



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Perris High School	33-67207-3335973	May 28, 2024	June 12, 2024

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

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

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

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

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

Schoolwide Program  
 Additional Targeted Support and Improvement  
 For 2 reporting years, Students With Disabilities (SWD) at Perris High meets the criteria for ATSI:  
 The year 2022 SWD - 5 or more indicators, the majority red  
 The Year 2023 SWD – Two Indicators Red, One Indicator Orange, One indicator Yellow, and One Indicator Green

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

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# Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

For 2 reporting years, Students With Disabilities (SWD) at Perris High meets the criteria for ATSI:

The year 2022 SWD - 5 or more indicators, the majority red

The Year 2023 SWD – Two Indicators Red, One Indicator Orange, One indicator Yellow, and One Indicator Green

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.

## Educational Partner Involvement

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

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

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.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Perris High School was identified by CDE for Additional Targeted Support & Improvement (ATSI). Definition of ATSI: Schools are eligible for ATSI if they are among schools eligible for TSI and if any student group at the school, on its own, meets the criteria for the lowest-performing 5 percent of Title I schools for CSI.

For 4 reporting years, SWD at Perris High meet the criteria for ATSI:

Year 2019 Students With Disabilities – 5 or more indicators, majority red

Year 2020 Students With Disabilities - Data and Assessments for the 2020 school year are limited due to the covid - 19 pandemic.

Year 2021 SWD - Data and Assessments for the 2021 school year are limited due to the covid - 19 pandemic.

Year 2022 SWD - 5 or more indicators, the majority red

Year 2023 SWD – Two Indicators Red, One Indicator Orange, One indicator Yellow, and One Indicator Green

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

English Language Performance Index: All Students = Red  
English Language Performance Index: English Learner = Red

English Language Arts: All Students (Orange)  
English Language Arts: English Learner (Orange)  
English Language Arts: Socioeconomically Disadvantaged (Orange)  
English Language Arts: Students with Disabilities (Orange)  
English Language Arts: Hispanic students (Orange)

Math / Academics: All Students (Red)  
Math / Academics: English Learner (Red)  
Math / Academics: Socioeconomically Disadvantaged (Red)  
Math / Academics: Hispanic (Red)  
Math / Academics: Homeless (Orange)  
Math / Academics: Students with Disabilities (Orange)

Suspension Rate: Foster Youth (Red)  
Suspension Rate: English Learner (Orange)  
Suspension Rate: African-American (Orange)

Attendance / Pupil Engagement: English Learner (Orange)  
Attendance / Pupil Engagement: Homeless Youth (Orange)  
Attendance / Pupil Engagement: Students with Disabilities (Orange)

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

2023-24 CA Dashboard:  
Math:  
Academic Performance Indicator: Red  
EL: -213.5  
SED: -175.2  
Hispanic: -171.7

Academic Performance Indicator: Orange  
Homeless: -167  
SWD: -212.3

## Other Needs

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

N/A

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	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
<b>Total Enrollment</b>				<b>2,217</b>	<b>2058</b>	<b>2243</b>

### 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
<b>Total Enrollment</b>	<b>2,217</b>	<b>2058</b>	<b>2,243</b>

#### Conclusions based on this data:

1. The African-American student population increased to same percentage as 2020-2021 in the 2022-2023 school year.
2. Throughout the last three years starting in the 2020-2021 school year the senior class has significantly been the smallest class when compared to grades 9-11.
3. The white student population has been on a decline every year since the 2020-2021 school year.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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	114	83	2.0%	17%	12%

### Conclusions based on this data:

1. COVID and Distance Learning affected our English Language Learners and their ability to be administered the ELPAC exam.
2. The percentage of English Learner students from the 2020-2021 school year to the 2022-2023 has dropped two percentage points.
3. The number of students participating and being reclassified after distance learning has increased but it is not back to Pre-Covid levels.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	526	507	573	256	472	553	240	468	553	48.7	93.1	96.5
<b>All Grades</b>	526	507	573	256	472	553	240	468	553	48.7	93.1	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
<b>Grade 11</b>	2573.	2502.	2525.	15.83	5.34	8.86	32.92	19.23	23.33	27.08	28.63	29.48	24.17	46.79	38.34
<b>All Grades</b>	N/A	N/A	N/A	15.83	5.34	8.86	32.92	19.23	23.33	27.08	28.63	29.48	24.17	46.79	38.34

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>Grade 11</b>	22.03	10.71	10.67	60.35	51.18	54.25	17.62	38.12	35.08
<b>All Grades</b>	22.03	10.71	10.67	60.35	51.18	54.25	17.62	38.12	35.08

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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
<b>Grade 11</b>	20.69	7.96	8.14	52.22	43.01	53.35	27.09	49.03	38.52
<b>All Grades</b>	20.69	7.96	8.14	52.22	43.01	53.35	27.09	49.03	38.52

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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
<b>Grade 11</b>	12.61	4.91	5.79	74.78	66.88	71.97	12.61	28.21	22.24
<b>All Grades</b>	12.61	4.91	5.79	74.78	66.88	71.97	12.61	28.21	22.24

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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
<b>Grade 11</b>	26.50	6.20	12.12	62.39	65.81	62.57	11.11	27.99	25.32
<b>All Grades</b>	26.50	6.20	12.12	62.39	65.81	62.57	11.11	27.99	25.32

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**Conclusions based on this data:**

1. Overall scores in the CAASPP from 2021-2022 and 2022-2023 continue to be a higher percentage of points below the standard than from 2020-2021. The learning gap continues to exist post distance learning.
2. Research and Inquiry on the CAASPP exam is what PHS 11th grade students seem to score the best in consistently since 2021-2023
3. In back to back school years 2021-2022 & 2022-2023 CAASPP administration writing was the most difficult section for PHS 11th graders. 49% of students in 2021-2022 and 39% of students in the 2022-2023 school year scored below standard.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	526	508	572	187	476	552	178	475	552	35.6	93.7	96.5
<b>All Grades</b>	526	508	572	187	476	552	178	475	552	35.6	93.7	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
<b>Grade 11</b>	2551.	2453.	2449.	4.49	0.84	0.18	16.29	5.47	5.98	37.08	11.58	12.50	42.13	82.11	81.34
<b>All Grades</b>	N/A	N/A	N/A	4.49	0.84	0.18	16.29	5.47	5.98	37.08	11.58	12.50	42.13	82.11	81.34

