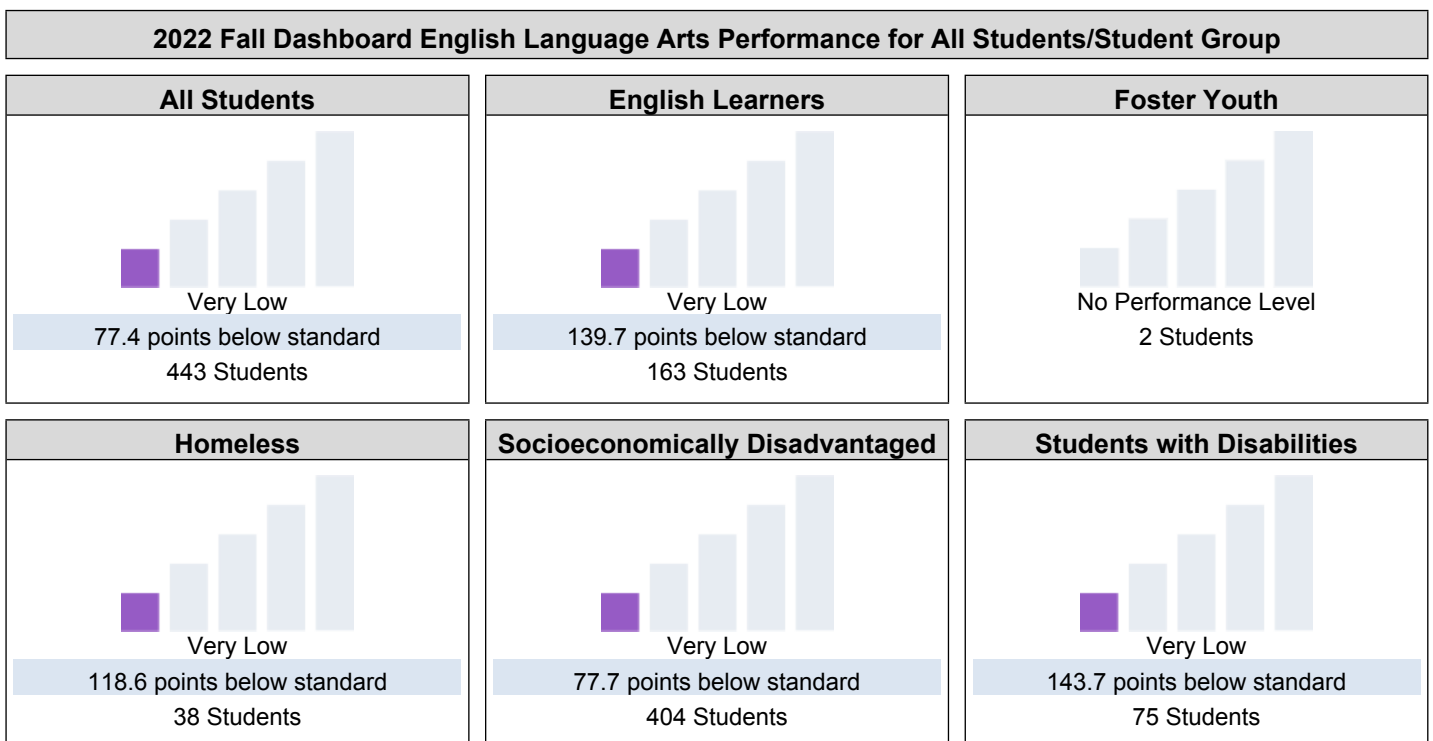
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



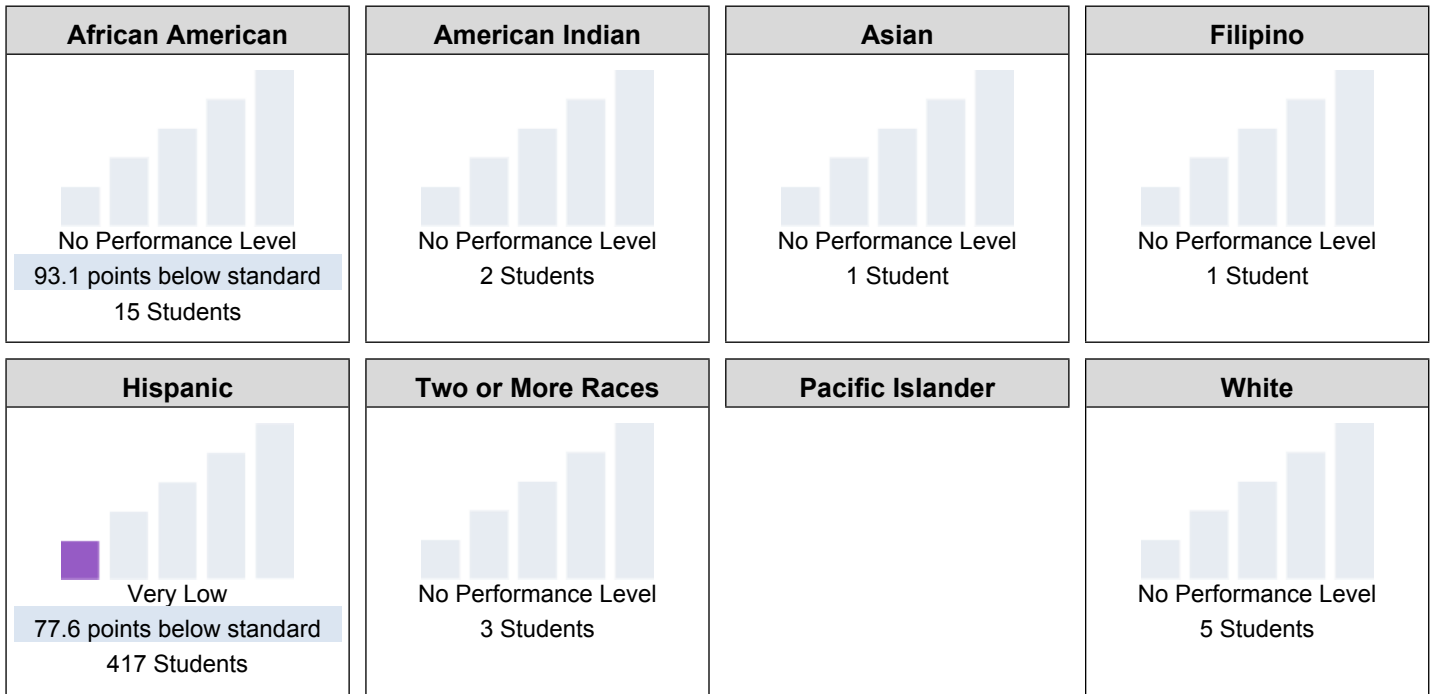
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
163.6 points below standard 121 Students	75.5 points below standard 43 Students	74.9 points below standard 105 Students

Conclusions based on this data:

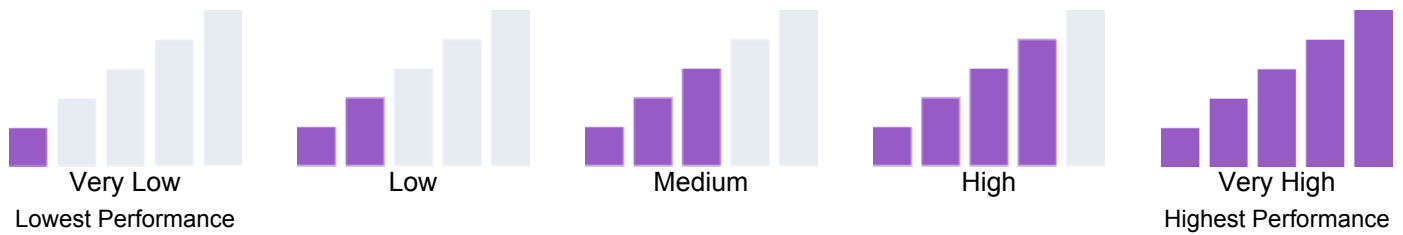
1. Data and Assessments for the 2020 school year have been limited due to the covid - 19 pandemic. In the prior year where we compare overall student achievement percentages from last year our performance in the categories of % standard exceeded, % standard met and % standard nearly met have increased and % standard not met has decreased. 2018-19 data suggests that students are improving in reading and writing as compared to 2017-18 data. In addition, the data shows that students performing below standard has decreased significantly. Students in 2018-19 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. 76% of the students performed scored at near standard or above standard in Listening.

School and Student Performance Data

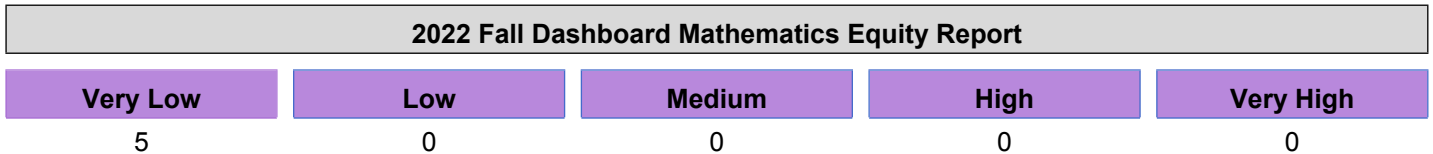
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

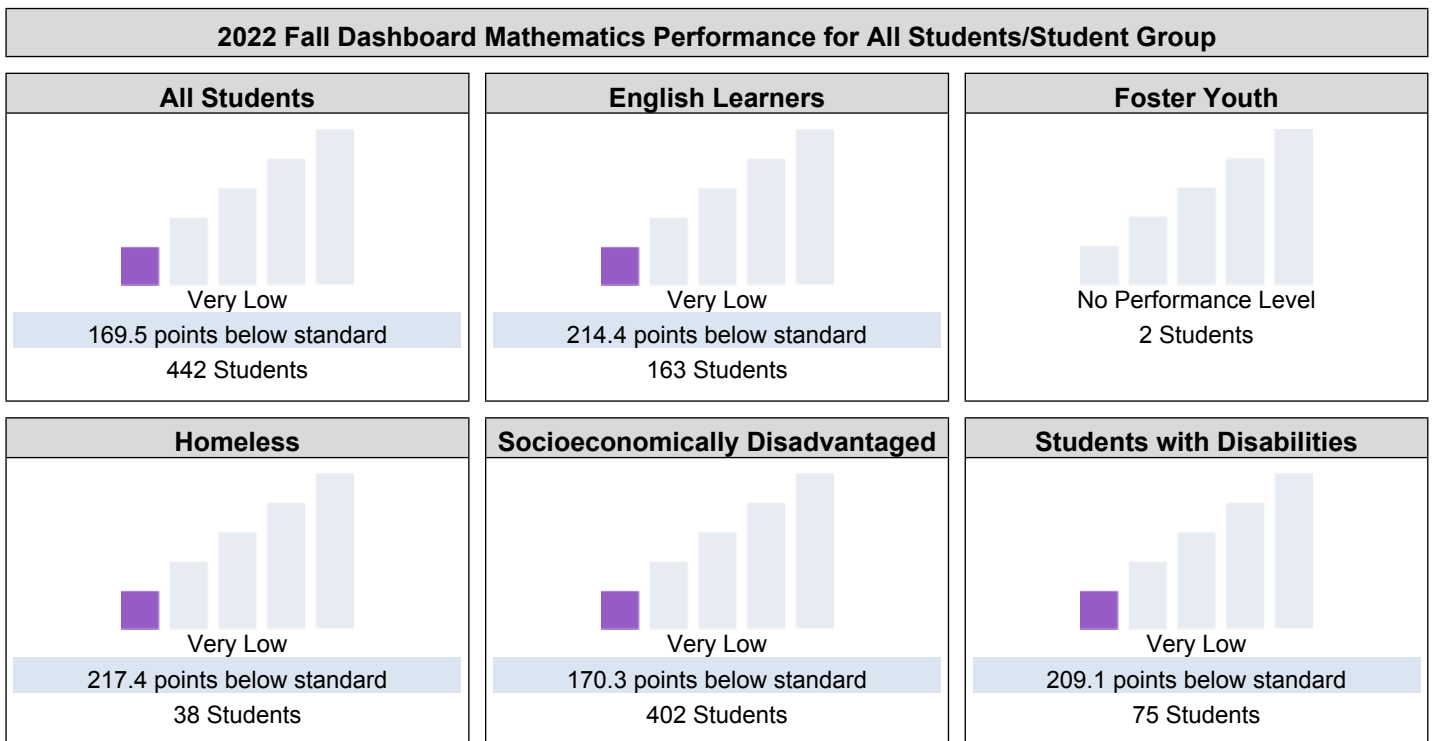
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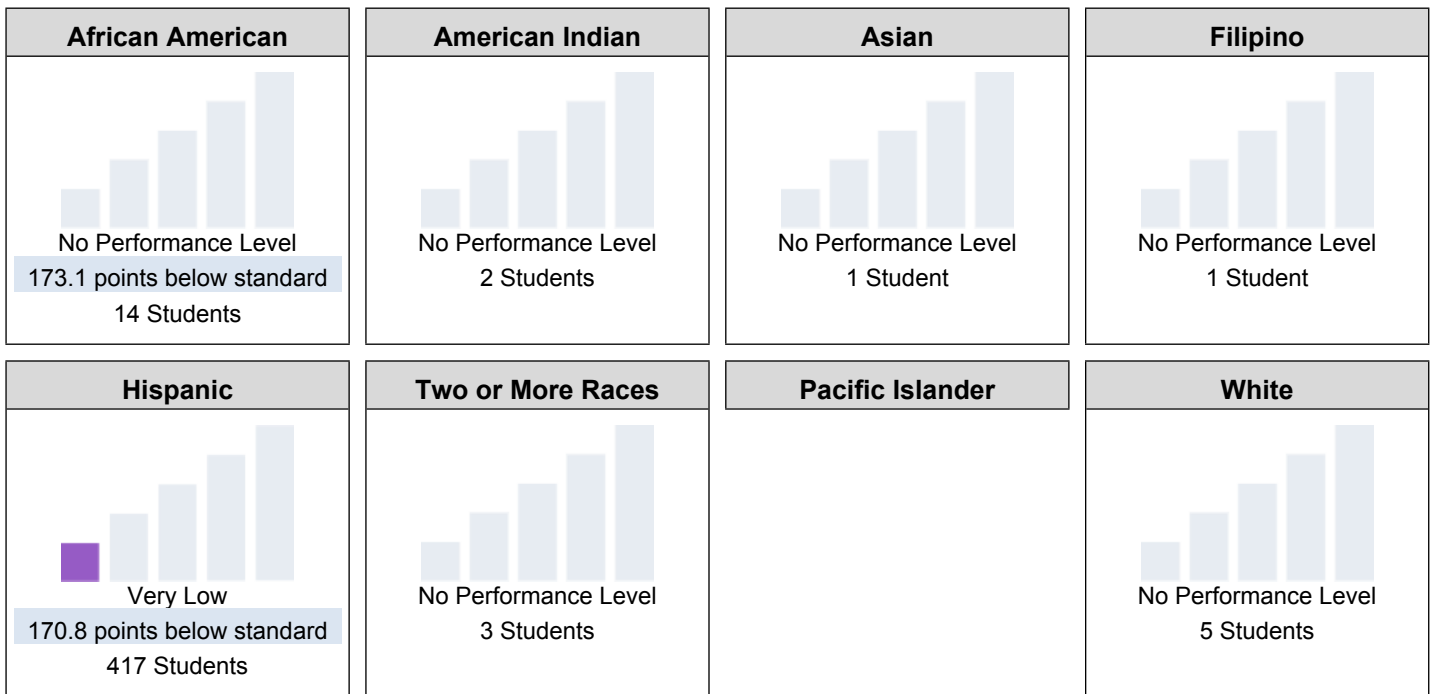
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">228.2 points below standard</p> <p>121 Students</p>	<p style="background-color: #e6f2ff;">176.4 points below standard</p> <p>43 Students</p>	<p style="background-color: #e6f2ff;">169.7 points below standard</p> <p>104 Students</p>

