

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------------------------|-----------------------------------|--|---------------------------|
| Perris Lake Continuation High School | 33-67207-3330172 | May 11, 2022 | June 15, 2022 |

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Overview of Student Survey:

The students were surveyed openly throughout the Fall and Winter of 2019 in meetings with administration and counseling. We were unable to conduct a formal 2019 Spring survey due to the Covid 19 school closure. We have not been able to conduct any formal surveys for the 2020-2021 school year as we have not returned to in-person school. In the meetings prior to the school closure, it was quite evident that the students at Perris Lake High School felt safe and connected to the school and staff. Not only did the students have connections with their teachers but there were also many connections with office staff, security, custodial, librarian, counseling, and administration. Students felt that they could confide openly in the staff and not be judged. This appears to also be the case in 2021-2022. The students not only felt a sense of belonging but they felt positive in the education they were receiving. The students had positive responses to the career and mental health days.

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

The senior survey (2018) indicated that a majority are certain of their occupational goals. Most graduates indicate a preference in the areas of business professional, science area, and communications for their career. 35 percent had a strong desire to enter a 2-year community college/trade school. 35 percent planned to enter the workforce; 12 percent have military plans, 18 percent were undecided. With the school being closed for all of the 20-21 school year we do not have survey results for that year but seniors will be surveyed this year and the results will be available in the Fall of 2022.

Overview of Parents Survey Data:

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

Overview of Staff Survey Data:

The staff at Perris Lake High School feel very supported by the administration and feel that their needs as teachers are being met. They are happy with the support and punctuality of the service they receive from technology. Teachers were positive about the curriculum and are happy with the addition of our CTE Carpentry, CTE Culinary pathway for our students, and our CTE Video production pathway. Teacher morale began to drop as they were met with the challenge of teaching two schools and three programs in one. They had to learn to juggle many avenues of teaching all at the same time, teaching in-person, online, and credit recovery. Our teachers being the professionals that they are took on the challenge and gave their very best, although there were days when they felt that students were not receiving 100% of them. As the challenges were ironed out and programs were split amongst the teacher they began to fill the support again that they had been used to.

Classroom Observations

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

Perris Lake High School administration conducts regular informal observations as well as scheduled formal observations. The administration has always made their presence known on campus by visiting classrooms daily not always to observe, but more as a show of support. With the closure of the school, all observations had continued with the administration joining in on Google and Canvas meets. With the school reopening for the 2021-2022 school year the administration is pleased with what they are seeing and applaud and appreciate all of the efforts and innovative lessons the teachers have produced through these challenging times.

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Of the 17 teachers we have at Perris Lake High School 11 teachers are fully credentialed and highly qualified, with either their CLAD or their SB330, 3 are CTE credentialed through the state, and three interim teachers. We also have 1 guest teacher and 2 Para-educators. The teachers have been trained in AVID strategies and are trained in Common Core State Standards. The district provides ongoing staff development to keep their employees highly qualified so they can prepare students to succeed in this global society.

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

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

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

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

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

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

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

Every Monday morning teachers were given release time to collaborate in Content Area Professional Learning Communities. These PLC's were moved to Fridays and continued while we were on remote learning through Google meetings. With the reopening of the school in August of 2021 teachers were happy to be able to meet in person to collaborate in their content areas.

Teaching and Learning

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

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

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

Perris Lake High School's classes are 55 minutes in length and instructors teach bell to bell.

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

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

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

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

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

Perris Lake High School uses SBE-adopted and standards-aligned instructional materials in all ELA and Math courses.

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

Student Study Team (SST)

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

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

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

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

At-risk counseling services and support groups.

Student of the month

SOAR awards- Student performance and attendance incentives

Safe and Drug-Free Schools- Friday Night Live

Safety Committee

SSC- School Site Council

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

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

Perris Lake High School has two advisory groups made up of parents, community members, teachers, and students. These groups meet to review the planning, implementation, and evaluation of the Consolidated Application programs. These committees are the School Site Council usually consisting of the Principal, four teachers, a classified staff member, three parents, and three students. With the closure of the school due to Covid 19, we were only able to get two parents willing to be part of our SSC committee. As the school reopened for the 2021-2022 school year and coffee with the principal resumed we had some interest but still, only two parents were willing to commit. We were able to get one student to show interest but after the first two months of school that student switched to remote learning and no longer was interested. We were not able to find another student that showed any interest. The members of our committees are involved in the planning, implementation, and evaluation of the School Site Plan. With the frequent turnover of students throughout the year we often find ourselves short on membership and having to make changes in membership mid-year. We were able to file for small school status and were approved. With this, we are able to operate with a committee of six comprised of the principal, a classroom teacher, one other school staff, two parents or community members, and one secondary student. The other advisory group is our PELI committee- Parent Engagement Leadership Initiative. This is a partnership between the school, family, and the community to involve parents and the community with activities in the school.