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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
<b>Grade 11</b>	9.60	2.95	1.27	51.98	19.58	17.03	38.42	77.47	81.70
<b>All Grades</b>	9.60	2.95	1.27	51.98	19.58	17.03	38.42	77.47	81.70

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>	6.74	1.05	1.09	65.17	49.79	53.80	28.09	49.16	45.11
<b>All Grades</b>	6.74	1.05	1.09	65.17	49.79	53.80	28.09	49.16	45.11

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>	6.18	1.47	1.81	71.91	58.53	53.62	21.91	40.00	44.57
<b>All Grades</b>	6.18	1.47	1.81	71.91	58.53	53.62	21.91	40.00	44.57

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**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. In addition the data shows that students performing below standard has increased significantly.
2. Our largest area of difficulty is Concepts & Procedures. We need to systematically work in every grade level to improve and train our math teachers in the concepts that will be tested in math.
3. All grouping of students are either in red or orange in achievement in Math.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1543.1	1536.4	1523.3	1537.8	1529.8	1517.4	1548.0	1542.5	1528.6	184	157	165
<b>10</b>	1551.4	1543.2	1548.4	1553.6	1537.7	1545.9	1548.8	1548.1	1550.5	176	189	169
<b>11</b>	1537.1	1540.6	1533.2	1531.3	1534.7	1532.6	1542.5	1546.0	1533.3	134	140	186
<b>12</b>	1558.7	1560.7	1538.6	1558.1	1561.1	1538.1	1558.7	1559.9	1538.5	68	102	93
<b>All Grades</b>										562	588	613

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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
<b>9</b>	6.67	9.55	3.66	40.56	33.12	32.93	38.33	38.22	35.98	14.44	19.11	27.44	180	157	164
<b>10</b>	16.37	11.83	16.57	33.92	38.17	38.46	31.58	32.26	26.63	18.13	17.74	18.34	171	186	169
<b>11</b>	10.69	6.52	7.53	32.06	34.06	24.73	39.69	37.68	40.86	17.56	21.74	26.88	131	138	186
<b>12</b>	17.31	16.00	14.13	34.62	41.00	19.57	25.00	33.00	43.48	23.08	10.00	22.83	52	100	92
<b>All Grades</b>	11.80	10.67	9.98	35.77	36.32	29.95	35.21	35.28	36.01	17.23	17.73	24.06	534	581	611

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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
<b>9</b>	22.22	16.56	17.68	36.11	45.86	35.98	34.44	24.20	29.88	7.22	13.38	16.46	180	157	164
<b>10</b>	30.99	25.81	27.22	30.99	41.40	39.64	27.49	20.97	21.30	10.53	11.83	11.83	171	186	169
<b>11</b>	23.66	18.12	19.89	43.51	46.38	39.78	22.14	22.46	21.51	10.69	13.04	18.82	131	138	186
<b>12</b>	36.54	41.00	21.74	30.77	38.00	42.39	13.46	15.00	19.57	19.23	6.00	16.30	52	100	92
<b>All Grades</b>	26.78	24.10	21.60	35.77	43.20	39.12	27.15	21.17	23.40	10.30	11.53	15.88	534	581	611

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>9</b>	5.56	6.37	1.83	20.56	19.75	14.02	47.22	38.22	39.63	26.67	35.67	44.51	180	157	164
<b>10</b>	5.26	5.38	8.28	26.90	24.19	20.71	34.50	37.10	42.60	33.33	33.33	28.40	171	186	169
<b>11</b>	2.29	3.62	1.61	17.56	13.77	12.37	45.80	42.75	36.56	34.35	39.86	49.46	131	138	186
<b>12</b>	5.77	2.00	3.26	17.31	26.00	11.96	48.08	48.00	46.74	28.85	24.00	38.04	52	100	92
<b>All Grades</b>	4.68	4.65	3.76	21.54	20.83	15.06	42.88	40.62	40.59	30.90	33.91	40.59	534	581	611

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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
<b>9</b>	6.11	5.10	4.88	70.56	78.98	66.46	23.33	15.92	28.66	180	157	164
<b>10</b>	11.11	5.38	13.61	61.40	73.12	68.05	27.49	21.51	18.34	171	186	169
<b>11</b>	2.29	1.45	6.99	64.12	60.87	54.84	33.59	37.68	38.17	131	138	186
<b>12</b>	5.88	6.00	4.35	72.55	72.00	63.04	21.57	22.00	32.61	51	100	92
<b>All Grades</b>	6.75	4.48	7.86	66.23	71.60	62.85	27.02	23.92	29.30	533	581	611

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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
<b>9</b>	56.98	55.56	66.67	35.75	30.72	17.90	7.26	13.73	15.43	179	153	162
<b>10</b>	69.88	65.93	72.78	18.67	27.47	15.98	11.45	6.59	11.24	166	182	169
<b>11</b>	68.75	64.71	61.08	23.44	25.74	26.49	7.81	9.56	12.43	128	136	185
<b>12</b>	57.14	78.35	61.96	31.43	18.56	27.17	11.43	3.09	10.87	35	97	92
<b>All Grades</b>	64.17	64.96	65.95	26.77	26.41	21.38	9.06	8.63	12.66	508	568	608

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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
<b>9</b>	12.78	9.55	4.27	41.11	40.13	43.90	46.11	50.32	51.83	180	157	164
<b>10</b>	16.47	14.52	14.79	46.47	39.78	46.15	37.06	45.70	39.05	170	186	169
<b>11</b>	6.11	6.52	4.30	51.15	42.03	30.11	42.75	51.45	65.59	131	138	186
<b>12</b>	4.17	6.00	5.43	58.33	58.00	33.70	37.50	36.00	60.87	48	100	92
<b>All Grades</b>	11.53	9.81	7.36	46.88	43.55	38.79	41.59	46.64	53.85	529	581	611