Conclusions based on this data:

1. Data and Assessments for the 2020 school year have been limited due to the covid - 19 pandemic. In the prior year 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. 2018-19 data suggests that students continue to struggle in Concepts & Procedures as compared to 2017-18 data. In addition the data shows that students performing below standard has increased significantly.
2. Our largest area of difficulty is Concepts & Procedures
3. Although students maintained in the area of Math, it continues to be area of struggle.

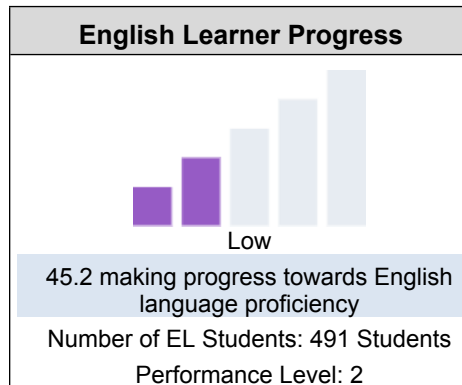
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.8%	33.0%	0.2%	45.0%

Conclusions based on this data:

1. The academic Performance of our EL students is showing consistent progress and growth in the year prior to the covid -19 pandemic.
2. English Learners showing growth in the area of English Language Arts is a positive and encouraging sign.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. A slight decrease in College and Career readiness was present in the year prior to the covid - 19 Pandemic. We are looking at the 2019 data due the lack of data and Assessments for the 2020 school year.
2. When we look at three year growth, students who are prepared have decreased 2.2%. Students approaching Prepared have seen roughly 4.1% decline. Students Not Prepared have seen a 7% decrease.

School and Student Performance Data

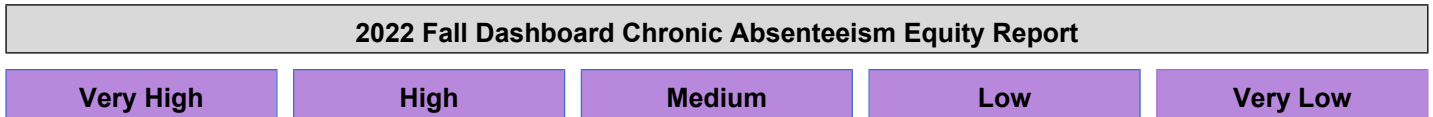
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

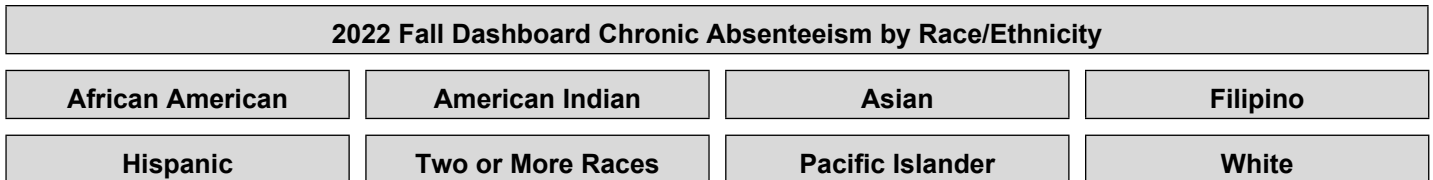
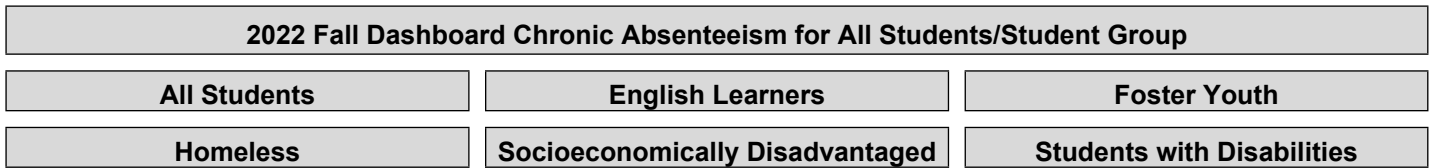
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



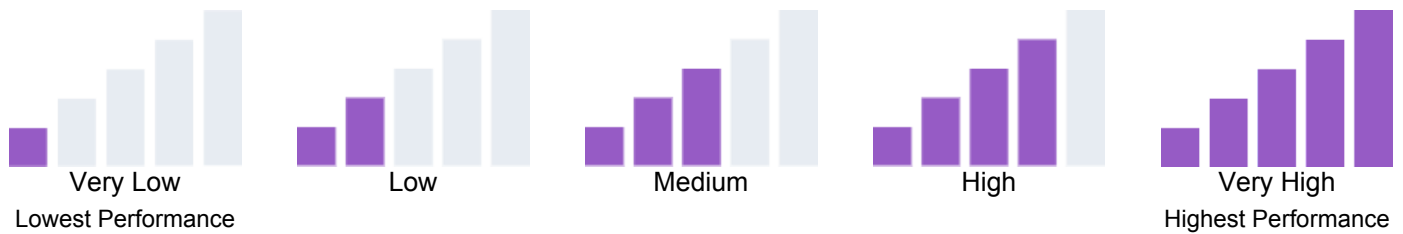
Conclusions based on this data:

- 1.