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

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

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

Parents are asked to serve on the following committees:

School Site Council

PELI

English Learner Advisory Council (ELAC)

WASC

School activities that parents are invited to attend:

Student Orientation

Back to School Night

Open House Parent Education Nights

SOAR Awards

FAFSA Night

Coffee with the Principal

Senior Pinning Ceremony (to resume in 2022-23)

Graduation

Funding

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

Some of the services provided by categorical funds are:

Tutoring

Instructional materials for teachers school-wide

Educational materials for students in remote learning

Professional Development for Staff

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

Field trip fees and transportation costs for academic-related core content and college/career-related field trips

Funds to support our library with updated reading materials

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

We use the entire teaching staff and parts of our classified staff to complete our different committees to discuss and assess the needs of our students. The following committees are constantly involved in this ongoing process: MTSS/Discipline Committee, SSC Committee (ASB students, classified/certificated staff members, Title I Lead, Principal, and parents), and Leadership Team (we use department chairs or designees). We also use time in our PLCs to discuss and assess ongoing results during the year. At this point (5/11/2022) we have shared both our LCAP and SPSA goals with staff members and with our SSC committee. This information is also shared with parents at orientation.

Resource Inequities

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

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

with the LCAP. All funding from state, local and federal programs have been utilized to provide support and services needed to meet school wide goals for improvement.

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|-------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 0.7% | % | % | 2 | | |
| African American | 8.1% | 4.3% | % | 23 | 12 | |
| Asian | 0.7% | % | % | 2 | | |
| Filipino | 0% | 0.4% | % | 0 | 1 | |
| Hispanic/Latino | 77.82% | 81.9% | % | 221 | 231 | |
| Pacific Islander | 0.7% | 0.7% | % | 2 | 2 | |
| White | 10.21% | 10.6% | % | 29 | 30 | |
| Multiple/No Response | 0% | 1.8% | % | 5 | 5 | |
| | Total Enrollment | | | 284 | 282 | |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| Grade 10 | 1 | | |
| Grade 11 | 75 | 80 | |
| Grade 12 | 208 | 202 | |
| Total Enrollment | 284 | 282 | |

Student Enrollment Enrollment By Grade Level

Conclusions based on this data:

1. Based on our 2020-2021 data our largest population at Perris Lake High is Hispanic/Latino at 81.9%.
2. Our numbers change during the year based on referrals from other schools.
3. There was a very slight decrease in student enrollment between 2019-20 and 2020-2021. However a large increase between 2018-2019 and 2019-2020.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 49 | 67 | 71 | 23.0% | 23.6% | 25.2% |
| Fluent English Proficient (FEP) | 55 | 94 | 97 | 25.8% | 33.1% | 34.4% |
| Reclassified Fluent English Proficient (RFEP) | 0 | 8 | 2 | 0.0% | 16.3% | 3.0% |

Conclusions based on this data:

1. The percentage of EL students enrolled at PLHS for the 2020 - 2021 school year is up 1.6% over the previous year.
2. Based on the 2020-2021 data the percentage of Fluent English Proficient EL students is up 1.3%.
3. Based on the 2020-2021 data the percentage of reclassified Fluent English Proficient students is down 13.3% over the 2019-2020 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 62 | 93 | 88 | 47 | 56 | 11 | 47 | 56 | 11 | 75.8 | 60.2 | 12.5 |
| All Grades | 62 | 93 | 88 | 47 | 56 | 11 | 47 | 56 | 11 | 75.8 | 60.2 | 12.5 |