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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
<b>9</b>	3.39	1.27	1.22	81.36	75.80	70.73	15.25	22.93	28.05	177	157	164
<b>10</b>	3.53	2.16	2.96	70.59	71.35	81.07	25.88	26.49	15.98	170	185	169
<b>11</b>	9.38	5.07	4.84	71.09	67.39	67.20	19.53	27.54	27.96	128	138	186
<b>12</b>	16.00	9.00	3.26	74.00	71.00	70.65	10.00	20.00	26.09	50	100	92
<b>All Grades</b>	6.10	3.79	3.11	74.67	71.55	72.50	19.24	24.66	24.39	525	580	611

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**Conclusions based on this data:**

1. Speaking and Oral Language are areas where our EL students thrive and perform the best at levels 3 & 4.
2. Reading and writing are areas where our students need more support.
3. Best and most consistent progress seen in most areas by 10th grade group

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2243</b>	<b>96.7</b>	<b>29.8</b>	<b>0.9</b>
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	669	29.8
Foster Youth	20	0.9
Homeless	215	9.6
Socioeconomically Disadvantaged	2170	96.7
Students with Disabilities	376	16.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	114	5.1
American Indian	6	0.3
Asian	13	0.6
Filipino	5	0.2
Hispanic	2041	91
Two or More Races	30	1.3
White	34	1.5

### Conclusions based on this data:

- Hispanic/Latino students and African American students are the two largest enrollment percentage student populations at Perris High School 91% and 5% respectively.

2. 29.8% 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%.
3. 96.7% of the student population is considered Socioeconomically disadvantaged at Perris High School.

# School and Student Performance Data

## Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Graduation Rate



Yellow

#### Conditions & Climate

##### Suspension Rate



Green

#### Mathematics



Red

#### Chronic Absenteeism



No Performance Color

#### English Learner Progress



Red

#### College/Career

Medium



**Conclusions based on this data:**

1. The prior year showed Math is an area where our school needs tremendous improvement. -172 points below standard.
2. Graduation percentage decreased by 3% from previous year. We need to improve graduation rate for English Learners, Homeless and Students with disabilities.
3. Suspension rates decreased across the board and within each subgroup during 2022-2023 school year. Overall suspension rate decreased 1.1% in 2022-2023. Foster Youth, African-American and English Learners need more support.

# School and Student Performance Data

## Academic Performance English Language Arts

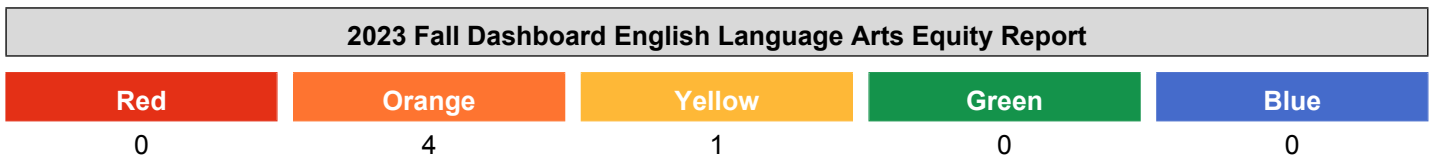
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 52.2 points below standard Increased Significantly +25.9 points 526 Students	<p><b>English Learners</b></p>  Orange 111.5 points below standard Increased Significantly +30.3 points 203 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p>  Yellow 41.7 points below standard Increased Significantly +84.2 points 48 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 54 points below standard Increased Significantly +24.9 points 506 Students	<p><b>Students with Disabilities</b></p>  Orange 130.2 points below standard Increased Significantly +18.8 points 77 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>79.3 points below standard</p> <p>Increased Significantly +21.3 points</p> <p>26 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>53.5 points below standard</p> <p>Increased Significantly +24.8 points</p> <p>480 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>86.5 points below standard</p> <p>11 Students</p>

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>150.3 points below standard</p> <p>Increased Significantly +16.6 points</p> <p>141 Students</p>	<p>28.1 points below standard</p> <p>Increased Significantly +47.3 points</p> <p>63 Students</p>	<p>55.1 points below standard</p> <p>Increased Significantly +23 points</p> <p>160 Students</p>

**Conclusions based on this data:**

- Our Hispanic and African-American students increased their performance by 24.8 and 21.3 points, respectively. Although this was a progress they are still below standard.
- Most significant growth overall in English Language Arts was from our homeless group at 84%.
- The reclassified English Learner group had the largest increase with 47 points / 28 points below standard when compared to English Learner and English only students.

# School and Student Performance Data

## Academic Performance Mathematics

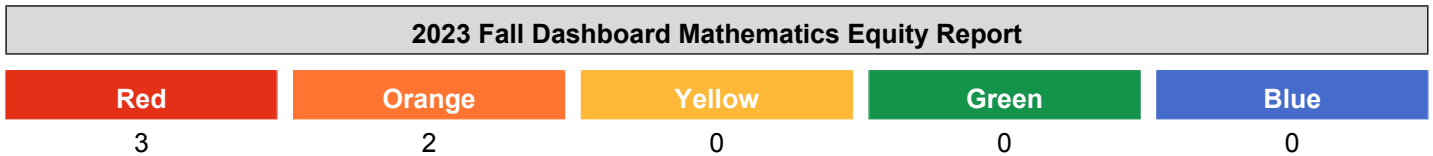
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Red 172.7 points below standard Maintained -2.3 points 525 Students	<p><b>English Learners</b></p>  Red 213.5 points below standard Maintained +2.8 points 203 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p>  Orange 167 points below standard Increased Significantly +63.8 points 48 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 175.2 points below standard Decreased -3.7 points 505 Students	<p><b>Students with Disabilities</b></p>  Orange 212.3 points below standard Increased +6.3 points 77 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>227.7 points below standard</p> <p>Decreased Significantly - 47.3 points</p> <p>26 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>171.7 points below standard</p> <p>Maintained +0.1 points</p> <p>480 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>167.1 points below standard</p> <p>11 Students</p>

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>227.7 points below standard</p> <p>Increased +3.8 points</p> <p>140 Students</p>	<p>181.9 points below standard</p> <p>Decreased -5.5 points</p> <p>63 Students</p>	<p>173.8 points below standard</p> <p>Maintained +1.7 points</p> <p>160 Students</p>

#### Conclusions based on this data:

1. Homeless students increased the most in growth overall in math by improving by 63.8 points.
2. African-American students decreased significantly by 47 points.
3. Although three group of students maintained in the area of Math, two increased and two decreased. It continues to be a huge area of struggle at the site, district and statewide.