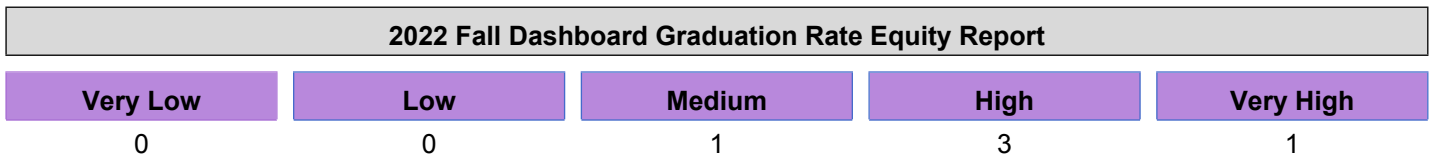
School and Student Performance Data

Academic Engagement Graduation Rate

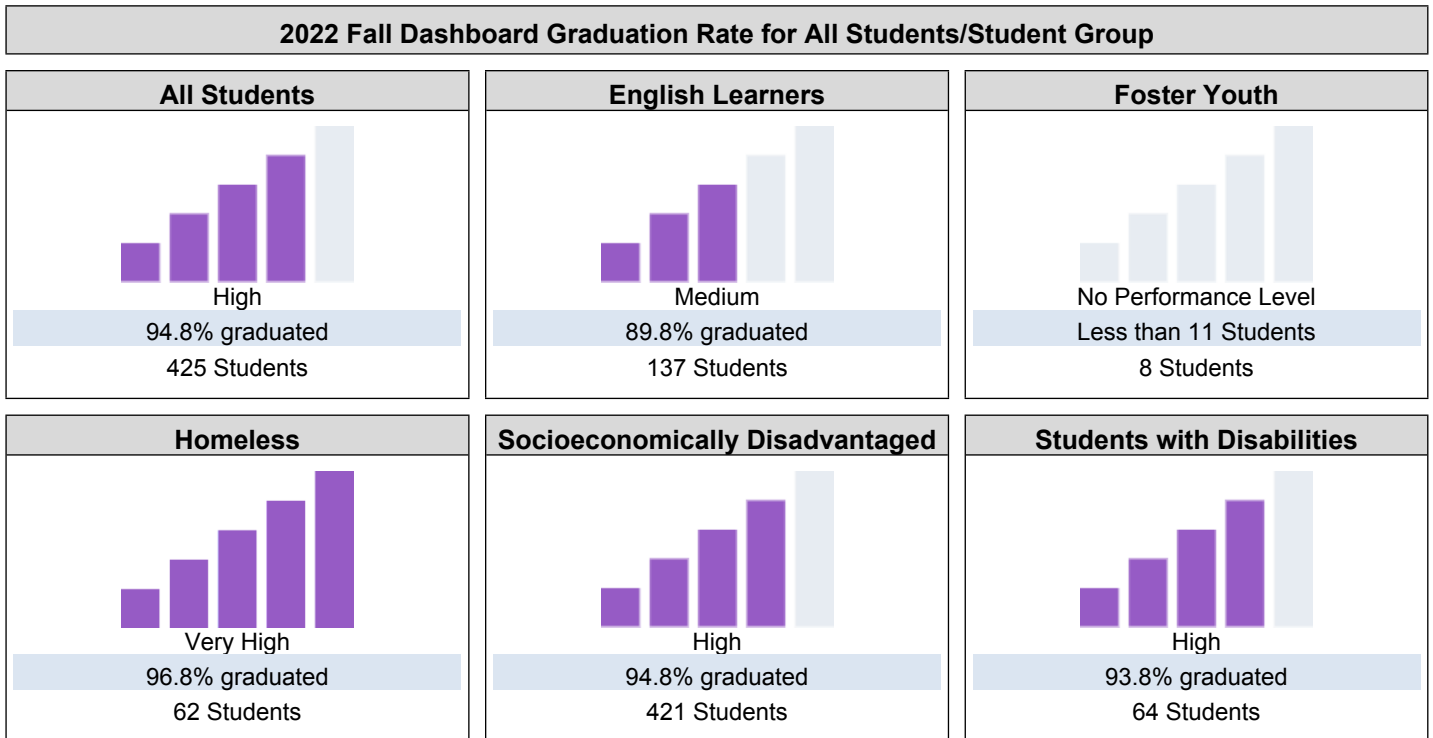
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



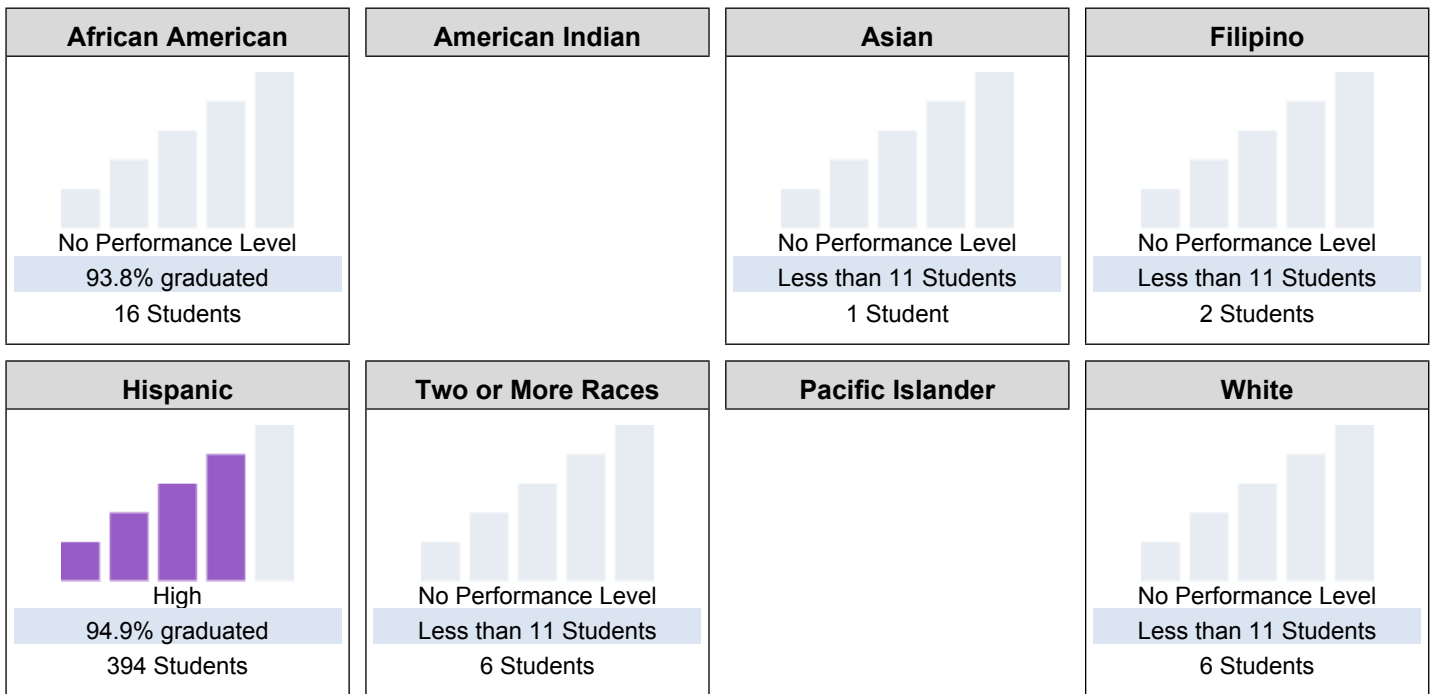
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