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 2398. | 2437. | 2497. | 0.00 | 0.00 | 0.00 | 6.38 | 3.57 | 36.36 | 4.26 | 21.43 | 18.18 | 89.36 | 75.00 | 45.45 |
| All Grades | N/A | N/A | N/A | 0.00 | 0.00 | 0.00 | 6.38 | 3.57 | 36.36 | 4.26 | 21.43 | 18.18 | 89.36 | 75.00 | 45.45 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 2.13 | 3.57 | * | 23.40 | 21.43 | * | 74.47 | 75.00 | * |
| All Grades | 2.13 | 3.57 | * | 23.40 | 21.43 | * | 74.47 | 75.00 | * |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 0.00 | 0.00 | * | 4.26 | 19.64 | * | 95.74 | 80.36 | * |
| All Grades | 0.00 | 0.00 | * | 4.26 | 19.64 | * | 95.74 | 80.36 | * |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 6.38 | 0.00 | * | 25.53 | 60.71 | * | 68.09 | 39.29 | * |
| All Grades | 6.38 | 0.00 | * | 25.53 | 60.71 | * | 68.09 | 39.29 | * |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 0.00 | 1.79 | * | 21.28 | 23.21 | * | 78.72 | 75.00 | * |
| All Grades | 0.00 | 1.79 | * | 21.28 | 23.21 | * | 78.72 | 75.00 | * |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The 20-21 data shows that a higher % of students met the standard than in the previous three years tested. (Testing did not take place in 19-20 due to Covid-19 school closure). The 2021-2022 data will be available in the Fall of 2022.
2. We had 12% fewer Juniors enrolled in 20-21 than in 18/19 and of those students enrolled 40% fewer students tested.
3. Only the overall achievement Data is reported for 20-21, there is no data available to report for reading, writing, listening or research/inquiry. The 2021-2022 data will be available in the Fall of 2022.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 62 | 93 | 88 | 48 | 54 | 12 | 48 | 54 | 12 | 77.4 | 58.1 | 13.6 |
| All Grades | 62 | 93 | 88 | 48 | 54 | 12 | 48 | 54 | 12 | 77.4 | 58.1 | 13.6 |

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 2399. | 2392. | 2499. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 8.33 | 4.17 | 0.00 | 16.67 | 95.83 | 100.0 | 75.00 |
| All Grades | N/A | N/A | N/A | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 8.33 | 4.17 | 0.00 | 16.67 | 95.83 | 100.0 | 75.00 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 0.00 | 0.00 | * | 2.08 | 0.00 | * | 97.92 | 100.0 | * |
| All Grades | 0.00 | 0.00 | * | 2.08 | 0.00 | * | 97.92 | 100.0 | * |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 0.00 | 0.00 | * | 6.25 | 12.96 | * | 93.75 | 87.04 | * |
| All Grades | 0.00 | 0.00 | * | 6.25 | 12.96 | * | 93.75 | 87.04 | * |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 0.00 | 0.00 | * | 27.08 | 20.37 | * | 72.92 | 79.63 | * |
| All Grades | 0.00 | 0.00 | * | 27.08 | 20.37 | * | 72.92 | 79.63 | * |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall our students improved by almost 3% points in 2018-19. (Students were not tested in 2019-20 due to COVID-19 school closure) As school closure continued the 2021 Spring CAASPP was not administered. The most current data available reflects the 2018-19 CAASPP results. CAASPP testing did take place in the Spring of 2022 and those results will be available in the Fall of 2022.
2. Results from 2018-19 CAASPP conveyed Concepts and procedures are the weakest assessment. (Students were not tested in 2019-20 due to COVID-19 school closure) The most current data available reflects the 2018-19 CAASPP results. Due to the continued school closure, the Spring 2021 CAASPP was not administered. We were able to administer the CAASPP tests in the Spring of 2022 and the data will be available in the Fall of 2022.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 11 | * | 1559.6 | 1543.4 | * | 1561.4 | 1545.4 | * | 1557.5 | 1541.1 | * | 14 | 21 |
| 12 | 1577.1 | 1548.2 | | 1585.2 | 1550.0 | | 1568.5 | 1545.6 | | 22 | 23 | 0 |
| All Grades | | | | | | | | | | 28 | 37 | 21 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 11 | * | 7.14 | 0.00 | * | 50.00 | 36.84 | * | 35.71 | 47.37 | | 7.14 | 15.79 | * | 14 | 19 |
| 12 | * | 13.04 | | * | 21.74 | | * | 52.17 | | | 13.04 | | 22 | 23 | |
| All Grades | * | 10.81 | 0.00 | 46.43 | 32.43 | 36.84 | * | 45.95 | 47.37 | | 10.81 | 15.79 | 28 | 37 | 19 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 11 | * | 21.43 | 15.79 | * | 57.14 | 57.89 | | 21.43 | 21.05 | | 0.00 | 5.26 | * | 14 | 19 |
| 12 | 72.73 | 26.09 | | * | 39.13 | | * | 26.09 | | | 8.70 | | 22 | 23 | |
| All Grades | 75.00 | 24.32 | 15.79 | * | 45.95 | 57.89 | * | 24.32 | 21.05 | | 5.41 | 5.26 | 28 | 37 | 19 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 11 | | 0.00 | 0.00 | * | 28.57 | 0.00 | * | 42.86 | 63.16 | * | 28.57 | 36.84 | * | 14 | 19 |
| 12 | * | 4.35 | | * | 13.04 | | 50.00 | 47.83 | | * | 34.78 | | 22 | 23 | |
| All Grades | * | 2.70 | 0.00 | * | 18.92 | 0.00 | 42.86 | 45.95 | 63.16 | * | 32.43 | 36.84 | 28 | 37 | 19 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 11 | * | 0.00 | 0.00 | * | 57.14 | 73.68 | | 42.86 | 26.32 | * | 14 | 19 |
| 12 | 54.55 | 0.00 | | * | 60.87 | | * | 39.13 | | 22 | 23 | |
| All Grades | 53.57 | 0.00 | 0.00 | 42.86 | 59.46 | 73.68 | * | 40.54 | 26.32 | 28 | 37 | 19 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 11 | * | 92.86 | 73.68 | | 7.14 | 26.32 | | 0.00 | 0.00 | * | 14 | 19 |
| 12 | 90.91 | 82.61 | | * | 8.70 | | * | 8.70 | | 22 | 23 | |
| All Grades | 92.86 | 86.49 | 73.68 | * | 8.11 | 26.32 | * | 5.41 | 0.00 | 28 | 37 | 19 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 11 | | 0.00 | 0.00 | * | 64.29 | 52.63 | * | 35.71 | 47.37 | * | 14 | 19 |
| 12 | * | 4.35 | | * | 30.43 | | * | 65.22 | | 22 | 23 | |
| All Grades | * | 2.70 | 0.00 | 53.57 | 43.24 | 52.63 | * | 54.05 | 47.37 | 28 | 37 | 19 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 11 | * | 7.14 | 5.26 | * | 92.86 | 68.42 | | 0.00 | 26.32 | * | 14 | 19 |
| 12 | * | 4.35 | | 81.82 | 86.96 | | | 8.70 | | 22 | 23 | |
| All Grades | * | 5.41 | 5.26 | 78.57 | 89.19 | 68.42 | | 5.41 | 26.32 | 28 | 37 | 19 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our students were strongest in the speaking domain. (2019-20 testing did not take place due to COVID19 school closure) The ELPAC was administered in late Spring of 2021, the results will be available in the Fall of 2021.
2. Our students were weakest in listening and reading. (2019-20 testing did not take place due to COVID-19 school closure) The ELPAC was administered in late Spring of 2021, the results will be available in the Fall of 2021.
3. Only the overall achievement data was available for 20-21. There is no data available for reading, writing, listening, or research/inquiry.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