# School and Student Performance Data

## Academic Performance English Learner Progress

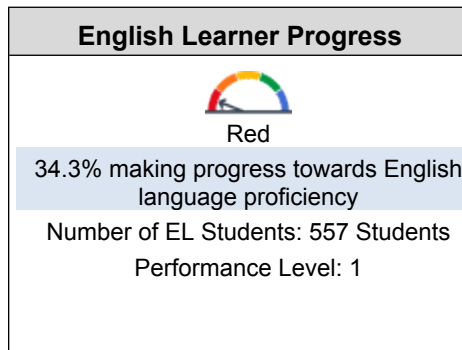
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 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.

### 2023 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
150	209	2	187

#### Conclusions based on this data:

1. 150 students decreasing one ELPI level is an area of concern.
2. 187 students progressing at least one ELPI level is a positive sign
3. 209 students maintaining a lower ELPI level is an area of improvement.

# School and Student Performance Data

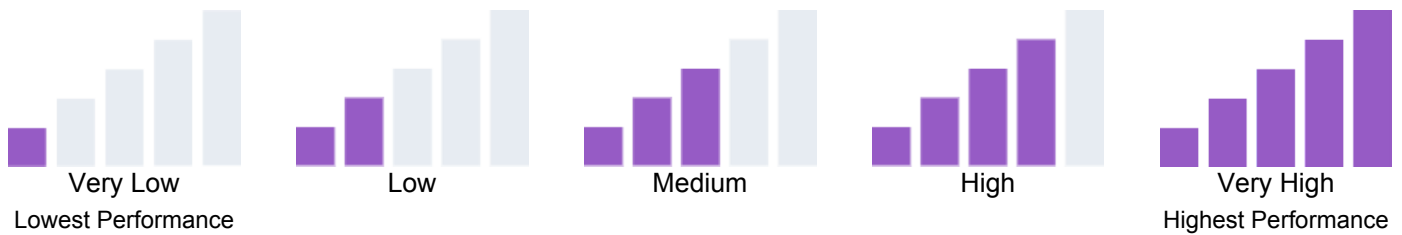
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

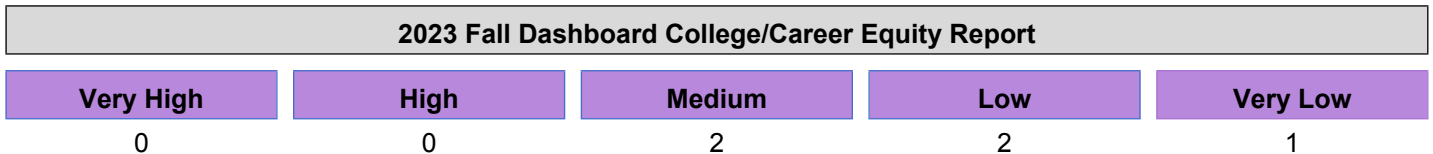
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

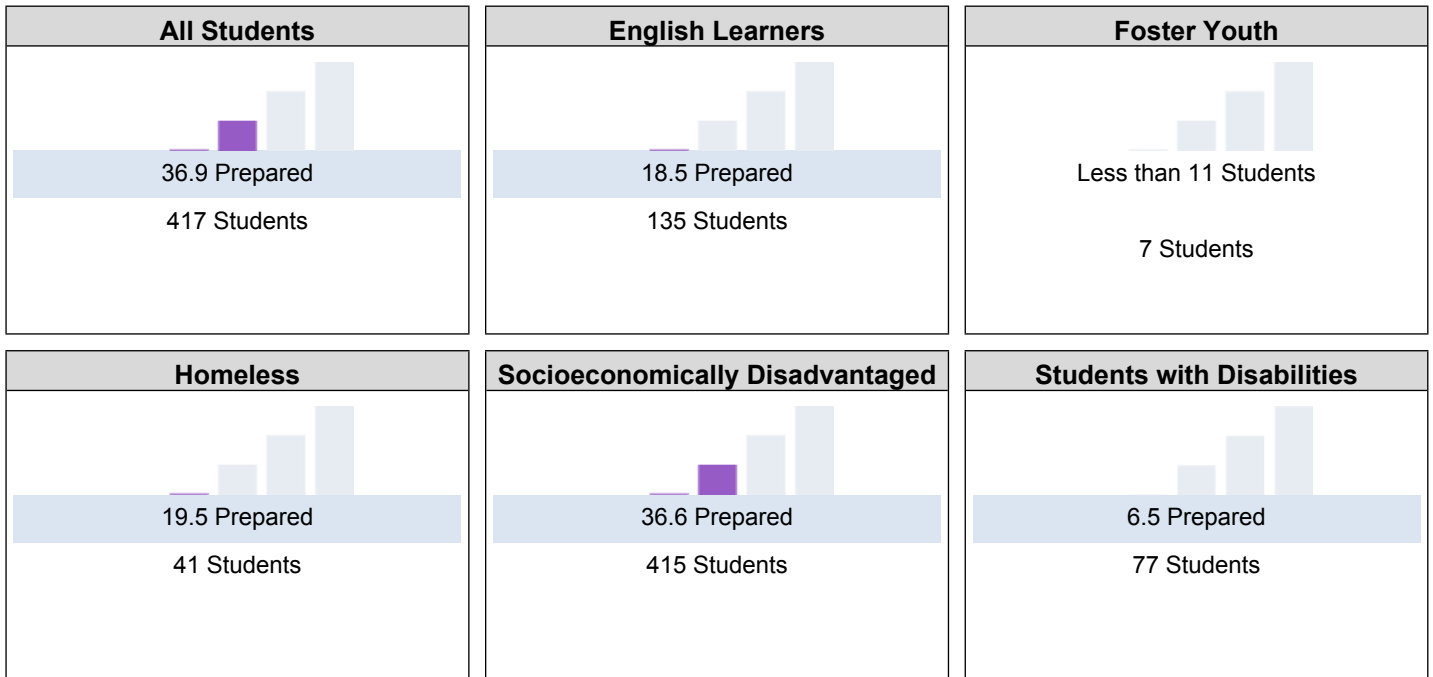


This section provides number of student groups in each level.