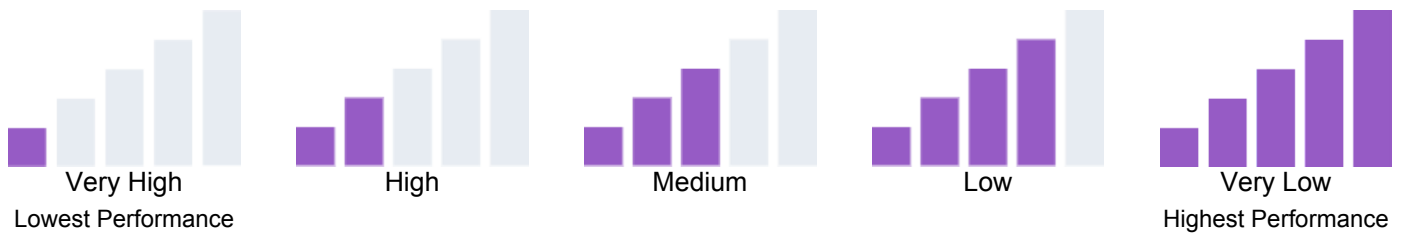
1. Perris High School has experienced a slight increase in the graduation rate in the year prior to the covid - 19 Pandemic. Data for the 2020 school year has been limited.

School and Student Performance Data

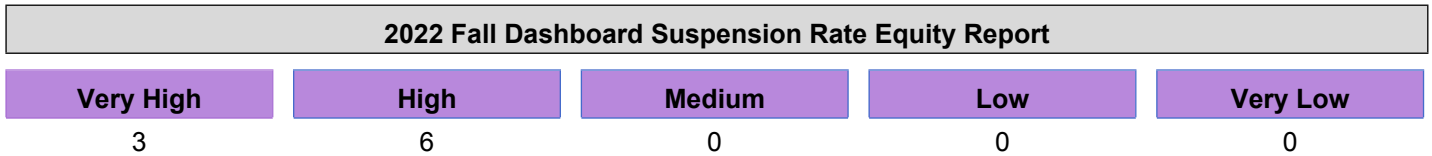
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

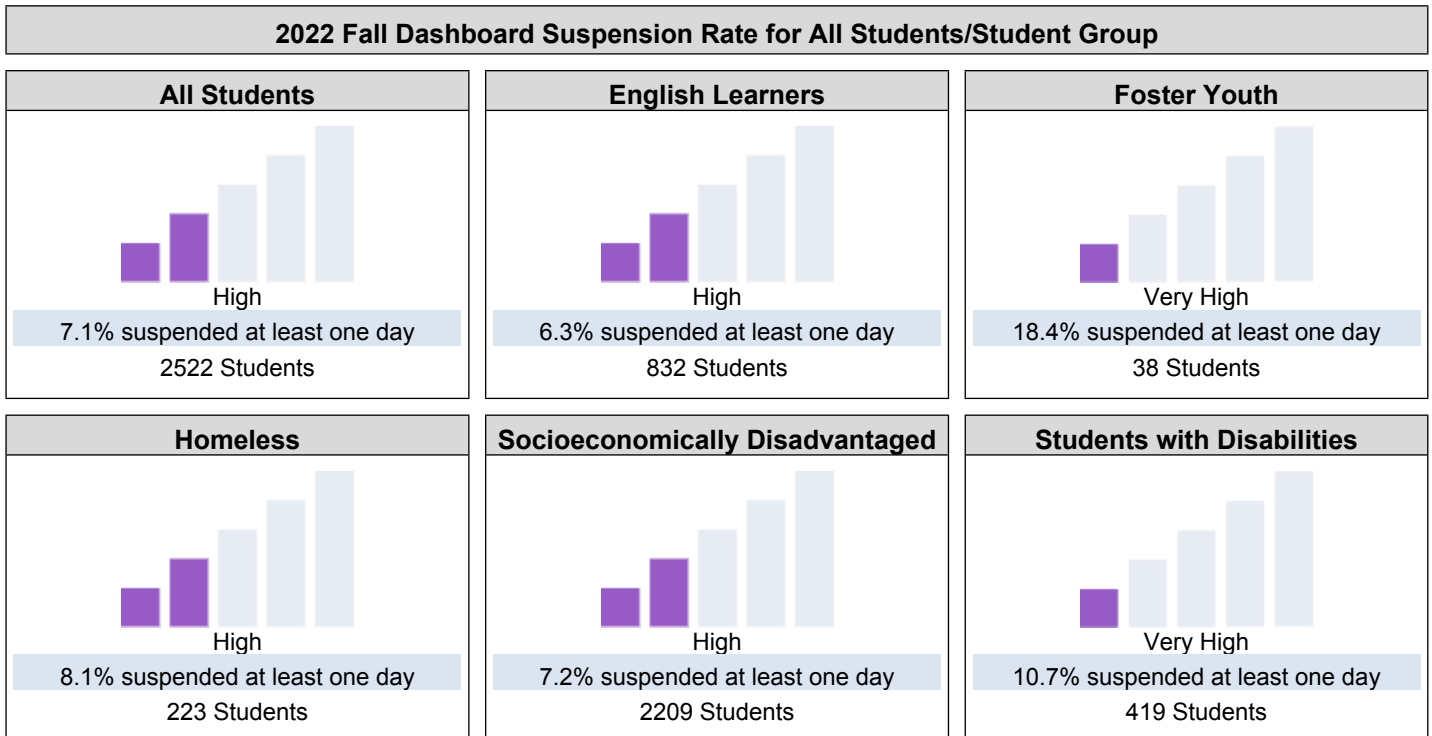
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