| 2020-21 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 282 | 86.9 | 25.2 | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 71 | 25.2 |
| Foster Youth | | |
| Homeless | 19 | 6.7 |
| Socioeconomically Disadvantaged | 245 | 86.9 |
| Students with Disabilities | 16 | 5.7 |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 12 | 4.3 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | 1 | 0.4 |
| Hispanic | 231 | 81.9 |
| Two or More Races | 5 | 1.8 |
| Native Hawaiian or Pacific Islander | 2 | 0.7 |
| White | 30 | 10.6 |

Conclusions based on this data:

1. The majority of our students 86.9% are socioeconomically disadvantaged., This data is a reflection of the 2020-21 school year.

2. This data for the 2020-2021 school year reflects that 25.2% of our student population are English Learners.






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

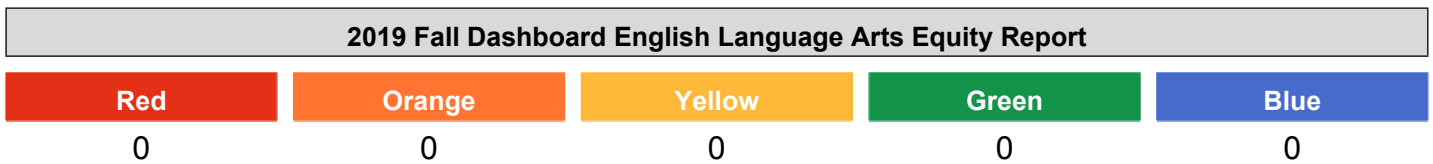
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p> <p>No Performance Color</p> <p>145 points below standard</p> <p>Increased Significantly +28.4 points 17</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p> | <p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>154 points below standard</p> <p>Increased Significantly +27.1 points 15</p> | <p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color 153 points below standard Increased Significantly +128.6 points 12 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

1. Based on the 2019 data a large portion of our Junior class is scored below standard on the English Language Arts portion of the SBAC. There is no data for 2020 due to the COVID school closure. The 2021 data is also not available..
2. Based on the 2019 data there is little difference between all students and SocioEconomically Disadvantaged. There is no data for 2020 due to the COVID school closure. The 2021 data is also not available.