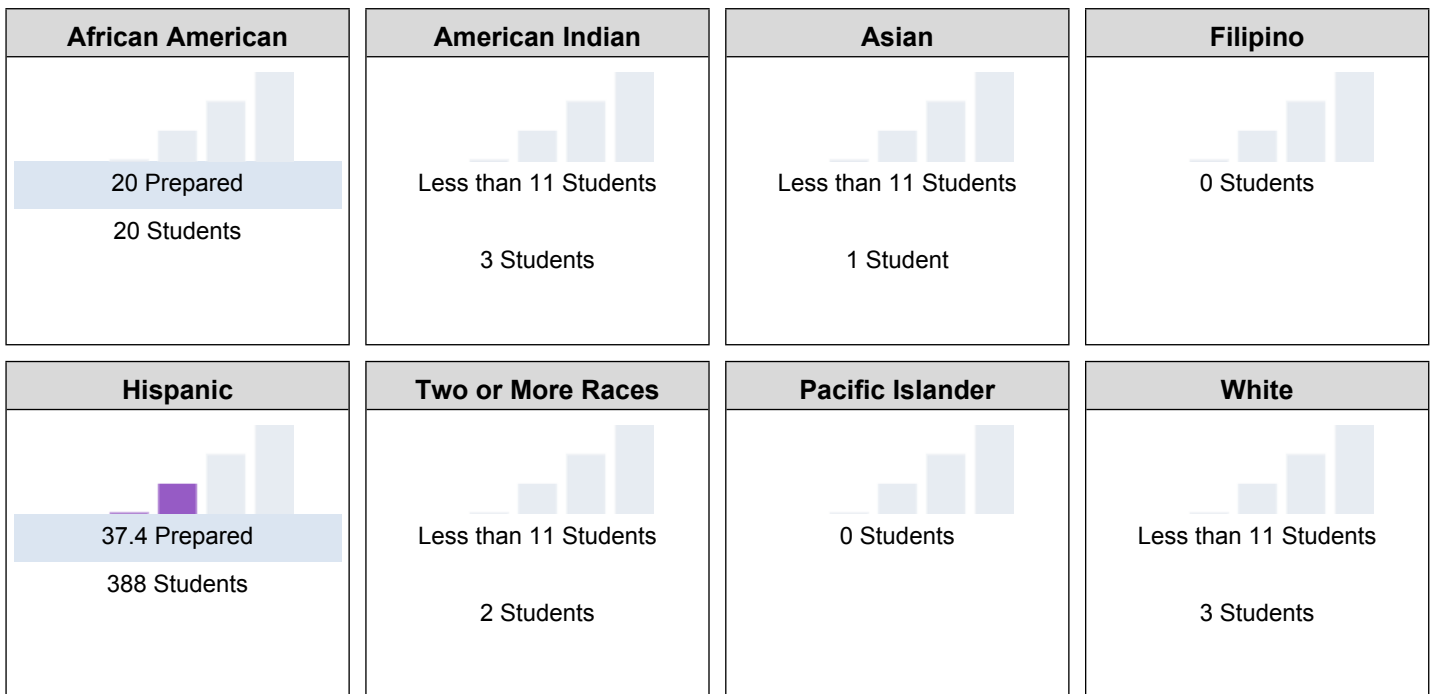


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

1. Students with disabilities need additional support to improve in college and career achievement.
2. In the category of all students, socioeconomically disadvantaged and Hispanic students which are our highest population of students we are rated at a medium in the college and career indicator.



# School and Student Performance Data

## Academic Engagement Graduation Rate

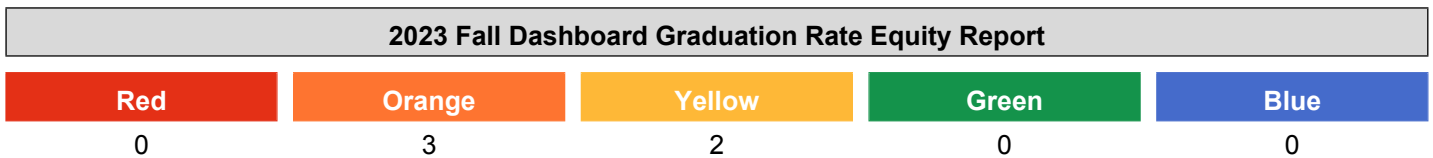
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Yellow 91.2% graduated Decreased -3.6 420 Students	<b>English Learners</b>  Orange 84.8% graduated Decreased -5 138 Students	<b>Foster Youth</b> Less than 11 Students 7 Students
<b>Homeless</b>  Orange 75.6% graduated Decreased Significantly -21.2 41 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 91.1% graduated Decreased -3.6 418 Students	<b>Students with Disabilities</b>  Orange 75.3% graduated Decreased Significantly -18.4 77 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p align="center">70% graduated</p> <p align="center">Decreased Significantly - 23.8</p> <p align="center">20 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p align="center"></p> <p align="center">Yellow</p> <p align="center">92.3% graduated</p> <p align="center">Decreased -2.6</p> <p align="center">391 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">3 Students</p>

**Conclusions based on this data:**

1. No sub-group performed at a red level for our 2022-2023 graduation rate.
2. All groups decreased from the previous year slightly except for African-American student decreased significantly which is an area of concern.
3. Socioeconomically and All students overall which were the largest number in terms of student participation remained in the yellow category of achievement.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