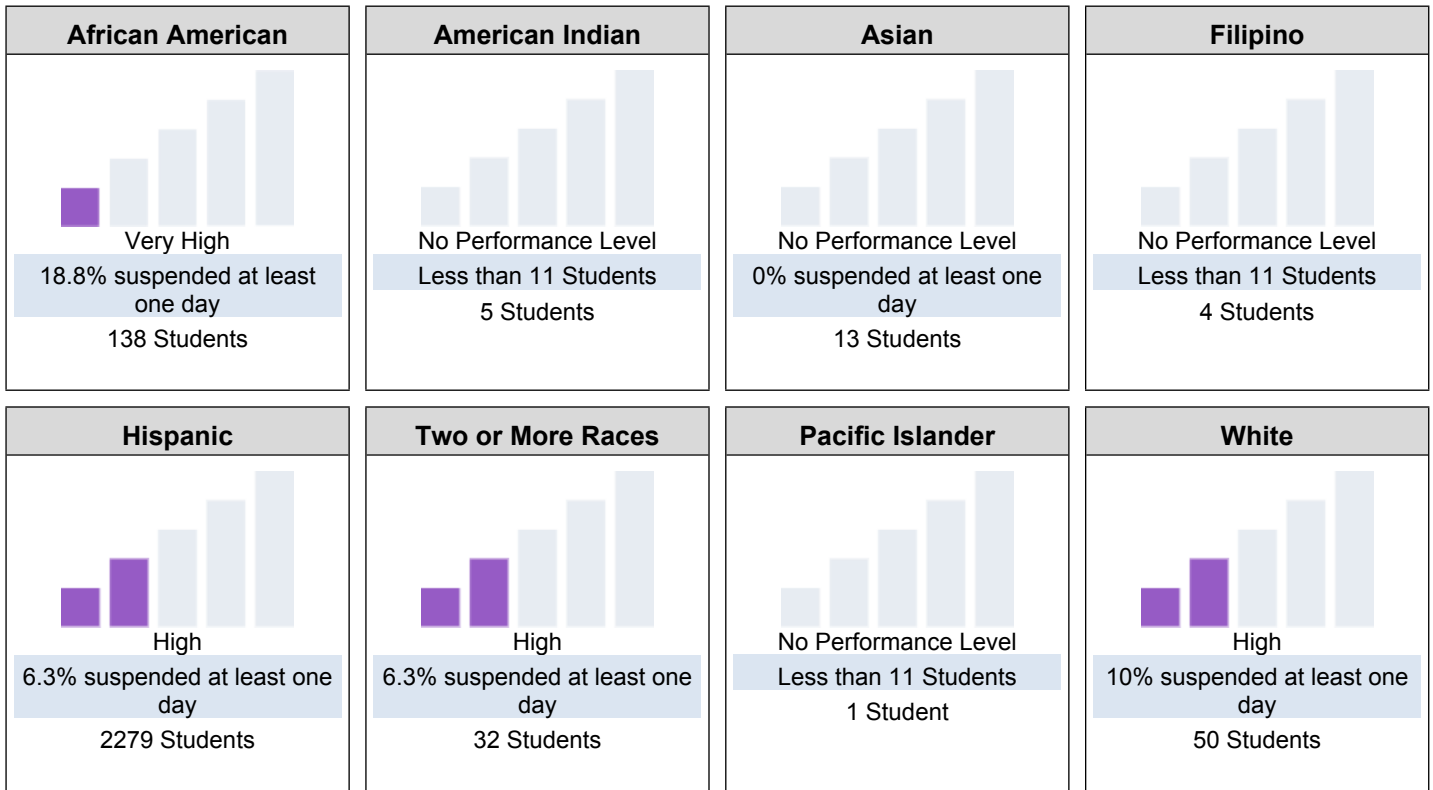
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Suspension Data for the 2020 school year have been limited due to the covid - 19 pandemic. In the prior year suspension rates decreased across the board and within each subgroup during 2018-2019. Overall suspension rate decreased 3.5% in 2018-2019.
- The largest decreases were seen within the following subgroups: African American - 5.4% decrease, Students with Disabilities - 4.9% decrease and Foster Youth - 21.3% decrease.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improved Academic Achievement

LEA/LCAP Goal

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

Goal 1

English/Language Arts and mathematics

- 1.1 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
- 1.2 Increase the number of % English Learners meeting the California English Learner Indicator.
- 1.3 100% of staff are appropriately assigned and fully credentialed in area taught.
- 1.4 Continue to provide resources for staff and students to ensure student academic success in meeting grade level standards.

Identified Need

(ELA) When we compare overall student achievement percentages from last year our performance in the categories of % standard exceeded, % standard met and % standard nearly met have increased and % standard not met has decreased. 2018-19 data suggests that students are improving in reading and writing as compared to 2017-18 data. In addition, the data shows that students performing below standard have decreased significantly. Students in 2018-19 performed better in Research and Inquiry than they did in all other categories.

(ELA) 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.

(ELA) 76% of the students performed scored at near standard or above standard in Listening.

(Math) When we compare overall student achievement percentages from last year our performance in the categories of % standard exceeded, % standard met and % standard nearly met have decreased and % standard not met has increased. 2018-19 data suggests that students continue to struggle in Concepts & Procedures as compared to 2017-18 data. In addition the data shows that students performing below standard have increased significantly.

(Math) Our largest area of difficulty is Concepts & Procedures

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Performance ELA (Grade 11)	Points Below Standard All Students - 77.5 English Learners - 139.7 Hispanic - 77.6 Homeless - 118.6 Socio' Disadvantages - 77.7	To move students in each subgroup up at least one level per year until students are at or above standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities - 143.7	
CA Dashboard Academic Performance Math (Grade 11)	Points Below Standard All Students - 169.5 English Learners - 214.4 Hispanic - 170.8 Homeless - 217.4 Socio' Disadvantages - 170.3 Students with Disabilities - 209.1	To move students in each subgroup up at least one level per year until students are at or above standard.
English Language Proficiency Assessment for CA (ELPAC)	Student's English Language Acquisition Results Students Decreased at least One ELPI Level - 21.8% Students that Maintained ELPI Level - 33.2% Students Progressed at least One ELPI Level - 45%	To have all students not yet at level 4 progress at least On ELPI level a year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Increase access and opportunities for student achievement and success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

58000

Source(s)

Title I
4000-4999: Books And Supplies
Material and supplies that support student academic achievement and progress that includes but limited to: interactive notebooks,

planners, ancillary materials that support core content classes.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 Increase opportunities for professional development improving instructional practices and strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10823

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Teacher conferences, trainings and workshops that include: registration, transportation, and lodging

5000

Title I
1000-1999: Certificated Personnel Salaries Substitute Coverage

961

Title I
3000-3999: Employee Benefits
Employee benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Student Recognition and Motivation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Title I
4000-4999: Books And Supplies

Materials and supplies that support student academic achievement and student progress including commitment.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Career and College Readiness

LEA/LCAP Goal

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

Goal 2

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% annually
7. Increase FAFSA Completion by 5% annually

Identified Need

The data for the 2020-2021 school year was heavily affected by the COVID-19 pandemic and distance learning. We had a good amount of students who did not connect well or did not find the motivation to connect daily with school because of distance learning. When students returned in the 2021-2022 school year post-pandemic there were more social-emotional concerns that emerged as a priority and we had to address academic / credit recovery opportunities for students who had fallen behind. The 2020-2021 column in all of the charts below will serve as the new post COVID baseline data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Enrollment	2019-20 AVID Participation: 557 2020-21 AVID Participation: 564 2021-22 AVID Participation: 446	Unfortunately, some AVID students had to be dropped post-pandemic due to lack of participation. With promotion, we would like to increase involvement.
FAFSA Completion	2019-20 FAFSA Completion Rate: 91% 2020-21	Attendance and enrollment of Senior students affected our participation percentage in the 2021-2022 school year. We