School and Student Performance Data

Academic Performance Mathematics

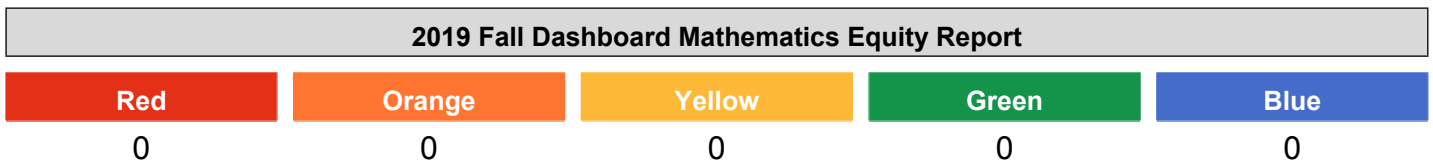
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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







This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

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

School and Student Performance Data

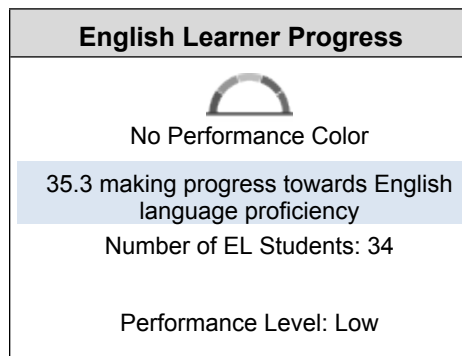
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 280 | 100 |
| African American | 14 | 5 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | 1 | 0.4 |
| Hispanic | 228 | 81.4 |
| Native Hawaiian or Pacific Islander | 2 | 0.7 |
| White | 27 | 9.6 |
| Two or More Races | 7 | 2.5 |
| English Learners | 69 | 24.6 |
| Socioeconomically Disadvantaged | 223 | 79.6 |
| Students with Disabilities | 22 | 7.9 |
| Foster Youth | 1 | 0.4 |
| Homeless | 30 | 10.7 |

| Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 0 | 0 |
| African American | 0 | 0 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 0 | 0 |
| Native Hawaiian or Pacific Islander | | |
| White | 0 | 0 |
| Two or More Races | | |
| English Learners | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students with Disabilities | 0 | 0 |
| Foster Youth | | |
| Homeless | 0 | 0 |

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

| International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 0 | 0 |
| African American | 0 | 0 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 0 | 0 |
| Native Hawaiian or Pacific Islander | | |
| White | 0 | 0 |
| Two or More Races | | |
| English Learners | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students with Disabilities | 0 | 0 |
| Foster Youth | | |
| Homeless | 0 | 0 |

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

| Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 2 | 0.7 |
| African American | 0 | 0 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 2 | 0.9 |
| Native Hawaiian or Pacific Islander | | |
| White | 0 | 0 |
| Two or More Races | | |
| English Learners | 0 | 0 |
| Socioeconomically Disadvantaged | 2 | 0.9 |
| Students with Disabilities | 0 | 0 |
| Foster Youth | | |
| Homeless | 0 | 0 |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed a-g Requirements – Number and Percentage of All Students | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 0 | 0 |
| African American | 0 | 0 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 0 | 0 |
| Native Hawaiian or Pacific Islander | | |
| White | 0 | 0 |
| Two or More Races | | |
| English Learners | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students with Disabilities | 0 | 0 |
| Foster Youth | | |
| Homeless | 0 | 0 |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

| Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 0 | 0 |
| African American | 0 | 0 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 0 | 0 |
| Native Hawaiian or Pacific Islander | | |
| White | 0 | 0 |
| Two or More Races | | |
| English Learners | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students with Disabilities | 0 | 0 |
| Foster Youth | | |
| Homeless | 0 | 0 |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses | | |
|--|---------------------------|----------------------------|
| Student Group | Number of Students | Percent of Students |
| All Students | 3 | 1.1 |
| African American | 0 | 0 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 1 | 0.4 |
| Native Hawaiian or Pacific Islander | | |
| White | 1 | 3.7 |
| Two or More Races | | |
| English Learners | 0 | 0 |
| Socioeconomically Disadvantaged | 3 | 1.3 |
| Students with Disabilities | 0 | 0 |
| Foster Youth | | |
| Homeless | 1 | 3.3 |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

| Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses | | |
|---|---------------------------|----------------------------|
| Student Group | Number of Students | Percent of Students |
| All Students | 1 | 0.4 |
| African American | 0 | 0 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 0 | 0 |
| Native Hawaiian or Pacific Islander | | |
| White | 0 | 0 |
| Two or More Races | | |
| English Learners | 0 | 0 |
| Socioeconomically Disadvantaged | 1 | 0.4 |
| Students with Disabilities | 0 | 0 |
| Foster Youth | | |
| Homeless | 0 | 0 |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

| Earned the State Seal of Biliteracy – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 0 | 0 |
| African American | 0 | 0 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 0 | 0 |
| Native Hawaiian or Pacific Islander | | |
| White | 0 | 0 |
| Two or More Races | | |
| English Learners | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students with Disabilities | 0 | 0 |
| Foster Youth | | |
| Homeless | 0 | 0 |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. The Fall 2018 Dashboard results show that there is a slight increase 1.8% of our student population not prepared for College.
2. The Fall 2019 Dashboard results show that there is a 4.2% increase of our student population not prepared for College.
3. Based on the data for 2020 and 2021 none of our students have completed Academic or CTE subject College credit.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