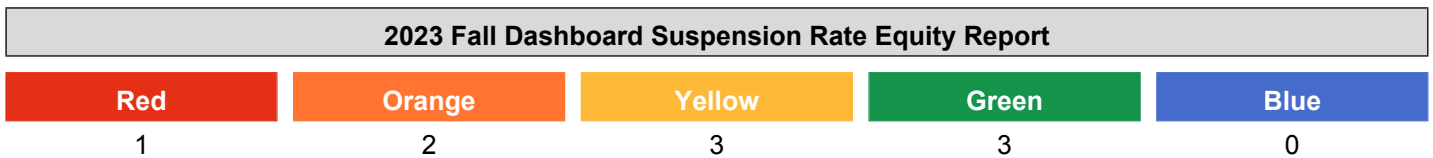
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">6% suspended at least one day</td> </tr> <tr> <td>Declined -1.1 2243 Students</td> </tr> </tbody> </table>	All Students	 Green	6% suspended at least one day	Declined -1.1 2243 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.2% suspended at least one day</td> </tr> <tr> <td>Increased 0.9 811 Students</td> </tr> </tbody> </table>	English Learners	 Orange	7.2% suspended at least one day	Increased 0.9 811 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">22.6% suspended at least one day</td> </tr> <tr> <td>Increased 4.2 31 Students</td> </tr> </tbody> </table>	Foster Youth	 Red	22.6% suspended at least one day	Increased 4.2 31 Students
All Students														
 Green														
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.8% suspended at least one day</td> </tr> <tr> <td>Declined -1.3 251 Students</td> </tr> </tbody> </table>	Homeless	 Yellow	6.8% suspended at least one day	Declined -1.3 251 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">6% suspended at least one day</td> </tr> <tr> <td>Declined -1.1 2243 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	6% suspended at least one day	Declined -1.1 2243 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">8.7% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -2.1 427 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Yellow	8.7% suspended at least one day	Declined Significantly -2.1 427 Students
Homeless														
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Declined Significantly -2.1 427 Students														

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 14.8% suspended at least one day Declined -4.1 142 Students	Less than 11 Students 6 Students	7.7% suspended at least one day Increased 7.7 13 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.4% suspended at least one day Declined -0.9 2041 Students	 Green 3% suspended at least one day Declined -3.2 33 Students	 No Performance Color 0 Students	 Yellow 9.3% suspended at least one day Declined -0.7 43 Students

**Conclusions based on this data:**

1. Four subgroup of students ranked in the green category of improvement (All Students, Hispanic Students, Two or More Races and Socioeconomically Disadvantaged)
2. Areas of concern due to the largest decline in suspension from previous year is the African-American and foster youth groups.
3. Overall a decline of 1.1 is an improvement from the previous year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Improved Academic Achievement

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

(ELA) When we compare overall student achievement percentages from last year our performance in the categories of percentage standard exceeded, percentage standard met and percentage standard nearly met have increased and percentage standard not met has decreased. 2021-22 data suggests that students are struggles to improve in reading and writing as compared to the prior year but in the 2022-23 data where they had a significant improvement. There were more students that moved from below standard to near standard. In addition, the data shows that students performing below standard have decreased significantly in the 2022-23 school year.

(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) 77% 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 percentage standard nearly met have decreased and percentage standard not met has increased. 2021-22 data suggests that students continue to struggle in Concepts & Procedures as compared to the prior year but in the 2022-23 data we do show a 5 percent change in students from the below standard to near standard. In addition, the data shows that students performing showed the students had a similar growth in Problem solving & modeling.

(Math) Our largest area of difficulty and focus for the coming years will be in Concepts & Procedures

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Performance ELA (Grade 11)	2022-2023: CA Dashboard: Distance from Standard (DFS) All Students - 77.5 English Learners - 139.7 Hispanic - 77.6 Homeless - 118.6 Socio' Disadvantages - 77.7 Students with Disabilities - 143.7	2023-2024: CA Dashboard: Distance from Standard (DFS) All Students - 67 English Learners - 130 Hispanic - 67 Homeless - 99 Socio' Disadvantages - 67 Students with Disabilities - 133
CA Dashboard Academic Performance Math (Grade 11)	2022-2023: CA Dashboard: Distance from Standard (DFS) All Students - 169.5 English Learners - 214.4 Hispanic - 170.8 Homeless - 217.4 Socio' Disadvantages - 170.3 Students with Disabilities - 209.1	2023-2024: CA Dashboard: Distance from Standard (DFS) All Students - 159.5 English Learners - 204.4 Hispanic - 160.8 Homeless - 207.4 Socio' Disadvantages - 160.3 Students with Disabilities - 199.1
English Language Proficiency Assessment for CA (ELPAC)	2022-2023: CA Dashboard: Distance from Standard (DFS) 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%	2023-2024: CA Dashboard: ELPAC Level 4- 14% Level 3- 35% Level 2- 41% Level 1- 30%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Increase access and opportunities for student achievement and success.	All Students	18680 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.
1.2	1.2 Increase opportunities for professional development improving instructional practices and strategies.	All Students	500 Title I 5000-5999: Services And Other Operating Expenditures

			Teacher conferences, trainings and workshops that include: registration, transportation, and lodging 300 Title I 1000-1999: Certificated Personnel Salaries Substitute Coverage 24 Title I 3000-3999: Employee Benefits Employee benefits
1.3	1.3 Student Recognition and Motivation	All Students	2000 Title I 4000-4999: Books And Supplies Materials and supplies that support student academic achievement and student progress including commitment.

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

Students demonstrated better organization within the classroom over the last year due to scaffolds and support within the interactive notebooks. Organization as a WICOR goal was supported by our purchase and implementation of student planners within the classroom

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

The program was implemented as expected with little change to funding or implementation. Students were better organized due to our panther camp event and our staff trained our students on proper use of the planners. The interactive notebooks supported our students throughout both semesters of this year.