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>FAFSA Completion Rate: 82%</p> <p>2021-22 FAFSA Completion Rate: 78.24%</p>	should reach 90% in the 2022-2023 school year.
A-G Completion	<p>2019-20 A-G Completion Rate: 10.70%</p> <p>2020-21 A-G Completion Rate: 23.79%</p> <p>2020-21 A-G Completion Rate: 21.17%</p>	Our goal will be to meet or exceed the 2021-2022 school year percentage. Students have fallen behind credit-wise due to the pandemic and students are recovering credits during the school year or through summer school.
AP Enrollment	<p>2019-20 AP Enrollment: 412</p> <p>2020-21 AP Enrollment: 391</p> <p>2021-22 AP Enrollment: 348</p>	Less students were enrolled in AP classes during distance learning. We would like to meet or exceed the 2020-2021 & 2021-2022 numbers as we continue to promote AP enrollment.
CTE Pathway Completion	<p>2019-20 CTE Enrollment: 1507 Unduplicated CTE Enrollment: 504</p> <p>2020-21 CTE Enrollment: TBD Unduplicated CTE Enrollment: 862</p> <p>2021-22 CTE Enrollment: 956 Unduplicated CTE Enrollment: 851</p>	Students are re-engaging and re-enrolling in pathways and capstone programs. PHS will meet or exceed the 2021-2022 enrollment.
Graduation Rate	<p>2019-20 Graduation Rate: 90.4%</p> <p>2020-21 Graduation Rate: 86.8%</p> <p>2021-22 Graduation Rate: 94.8 %</p>	It is expected that we should be able to reach our goal of 92-94% in 2022-2023 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Extra Duty pay for providing additional individualized support (e.g. college applications, job applications, FAFSA application, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Duty Pay
2000	Title I 3000-3999: Employee Benefits Extra Duty Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 Software to support and enrich students academics

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8000	Title I 5000-5999: Services And Other Operating Expenditures Software licensing

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

AVID Students

Strategy/Activity

2.3 Release period to provide additional individualized support (AVID)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

22662

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Financial support for teachers in BARR

6392

Title I
3000-3999: Employee Benefits
Employee benefits for certificated salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.4 Enrichment for academics (e.g. AVID / JROTC field trips)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Registration, Transportation and Lodging

3000

Title I
1000-1999: Certificated Personnel Salaries
Substitute Coverage

1000

Title I
3000-3999: Employee Benefits
Substitute Employee Benefits

7500

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Consulting and Presenters

19115

Title I

4000-4999: Books And Supplies

Material and supplies that support student enrichment activities as well as classroom supplies that support material above and beyond the adopted curriculum.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

3. School Environment

LEA/LCAP Goal

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

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% annually
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%.

Identified Need

The data for the 2020-2021 school year was heavily affected by the COVID-19 pandemic and distance learning. Since most of the students were home for distance learning we did not suspend or expel any students during the 2020-2021 school year.

When students returned in the 2021-2022 school year post-pandemic there were more social-emotional concerns that emerged as a priority and we had to address academic / credit recovery opportunities for students who had fallen behind. The 2020-2021 column in all of the charts below will serve as the new post COVID baseline data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2019-20 S1 Attendance Rate: 94.5 2020-21 S1 Attendance Rate: 72.3% 2021-22 S1 Attendance Rate: 84.10%	Absenteeism and truancies have been a huge factor in the 2021-2022 school year. The PHS goal for the 2022-2023 school year will be to improve to 75%.
Expulsion Rate	2019-20 Expulsion Rate: TBD; 10 expulsions	It is impossible to go below 0%. The 0% was caused because of distance learning and students not being in school.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2020-21 Due to COVID-19 students were at home and no Expulsions happened.</p> <p>2021-22 Expulsion Rate: 0.0016% Expulsions: 4</p>	<p>Our goal is to stay under 5 expulsions for the 2022-2023 school year.</p>
Overall Suspension Rate	<p>2019-20 Overall: 6.2% suspended at least once</p> <p>2020-21 Due to COVID-19 students were at home and no Suspensions from school happened.</p> <p>2021-22 Overall: 7.1 % suspended at least once</p>	<p>It is impossible to go below 0%. The 0% was caused because of distance learning and students not being in school. Our goal for the 2022-2023 school year will be to not have more than a 5% suspension rate.</p>
SPED Suspension Rate	<p>2019-20 SPED: 12.1% suspended at least once</p> <p>2020-21 SPED: 0% suspended at least once Due to COVID-19 students were at home and no Suspensions from school happened.</p> <p>2021-22 SPED: 10.7% suspended at least once</p>	<p>. It is impossible to go below 0%. The 0% was caused because of distance learning and students not being in school. Our goal for the the 2022-2023 school year will be to reduce suspensions below 10%.</p>
African American Suspension Rate	<p>2019-20 African American: 14% suspended at least once</p> <p>2020-21 African American: 0% suspended at least once Due to COVID-19 students were at home and no Suspensions from school happened.</p>	<p>It is impossible to go below 0%. The 0% was caused because of distance learning and students not being in school. Our goal for the the 2022-2023 school year will be to reduce suspensions below 10%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 African American: 18.8 % suspended at least once	
ELD Suspension Rate	2019-20 ELD: 9.6% suspended at least once 2020-21 ELD: 0% suspended at least once Due to COVID-19 students were at home and no Suspensions from school happened. 2021-22 ELD: 6.3 % suspended at least once	It is impossible to go below 0%. The 0% was caused because of distance learning and students not being in school. Our goal for the the 2022-2023 school year will be to reduce suspensions below 8.5%.
Socially and Economically Disadvantaged Suspension Rate	2019-20 SED: 6.3% suspended at least once 2020-21 SED: 0% suspended at least once Due to COVID-19 students were at home and no Suspensions from school happened. 2021-22 SED: 7.2% suspended at least once	The 0% was caused because of distance learning and students not being in school. Our goal for the the 2022-2023 school year will be to reduce suspensions below 5.3%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.1: Help students build resilience, develop personal skills/tools, Build confidence, and become leaders.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15000	Title I 5800: Professional/Consulting Services And Operating Expenditures Love 4 life program
5000	Title I 4000-4999: Books And Supplies Material and supplies that support the program

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

4. Parent Involvement

LEA/LCAP Goal

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

Goal 4

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

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.