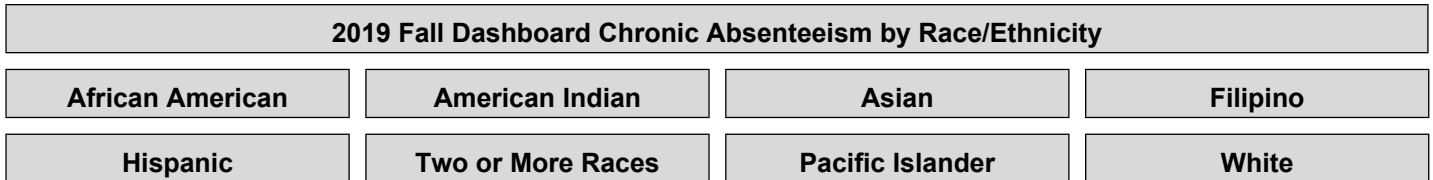
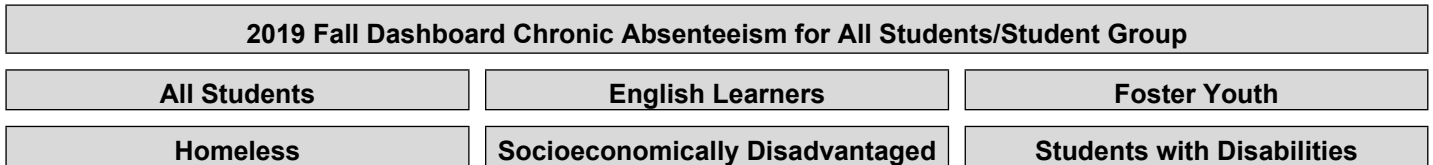
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| 2021 Graduation Rate by Student Group | | | | |
|---------------------------------------|---|---------------------|--------------------------------|-----------------|
| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
| All Students | 280 | 198 | 0 | 70.7 |
| English Learners | 69 | 52 | 0 | 75.4 |
| Foster Youth | 1 | | 0 | |
| Homeless | 30 | 20 | 0 | 66.7 |
| Socioeconomically Disadvantaged | 223 | 159 | 0 | 71.3 |
| Students with Disabilities | 22 | 15 | 0 | 68.2 |
| African American | 14 | 5 | 0 | 35.7 |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | 1 | | 0 | |
| Hispanic | 228 | 170 | 0 | 74.6 |
| Native Hawaiian or Pacific Islander | 2 | | 0 | |
| White | 27 | 15 | 0 | 55.6 |
| Two or More Races | 7 | | 0 | |

Conclusions based on this data:

1. Perris Lake High Schools 2018 graduation rate was 87%. This was a 6% increase over the 2017 graduation rate.
2. Perris Lake High Schools 2019 Fall Dashboard graduation rate was 85.4%. This is a decrease of 1.6% over the 2018 school year.
3. Perris Lake High Schools 2021 Fall Dashboard graduation rate was 70.7%. This is a decrease of 14.7% over the 2019 school year.

School and Student Performance Data

Conditions & Climate Suspension Rate

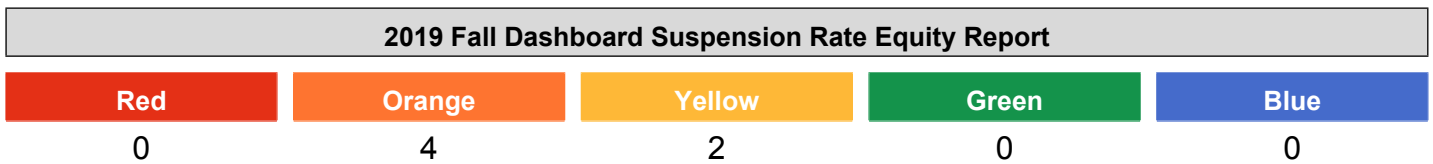
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 22.2 | 9.2 |

Conclusions based on this data:

1. There was a 13% decrease in suspensions from the 2017-2018 school year to the 2018-2019 school year.
2. The largest group with suspensions were African/American, the second largest group was White and the smallest group with suspensions were the Hispanics.
3. There is no data for 2020-20201. The most current data is from 2019.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Proficiency