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

Professional development will have a higher emphasis this coming school year as we work with our math and English departments to break down the components of the SBAC exam so we can familiarize our students with the expectations of the exam.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Career and College Readiness

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

The 2020-2021 school year data was heavily affected by the COVID-19 pandemic and distance learning. We had many students who did not connect well or were not motivated 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-pandemic baseline data. Supporting initiatives in the 2022-2023 school year, which enabled students to take more field trips in order for them to better connect to post-secondary options, was a must. Our college and career center clerk created opportunities for field trips, brought speakers to the college and career center, and organized college visitation field trips.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Enrollment	2020-21 AVID Participation: 564  2021-22 AVID Participation: 446  2022-23 AVID Participation: 414	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	2020-21 FAFSA Completion Rate: 82%  2021-22	Attendance and enrollment of Senior students affected our participation percentage in the 2021-2022 school



	FAFSA Completion Rate: 78.24% 2022-23 FAFSA Completion Rate: 87%	year. We should reach 90% in the 2022-2023 school year.
A-G Completion	2020-21 A-G Completion Rate: 23.79%  2020-21 A-G Completion Rate: 21.17%  2022-23 A-G Completion Rate: 33.5%	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	2020-21 AP Enrollment: 391  2021-22 AP Enrollment: 348  2022-23 AP Enrollment: 395	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	2020-21 CTE Enrollment: TBD Unduplicated CTE Enrollment: 862  2021-22 CTE Enrollment: 956 Unduplicated CTE Enrollment: 851  2022-23 CTE Enrollment: TBD Unduplicated CTE Enrollment: TBD	Students are re-engaging and re-enrolling in pathways and capstone programs. PHS will meet or exceed the 2021-2022 enrollment.
Graduation Rate	2022-23 CA Dashboard: Graduation Rates: Overall: 91.2% (- 3.6%) English Learner: 84.8% (-5%) Homeless: 75.6% (-21.2%) SWD: 75.3% (-18.4%)	2023-24 CA Dashboard: Graduation Rates: Overall: 92% English Learner: 87% Homeless: 80% SWD: 80%

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Extra Duty pay for providing additional individualized support (e.g. college applications, job applications, FAFSA application, etc.)	All Students	5000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Duty Pay 1547 Title I 3000-3999: Employee Benefits

			Extra Duty Employee Benefits
<b>2.2</b>	2.2 Software to support and enrich students academics	All Students	500 Title I 5000-5999: Services And Other Operating Expenditures Software licensing
<b>2.3</b>	2.3 Release period to provide additional individualized support (AVID)	AVID Students	22972 Title I 1000-1999: Certificated Personnel Salaries Financial support for teachers in BARR 6892 Title I 3000-3999: Employee Benefits Employee benefits for certificated salaries
<b>2.5</b>	2.4 Enrichment for academics (e.g. AVID / JROTC field trips)	All students	8000 Title I 5000-5999: Services And Other Operating Expenditures Registration, Transportation and Lodging 5000 Title I 1000-1999: Certificated Personnel Salaries Substitute Coverage 1548 Title I 3000-3999: Employee Benefits Substitute Employee Benefits 500 Title I 5800: Professional/Consulting Services And Operating Expenditures Consulting and Presenters 2000 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.

## Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

The AVID release period really helped to train our teachers on AVID WICOR strategies during professional development sessions. It also created opportunities for us to increase the number of students who were college bound due to the additional support created by college visitation field trips and supporting and training of our AVID tutors. The additional extra duty assignments helped to create opportunities to better connect our staff with our parents as we provided workshops to help our parents understand the power of Infinite Campus, FAFSA workshops and parent engagement connections with our AVID program.

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

There were no major differences in terms of the intended implementation and the budgeted expenditures, but we would like to find a better way to support our English language learners who are struggling with issues of achievement.

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

There needs to be more emphasis on teaching strategies specific to help assist English language learners and students with special needs. Continue to provide meaningful academic outings for students to close the achievement gap.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### 3. School Environment

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 suspendable incidents and days of suspension for students by 3%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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. Our overall goal for the 2022-2023 school year is to increase attendance participation and reduce suspensions and expulsions for all students, given the support and resources that we have through school personnel, programs, and incentives.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2020-21 S1 Attendance Rate: 72.3%  2021-22 S1 Attendance Rate: 84.10%  2022-2023 S1 Attendance Rate: 84.28%	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	2020-21 Due to COVID-19 students were at home and no Expulsions happened.  2021-22 Expulsion Rate: 0.0016%	It is impossible to go below 0%. The 0% was caused because of distance learning and students not being in school. Our goal is to stay under 5 expulsions for the 2022-2023 school year.

	<p>Expulsions: 4</p> <p>2022-2023 .4% Expulsion: 1</p>	
Overall Suspension Rate	<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>2022-2023 Overall: 6.2% 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>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>2022-2023 SPED: 8.7% 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>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>2021-22 African American:18.8 % suspended at least once</p> <p>2022-2023 African American: 14.8% 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>
ELD Suspension Rate	<p>2020-21 ELD: 0% suspended at least once Due to COVID-19 students were at home and no Suspensions from school happened.</p> <p>2021-22 ELD: 6.3 % suspended at least once</p> <p>2022-2023 ELD: 7.2% 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 8.5%.</p>
Socially and Economically Disadvantaged Suspension Rate	<p>2020-21 SED: 0% suspended at least once</p>	<p>The 0% was caused because of distance learning and students not being in school. Our goal for the the</p>

	<p>Due to COVID-19 students were at home and no Suspensions from school happened.</p> <p>2021-22 SED: 7.2% suspended at least once</p> <p>2022-2023 SED: 6% suspended at least once</p>	2022-2023 school year will be to reduce suspensions below 5.3%.
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Paraeducator support for the Alternative to Suspension room (ATS Program)	All students	44279 Title I 2000-2999: Classified Personnel Salaries Paraeducator Salary 17101 Title I 3000-3999: Employee Benefits Paraeducator Employee Benefits

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

Good opportunities for monitoring and social interactions among students. Anti-bullying, suicide prevention, and helping students build self-esteem are a few major impacts that were found with this program. School wide campaigns were helpful to bring awareness to these issues across the campus.

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

The program was implemented as expected with little change to funding or implementation.