Identified Need

The data for the 2020-2021 school year was heavily affected by the COVID-19 pandemic and distance learning. We were not able to host of any our parent engagement workshops in person and we adjusted to have them via google meet or zoom meetings. In some cases our Coffee with the Principal meetings attendance improved especially in the beginning of the year as parents were trying to understand distance learning. We did not have any parent volunteers for the 2020-2021 school year. In person parent workshops resumed in the 2021-2022 school year and we are building our parent participation back up.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	<p>Parent Participation at various events (Title 1 annual meeting, parent shadow day, coffee with the principal)</p> <p>2018-19 Participants: 433 Approved Parent Volunteers: 0</p> <p>2019-20 Participants: 791 Approved Parent Volunteers: 11</p> <p>2020-21</p>	<p>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.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Participants: 829 Approved Parent Volunteers: 0</p> <p>2021-22 Participants: 1907 Approved Parent Volunteers: 10</p>	
Parent Engagement Group Participation Opportunities	<p>2020-21 Parent Engagement Leadership Institute, School Site Council, English Language Advisory Committee, African American Principal Advisory Committee, CAFE Project to Inspire</p> <p>2021-22 Parent Engagement Leadership Institute, School Site Council, English Language Advisory Committee, African American Principal Advisory Committee, CAFE Project to Inspire</p>	Parent Engagement Leadership Institute, School Site Council, English Language Advisory Committee, African American Principal Advisory Committee, Stronger Together Family Engagement Program, and RCOE Parent Project
IC Parent Portal	<p>2019-20 PHS held trainings and provided individualized support to English speaking and Spanish parents in addition to providing parents the already established brochure.</p> <p>2020-21 Parent Accounts: 3521 Average Weekly logins: 2432</p> <p>2021-22 Parent Accounts: 8468 Average Weekly logins: 1683</p>	Expand trainings, workshops, for parents and community members to build capacity and connections that will empower, engage and connect parents to support academic achievement. Specifically, offer more workshops to help parents understand the information accessible to them through Infinite Campus.
Social Media	<p>2018-19 PHS and various subgroups (e.g. ASB, AVID) have a presence across all major</p>	Ensure the school has multiple methods to facilitate two-way communication with staff, families, and community

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>social media platforms (e.g. Facebook, Instagram, Twitter)</p> <p>2019-20 PHS and various subgroups (e.g. ASB, AVID) continue to have a presence across all major social media platforms (e.g. Facebook, Instagram, Twitter)</p> <p>2020-21 PHS and various subgroups (e.g. ASB, AVID) continue to have a presence across all major social media platforms (e.g. Facebook, Instagram, Twitter)</p>	<p>members on an ongoing and consistent basis.</p>
Blackboard Connect	<p>2019-20 Teachers and Administration is able to connect with PHS families via text, phone call or email on an every day basis by using the Blackboard connect capabilities.</p> <p>2020-21 Teachers and Administration is able to connect with PHS families via text, phone call or email on an every day basis by using the Blackboard connect capabilities.</p>	<p>Teachers and Administration is able to connect with PHS families via text, phone call or email on an every day basis by using the Blackboard connect capabilities.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.1: Conduct and support a variety of parent meetings (e.g. Title 1 Annual Meeting, Coffee with the principal, ELAC, SSC, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent workshops and training
2500	Title I 4000-4999: Books And Supplies Parent workshops and training
1500	Title I 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.2: Support parent leaders

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 5000-5999: Services And Other Operating Expenditures Parent workshops and training
1000	Title I 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.3: Identify and incorporate resources and services within the community to strengthen school programs within the community and in Athletics

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Community Outreach events on campus, overtime and extended day pay for staff
6000	Title I 2000-2999: Classified Personnel Salaries Community Outreach events on campus, overtime and extended day pay for staff
2000	Title I 3000-3999: Employee Benefits Community Outreach events on campus, overtime and extended day employee benefits

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic and Language Proficiency Needs of English Learners

LEA/LCAP Goal

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

Goal 5

PHS English Learners will attain language proficiency allowing them to be academically prepared for college and careers. Specifically, PHS ELs:

- Will increase the % of English Learners Reclassifying to Fluent English Proficient by 5%.
- Will increase the % of English Learners scoring Level 4 or improving a performance level on the English Learner Proficiency Assessment for California (ELPAC) by 5%

Identified Need

The 2020-21 Students Redesignated FEP report from California Department of Education (CDE), Dataquest shows a 4.9% reclassification rate.

2022 ELPAC data demonstrates the following student performance level breakdown:

Level 4- 22.5%

Level 3- 50.5%

Level 2- 26.0%

Level 1- 1.0%

Qualitative data from the 2022 ELAC Needs Assessment shows that 66% of respondents are concerned about the academic progress of their child.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	20-21 RFEP Rate 5%	2021-22 RFEP Rate 10%
ELPAC Results	2022 ELPAC Level 4- 10.7% Level 3- 36.3% Level 2- 35.3% Level 1- 17.7%	2023 ELPAC Level 4- 13.7% Level 3- 39.3% Level 2- 32.3% Level 1- 14.7%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide a four period release for an English Learner teacher lead to design and conduct professional development sessions using effective research-based strategies to support English learners and provide instructional support to teachers in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

75000

LCFF SC
1000-1999: Certificated Personnel Salaries
Four Release Periods to Support English Learners.

25000

LCFF SC
3000-3999: Employee Benefits
Employee Benefits for Released Teacher

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$310,453.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$207,453.00
Title I Part A: Parent Involvement	\$3,000.00

Subtotal of additional federal funds included for this school: \$210,453.00

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

State or Local Programs	Allocation (\$)
LCFF SC	\$100,000.00

Subtotal of state or local funds included for this school: \$100,000.00

Total of federal, state, and/or local funds for this school: \$310,453.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF SC	100,000.00
Title I	207,453.00
Title I Part A: Parent Involvement	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	113,662.00
2000-2999: Classified Personnel Salaries	6,000.00
3000-3999: Employee Benefits	37,353.00
4000-4999: Books And Supplies	97,115.00
5000-5999: Services And Other Operating Expenditures	33,823.00
5800: Professional/Consulting Services And Operating Expenditures	22,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF SC	75,000.00
3000-3999: Employee Benefits	LCFF SC	25,000.00
1000-1999: Certificated Personnel Salaries	Title I	38,662.00
2000-2999: Classified Personnel Salaries	Title I	6,000.00

3000-3999: Employee Benefits	Title I	12,353.00
4000-4999: Books And Supplies	Title I	97,115.00
5000-5999: Services And Other Operating Expenditures	Title I	30,823.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	22,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	84,784.00
Goal 2	85,669.00
Goal 3	20,000.00
Goal 4	20,000.00
Goal 5	100,000.00

School Site Council Membership

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

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

Name of Members	Role
Vanessa O'Campo	Parent or Community Member
Mireya Bedolla	Parent or Community Member
Jose "Christian" Diaz Moreno	Parent or Community Member
Brenda Alvarez Soto	Secondary Student
Naomi Orozco	Secondary Student
Salvador Ramirez	Secondary Student
Theresa Gonzales	Classroom Teacher
Donna Goode	Classroom Teacher
Norma Carrillo	Classroom Teacher
Xochilt Almendarez	Classroom Teacher
Alejandra Tavarez	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 30, 2023.

Attested:

Principal, Juan Santos on May 30, 2023

SSC Chairperson, Donna Goode on May 30, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



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:

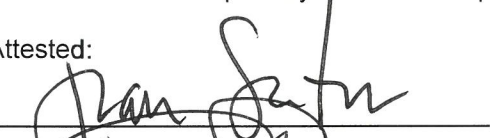
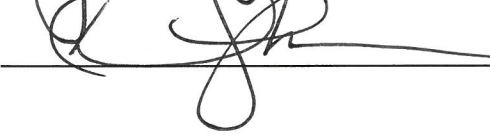
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: African American Parent Advisory Council - (AAPAC)

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 30, 2023.

Attested:

	Principal, Juan Santos on May 30, 2023
	SSC Chairperson, Donna Goode on May 30, 2023