

ScholarPlus Online Learning Academy

418 W. Ellis, Perris, Ca 92570 • Perris • 9516577357 • Grades 7-12

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PLHS/Scholar+OLA

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Perris Union High School District

155 E. 4th St.

Perris, Ca 92570

9519436369

<https://www.puhsd.org/>

District Governing Board

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School Description

The vision of ScholarPlus will be a caring, diverse, and supportive learning environment in which all are committed towards working in relationships to foster innovative and creative learning opportunities. The mission of ScholarPlus is to create high quality relevant learning opportunities for all in a safe and caring environment. We will develop a high quality, caring staff who will be dedicated to learning, and connect students to their education and potential goals. We will care for all students while developing a growth mindset through collaboration, creativity, communication, and critical thinking.

Our site has adopted four goals. The first goal is that all students will attain proficiency in all academic areas. The second goal is that all students will graduate from high school prepared for post-secondary and career options. The third goal is that all departments and sites will provide a safe and positive learning environment for all students and staff. Our fourth goal is to secure and strengthen home-school-community connections and communications. All activities implemented fall under each goal.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	5
Grade 9	8
Grade 10	15
Grade 11	21
Grade 12	18
Total Enrollment	68

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
Asian	1.5
Filipino	2.9
Hispanic or Latino	61.8
White	26.5
Two or More Races	5.9
Socioeconomically Disadvantaged	66.2
English Learners	11.8
Students with Disabilities	8.8
Homeless	8.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for ScholarPlus Online	17-18	18-19	19-20
With Full Credential		4	4
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0

Teacher Credentials for Perris Union High	17-18	18-19	19-20
With Full Credential	♦	♦	440
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at ScholarPlus Online Learning Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected:

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	25	10	39	44	50	48
Math	6	0	15	15	38	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	31	68.89	10.00
Male	16	10	62.50	11.11
Female	29	21	72.41	9.52
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	25	73.53	4.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	23	65.71	8.70
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	29	64.44	0
Male	16	9	56.25	0
Female	29	20	68.97	0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	25	73.53	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	22	62.86	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents involvement is a crucial component to our site. Parents and students are invited to a program orientation before enrollment. Administration will provide an overview of the program, review expectations, and answer questions. In addition, teachers will provide a demo lesson on the learning platform explaining log-in procedures, note taking, test taking expectations, assignment completion, and grading. Parents and students will then meet the counselor for a credit analysis, creation of a schedule, and post graduate planning.

Once the student is enrolled, parents are required to meet with their student's supervising teacher on a bi-weekly basis to review their student's progress. Parents may meet with the supervising teacher via: face-to-face, telephone, or via google hangout conferencing. Other opportunities for parent involvement include monthly meetings: Coffee with the Principal, the Western Association for Schools and Colleges (WASC), and Parent Engagement Leadership Involvement (PELI)/African American Parent Advisory Committee (AAPAC). Parents are also encouraged to attend field trips and onsite special events such as our Youth Mental Health First Aid Workshops and Night of Hope. These events provide students, parents, and families with the education and resources regarding mental health.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The school site plan includes four major sections which include; school and district philosophy statements, assessment of current status of school crime committed on school campus and at school related activities, identification of appropriate strategies and programs that provide or maintain a high level of school safety, and recommendations for improvement. The plan was rewritten in collaboration of staff and administration during the 2017-2018 with the addition of our site to the campus. The plan was reviewed with the staff and approved by the school site council in March of 2018. The plan was then presented to the board for final approval.

The plan was revisited in August of 2018 with the site. The site coordinators and administration reviewed the plan, reviewed the calendar for drills, and reviewed assigned roles. All staff completed the Keenan and Hour Zero training in September 2018. The safety plan is uploaded to the district website for parents and students to review.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate		0.0	0.6
Expulsions Rate		0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.0	7.8	6.0
Expulsions Rate	0.4	0.3	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English									4	18		
Mathematics									4	16		
Science									2	18		
Social Science									3	19		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Our site's primary focus/major areas for staff development are our four site and district goals which include; student assessment, student data and interventions, post-secondary planning in college and career, safety, and family engagement. We also focus our training on standards for online learning, independent study, and personal/social student support.

Professional development opportunities are scheduled before and during the school year. In addition, professional growth opportunities are scheduled throughout the year at the Student Service Center and at the site. Staff is also provided opportunities to attend workshops and conferences outside the district based on need and interest. During the 2017-2018, 2018-2019, and 2019 - 2020 school years, staff participated in a variety of professional development opportunities throughout the school year. In August of 2017, we began the year with district-wide professional development. Teachers were given the opportunity to sign-up for workshops in areas related to their role and interest. In 2019-2020 professional development was scheduled in October. All staff district wide participated in Professional Learning Community workshops each year. Other areas of training for the site included the annual California Consortium for Independent Study conference in November. Site visits to local online schools in Riverside and San Bernardino Counties were also scheduled during the first and second semester.

The staff is supported in their professional development throughout the year during professional learning communities (PLC), scheduled collaboration time, teacher-principal meetings, teacher-to-teacher collaboration, support staff-teacher meetings, and counselor-teacher collaboration. Student data is reviewed weekly during PLC to review student progress and identify student interventions to support student learning.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,410	\$52,466
Mid-Range Teacher Salary	\$88,566	\$87,373
Highest Teacher Salary	\$110,267	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$143,278	\$142,025
Average Principal Salary (HS)	\$148,469	\$153,904
Superintendent Salary	\$231,424	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	33%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site				
District	N/A	N/A		\$93,194.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for ScholarPlus Online Learning	2015-16	2016-17	2017-18
Dropout Rate			29.4
Graduation Rate			61.8

Rate for Perris Union High School	2015-16	2016-17	2017-18
Dropout Rate	5.5	5	6.6
Graduation Rate	92.3	90.7	90.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

We offer a variety of programs and meaningful opportunities to support students' college and career development. Our site has contracted with Think Together to hire a coordinator for the site. Our coordinator's primary responsibility is to provide daily work development workshops for all students. He provides workshops in resume writing, filling out job applications, dressing for the interview, and mock interviews. Students can also participate in work experience. Students are required to maintain a 2.0 GPA in order to acquire the work permit. Our Think Together Coordinator and a certificated staff member work with our students throughout the process.

Our site participates in the district-wide Kick off to College (KOTC) activities during October. This is a school-wide event and all students participate in all workshops scheduled. We partner with local businesses, community colleges, universities, and vocational programs to schedule guest speakers. Our local business guest speakers present pertinent information related to their field, the education and certification required, potential salaries, and job outlook. Our college and university speakers present information regarding the school, degree opportunities, and financial aid. We schedule monthly field trips to local colleges, universities, and vocational programs to provide students an opportunity to tour the campus, review degree programs, and meet with school representatives.

Upon enrollment, all students and parents meet with the counselor to complete a credit analysis and discuss post-graduate plans. All students general education, 504, and students with disabilities are monitored. Student progress is monitored throughout enrollment to ensure academic success of all students. Parent bi-weekly meetings are scheduled with the supervising teacher to monitor students' progress, identify areas of strength, and identify interventions if needed. 504s and IEPs are reviewed annually and when needed.

Dian Martin, Director of Categorical Funding is the representative for district's CTE advisory committee. Industries represented on the committee include the Perris Union High School District and Judy Mountain, Perris Valley Printing serves as our Chairperson.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	88.24
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	4.76

* Where there are student course enrollments.

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.