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

This was a one-year program that built capacity for ASB students and freshman students that will continue to use strategies learned from these small group, trainings, and campus-wide campaigns. Next year we plan to go back to our focus on ATS as a resource for struggling students. This provides additional long-term support to students as an alternative to removing them from campus without identifying the root cause of an incident or event.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### 4. Parent Involvement

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

The 2020-2021 school year data was heavily affected by the COVID-19 pandemic and distance learning. We were not able to host any of 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 at 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. We experienced a resurgence of parents engaging in the school year 2021-2022 and the 2022-2023 school years. Parents became not just involved in the committee work but some of the parents specialized and provided more support to our arts, sports and extracurricular programs. We still would like to find more ways to engage more parents who have students who struggle in school.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	<p>Parent Participation at various events (Title 1 annual meeting, parent shadow day, coffee with the principal)</p> <p>2019-20 Participants: 791 Approved Parent Volunteers: 11</p> <p>2020-21 Participants: 829 Approved Parent Volunteers: 0</p> <p>2021-22 Participants: 1907 Approved Parent Volunteers: 10</p> <p>2022-23 Participants: 1933 Approved Parent Volunteers: 12</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.
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> <p>2022-23 Parent Engagement Leadership Institute, School Site Council, English Language Advisory Committee, African American Principal Advisory Committee, Love4Life Stronger Together</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>2020-21 Parent Accounts: 3521 Average Weekly logins: 2432</p> <p>2021-22 Parent Accounts: 8468 Average Weekly logins: 1683</p> <p>2022-2023 PHS held IC Parent Portal trainings and provided individualized support to English-speaking and Spanish-speaking parents.</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>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>2022-23 PHS and various subgroups (e.g. ASB, AVID, counseling) have a presence across all major social media platforms (e.g. Facebook, Instagram, Twitter)</p>	Ensure the school has multiple methods to facilitate two-way communication with staff, families, and community members on an ongoing and consistent basis.
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>2022-23 Teachers and Administration are able to connect with PHS families via text, phone call, or email on an everyday basis by using the Blackboard connect capabilities.</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.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1: Conduct and support a variety of parent meetings (e.g. Title 1 Annual Meeting, Coffee with the principal, ELAC, SSC, etc.)	All students	500 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent workshops and training 500 Title I 4000-4999: Books And Supplies Parent workshops and training

			500 Title I 4000-4999: Books And Supplies Materials and Supplies
4.2	4.2: Support parent leaders	All students	150 Title I 5000-5999: Services And Other Operating Expenditures Parent workshops and training 2500 Title I 4000-4999: Books And Supplies Materials and Supplies
4.3	4.3: Identify and incorporate resources and services within the community to strengthen school programs within the community and in Athletics	All students	800 Title I 1000-1999: Certificated Personnel Salaries Community Outreach events on campus, overtime and extended day pay for staff 700 Title I 2000-2999: Classified Personnel Salaries Community Outreach events on campus, overtime and extended day pay for staff 320 Title I 3000-3999: Employee Benefits Community Outreach events on campus, overtime and extended day employee benefits
4.20			

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

The building of parent leaders and the ability to interact with our community and the parents of our students this year had a moderate impact on student achievement and attendance. An increase in parent involvement in multiple student groups was observed throughout the year in programs like JROTC, Band, Theater, Athletics, AVID, and our English learner community. We need to create more opportunities and engage the parents of struggling student at Perris High School. We also found that the request for community members using our facilities decreased and we did not support as many programs as we expected.

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

The allocated funding for the use of facilities and staff support was moved to support the enrichment of school programs and transportation for student activities and field trips.

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

Funding to help support our Parent workshops and community enrichment is not only being covered by the Title 1 funds but also the district funds. With this increased support by our district, the amount of money needed to continue supporting our parents and community can be allocated differently with little changes in support. Next year you will see a decrease in Title 1 funding for our Goal 4 activities but should not notice a change in its implementation.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Academic and Language Proficiency Needs of English Learners

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 3%

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

The 2022-23 Students Redesignated FEP report district estimates shows a 17.1% reclassification rate. 2022 ELPAC data demonstrates the following student performance level breakdown:

Level 4- 9.98%  
 Level 3- 29.95%  
 Level 2- 36.01%  
 Level 1- 24.06%

Qualitative data from the 2023 ELAC Needs Assessment shows that 66% of respondents are concerned about the academic progress of their child.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	22-23 RFEP Rate 17.1%	2023-24 RFEP Rate 10%
ELPAC Results	2023 ELPAC Level 4- 10.7% Level 4- 9.98% Level 3- 29.95% Level 2- 36.01% Level 1- 24.06%	2024 ELPAC Level 4- 14% Level 3- 35% Level 2- 41% Level 1- 30%

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	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.	English Learners	76920 LCFF SC 1000-1999: Certificated Personnel Salaries Four Release Periods to Support English Learners. 23080 LCFF SC 3000-3999: Employee Benefits Employee Benefits for Released Teacher

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

The teacher who was selected to receive the four release periods has been magnificent in providing training for teachers. She has provided strategies to teachers and has also provided direct support to students. She was integral in supporting our plan to reach at minimum 95% of our students tested in the ELPAC examination.

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

No major differences between the intended implementation and the budget expenditure for the 2022-2023 school year.

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

No changes to be added for this upcoming year. The services are still needed as we are working to help our English Language Learners have greater access to academic achievement and also access to extracurricular opportunities.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$242,813.00
Total Federal Funds Provided to the School from the LEA for CSI	\$100,000

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$142,313.00
Title I Part A: Parent Involvement	\$500.00

Subtotal of additional federal funds included for this school: \$142,813.00

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: \$242,813.00

# 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	142,313.00
Title I Part A: Parent Involvement	500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	110,992.00
2000-2999: Classified Personnel Salaries	44,979.00
3000-3999: Employee Benefits	50,512.00
4000-4999: Books And Supplies	26,180.00
5000-5999: Services And Other Operating Expenditures	9,650.00
5800: Professional/Consulting Services And Operating Expenditures	500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF SC	76,920.00
3000-3999: Employee Benefits	LCFF SC	23,080.00
1000-1999: Certificated Personnel Salaries	Title I	34,072.00
2000-2999: Classified Personnel Salaries	Title I	44,979.00
3000-3999: Employee Benefits	Title I	27,432.00
4000-4999: Books And Supplies	Title I	26,180.00
5000-5999: Services And Other Operating Expenditures	Title I	9,150.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	500.00

5000-5999: Services And Other  
Operating Expenditures

Title I Part A: Parent Involvement

500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,504.00
Goal 2	53,959.00
Goal 3	61,380.00
Goal 4	5,970.00
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
Vacant	Parent or Community Member
Alyssa Chuop	Secondary Student
Karen Lopez	Secondary Student
Elizabeth Vargas	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 28, 2024.

Attested:

Principal, Juan Santos on May 28, 2024

SSC Chairperson, Norma Carrillo on May 28, 2024

# 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 (LCAP) process.

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

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

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

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

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