LEA/LCAP Goal

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

Goal 1

SPSA Goal #1

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

Identified Need

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

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

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

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

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

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

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

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

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| CA Dashboard Academic Indicator ELA (Grade 11) | 2018-19 Overall: 183.4 points below standard Declined 46.1 Points | 2021-22 Overall: Dashboard Performance: Orange |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| | <p>Dashboard Performance: Red</p> <p>Socioeconomically Disadvantaged: 181.1 points below standard Declined 49.1 Points Dashboard Performance: Red</p> <p>2019-20 Overall: 145 points below standard Increased 38.4 Points Dashboard Performance: No color (17 students)</p> <p>2020-21 36.36% Met Standard for ELA 18.18% Nearly Met Standard for ELA 45.45% Did not Meet Standard for ELA</p> | <p>Socioeconomically Disadvantaged: Dashboard Performance: Orange</p> |
| <p>CA Dashboard Academic Indicator Math (Grade 11)</p> | <p>2018-19 Overall: 229.4 points below standard Increased 21.8 Points Dashboard Performance: Orange</p> <p>Socioeconomically Disadvantaged: 224.2 points below standard Increased 21.1 Points Dashboard Performance: Orange</p> <p>2019-20 Overall: 233.6 points below standard Declined 4.2 Points Dashboard Performance: No color (17 students)</p> <p>2020-21 8.33% Met Standard for Math 16.67% Nearly Met Standard for Math 75.00% Did Not Meet Standard for Math</p> | <p>2021-22 Overall: Dashboard Performance: Orange</p> <p>Socioeconomically Disadvantaged: Dashboard Performance: Orange</p> |
| <p>English Language Proficiency Assessment (ELPAC)</p> | <p>2018-2019:</p> | <p>2021-22</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|---|
| | Level 4 - Well Developed 35.7% Level 3 - Moderately Developed 46.4% Level 2 - Somewhat Developed 17.9% Level 1 - Beginning Stage 0% 2019-20: 35.3% making progress towards English language proficiency 2020-2021: Level 4 - Well Developed 0.00% Level 3 - Moderately Developed 36.84% Level 2- Somewhat Developed 47.37% Level 1 - Minimally Developed 15.79% 2020-2021 Level 2 Somewhat Developed increased 29.47% over 2018-19. Well Developed decreased 35.7% over 2018-19 Moderately developed decreased 9.56% over 2018-19 Minimally Developed increased by 15.79% over 2018-19 | Increase the number of students scoring Level 4 by 3% Increase the number of students scoring Level 3 by 15% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1000.00 | Title I 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personal Salaries Teacher extra duty Sub Cost |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students in Math and English courses.

Strategy/Activity

1.2 Ongoing collaboration and professional development (more district-oriented due to budget), CCSS implementation, PBIS, and MTSS (student support and intervention). This will come in the form of conferences with the agreement the material will be used as a tool at Perris Lake High School.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 4000.00 | Title I 5000-5999: Services And Other Operating Expenditures Conferences, workshops and trainings |
| 1000.00 | Title I 4000-4999: Books And Supplies Materials and supplies that support the implementation of MTSS and student support services. |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5679.00

Source(s)

Title I

4000-4999: Books And Supplies

Provide supplies and materials for teachers and the Library to ensure students have the opportunity to be prepared for their classes as well as when they graduate.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4 Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000.00

Source(s)

Title I

5000-5999: Services And Other Operating Expenditures

Consultant contract for student support services.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Graduation, College and Career Readiness

LEA/LCAP Goal

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

Goal 2

PLHS will increase the College/Career Indicator prepared percentage by .5% by June 2023. In addition, increase the Graduation Rate Indicator by 3% by June 2023.

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------|--|--|
| College and Career Indicator | 2018-19: Overall Dashboard: 0.5% Prepared Maintained -0.9% Dashboard Performance: Red (199 students) 2019-20 Overall Dashboard: 0.5% Prepared Maintained 0% Dashboard Performance: Red (188 students) | 2020-21 Overall Dashboard: Increase Prepared by 3% Dashboard Performance: Orange No data for 2020-21 2022-2023 Would like to increase Prepared by 5% over 2018-2019 |
| Graduation Rate | 2018-19: Graduation Rate: 83.9% Maintained -0.5% Dashboard Performance: Green | 2022-23 To bring the graduation rate back up to 80% - 85% Dashboard Performance: Green |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| | 2019-20 Graduation Rate: 80.3% Maintained -1.5% Dashboard Performance: Green 2020-21 Graduation Rate: 72% | |
| FAFSA Completion | 2019-20 FAFSA Completion Rate: 16% 2020-2021 FAFSA Completion Rate: 47% | 2022-23 Increase FAFSA Completion Rate by 5% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.1a Encourage students to graduate and expose them to the opportunities of post-secondary options through visits to local and regional schools, colleges, and universities, securing guest speakers representing colleges and vocational/technical career fields. Our Think Together coordinator puts together at least one career-based field trip per quarter.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Overtime pay for 1 counselor and 1 certificated teachers to help with two FAFSA events.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.3 Encourage students to register at a junior college focusing on MSJC or a Vocational school before they graduate. Our Think Together coordinator focuses on career schools for both field trips and internships. PLATT ,UTI and Paul Mitchell continue to recruit our students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Title I
4000-4999: Books And Supplies
Materials and supplies that include incentives for student participation in events and activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safety and Culture

LEA/LCAP Goal

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

Goal 3

SPSA Goal #3 By the end of the 2022-23 school year, Perris Lake High School will have maintained its school climate report card of 0% incidents.

3.1 For the 2022-23 school year, Perris Lake High School will continue to provide a safe and positive environment by maintaining the number of incidents of bullying, drug use, and violence at 0%.

3.2 Perris Lake High School will maintain its' positive behavior and continue to provide a safe working environment for staff and students by keeping

3.3 Perris Lake High School will continue to keep the number of suspensions/expulsions and days of suspension/expulsions under 2% annually.

3.4 Perris Lake High School will increase ADA by 2.5%. Using 2021-2022 as a baseline.

Identified Need

The dropout rate increased slightly by .97 % in 2019 when compared to the 2018 data.
The dropout rate rate for 2020-21 was 20%

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|---|--|
| Expulsion Rate | 2020-21 Expulsion Rate 0% | 2022-23 Expulsion Rate: 0% |
| Suspension Rate | 2020-21 Overall: Suspension Rate 0% Declined from 9.2% in 2018-19 No Dashboard Report 2018-19 Overall: 9.2% suspended at least once Declined 13% Dashboard Performance: Yellow | 2022-23 Overall: Keep student suspension rate under 5% |
| CA Healthy Kids Student Survey | 2019-20 | 2022-23 |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|--|
| | CA Healthy Kids Survey: no survey due to school closure COVID-19 | Increase CA Healthy Kids Student Survey responses by 10% |
| Attendance Rate | 2019-20 Attendance Rate: 86% 2020-221 Attendance Rate: 61.98% | 2022-23 Increase attendance rate by 20% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500.00

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Communication, Technology and Parental / Community Involvement

LEA/LCAP Goal

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

Goal 4

SPSA Goal #4 Perris Lake High School will increase and strengthen home-school connections and communications.

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------|--|--|
| Social Media | 2019-20: Year over Year Results: Facebook followers: 528 Twitter Impressions: 177 Instagram Likes: 124 2021-2022 Facebook followers: 636 | 2022-23: Increase social media followers by 3%: Facebook 655 Twitter 180 Instagram 127 |
| CA Healthy Kids Parent Survey | 2019-20: Not administered due to school closure 2020-21: | 2022-23: Increase parent survey responses by 3% |
| IC Parent Accounts | 2019-20 IC Parent Accounts: 455 2020-2021 IC Parent Accounts: 87% | 2022-23: Increase IC Parent Accounts by 3% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students/ parents

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300.00

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

Budget Summary

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

Budget Summary

| Description | Amount |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$19,979.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I | \$19,979.00 |

Subtotal of additional federal funds included for this school: \$19,979.00

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

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

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

Total of federal, state, and/or local funds for this school: \$19,979.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

| Funding Source | Amount |
|----------------|-----------|
| Title I | 19,979.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|----------|
| 1000-1999: Certificated Personnel Salaries | 2,000.00 |
| 4000-4999: Books And Supplies | 8,479.00 |
| 5000-5999: Services And Other Operating Expenditures | 9,500.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|----------|
| 1000-1999: Certificated Personnel Salaries | Title I | 2,000.00 |
| 4000-4999: Books And Supplies | Title I | 8,479.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 9,500.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 15,679.00 |
| Goal 2 | 1,500.00 |
| Goal 3 | 2,000.00 |
| Goal 4 | 800.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|------------------|----------------------------|
| Lee Alfred | Principal |
| Darleen Nash | Classroom Teacher |
| Erica Hulstrom | Other School Staff |
| Adriana Garduno | Parent or Community Member |
| William Garduno | Parent or Community Member |
| To be determined | Secondary Student |

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

Recommendations and Assurances

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

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

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

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



| Signature | Committee or Advisory Group Name |
|---|---|
|  | Other: PELI, Lee Alfred on May 11, 2022 |

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

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

This SPSA was adopted by the SSC at a public meeting on June 3, 2021.

Attested:

| | |
|---|---|
|  | Principal, Lee Alfred on May 11, 2022 |
|  | SSC Chairperson, Darleen Nash on May 11, 2022 |