

School Year: 2021-22



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Perris High School	33-67207-3335973	September 1, 2021	September 15, 2021

Purpose and Description

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

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

Year 2018 SWD - all red and orange

Year 2019 SWD – 5 or more indicators, majority red

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

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

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Stakeholder Involvement	15
Resource Inequities	16
School and Student Performance Data	17
Student Enrollment.....	17
CAASPP Results.....	19
ELPAC Results	23
Student Population.....	26
Overall Performance	28
Academic Performance.....	29
Academic Engagement.....	36
Conditions & Climate.....	39
Goals, Strategies, & Proposed Expenditures.....	41
Goal 1.....	41
Goal 2.....	45
Goal 3.....	49
Goal 4.....	52
Goal 5.....	56
Budget Summary	58
Budget Summary	58
Other Federal, State, and Local Funds	58
Budgeted Funds and Expenditures in this Plan.....	59
Funds Budgeted to the School by Funding Source.....	59
Expenditures by Funding Source	59
Expenditures by Budget Reference	59
Expenditures by Budget Reference and Funding Source	59
Expenditures by Goal.....	60
School Site Council Membership	61
Recommendations and Assurances	62

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Perris High School uses the following standardized assessments:

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

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

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

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

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

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

NA

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

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

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

Parental Engagement

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

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

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

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

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

At-risk counseling services and support groups.

Project To Inspire (CABE)

Student of the month.

Corporate support for programs.

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

Safe and Drug Free Schools activities- Friday Night Live

Link Crew

Motivational speakers

Student performance incentives

Home visits by administration, law enforcement and counseling

PELI- Parent Engagement Leadership Initiative

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

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

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

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

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

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

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

Opportunities to Volunteer are available:

Athletic Programs

WASC

Coffee / Dessert with the Principal

School Events

Parent Patrol

Parent Shadow Days

Parents are also asked to serve on the following committees:

English Learner Advisory Council (ELAC)

School Site Council (SSC)

African American Parent Advisory Council (AAPAC)

Parent Engagement Leadership Initiative (PELI)

CABE: Project To Inspire

Parents are invited to attend the following school activities:

Incoming Freshman Parent Orientation events

Athletic Events

Back to School Night

Open House

Parent Education opportunities

Principal Coffees

Student Performances

FFA Events

Club/ Organization nights

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

Parent University

Funding

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

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

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

Fiscal support (EPC)

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

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

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

Resource Inequities

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

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

For 2 reporting years, SWD at Perris High meet the criteria for ATSI:

- Year 2018 Students With Disabilities - all red and orange
- Year 2019 Students With Disabilities – 5 or more indicators, majority red
- Year 2020 Students With Disabilities - Data and Assessments for the 2020 school year are limited due to the covid - 19 pandemic.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0.14%	0.1%	3	3	2
African American	5.52%	5.38%	5.2%	124	117	115
Asian	0.45%	0.41%	0.4%	10	9	8
Filipino	0.27%	0.32%	0.3%	6	7	6
Hispanic/Latino	89.98%	90.9%	90.8%	2,020	1,977	2,014
Pacific Islander	0.45%	0.05%	%	10	1	
White	2.41%	1.93%	2.2%	54	42	48
Multiple/No Response	%	0.05%	1.0%		18	23
	Total Enrollment			2,245	2,175	2,217

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	581	566	618
Grade 10	604	582	564
Grade 11	548	596	536
Grade 12	512	431	499
Total Enrollment	2,245	2,175	2,217

Conclusions based on this data:

- Hispanic/Latino students and African American students are the two largest enrollment percentage student populations at Perris High School 91% and 5% respectively.
- 31% of the student population at Perris High are ELL.
- Grade 11 students have the highest enrollment at 596 students and grade 12 has the lowest enrollment with 431 students.

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	782	616	690	34.8%	28.3%	31.1%
Fluent English Proficient (FEP)	836	954	853	37.2%	43.9%	38.5%
Reclassified Fluent English Proficient (RFEP)	35	120	30	5.0%	15.3%	4.9%

Conclusions based on this data:

1. English Learner (EL) enrollment declined. Enrollment of this sub-group decreased by 6.5%.
2. The percentage of Fluent English Proficient (FEP) students increased 6.7%.
3. The number of (EL) students who have reclassified (RFEP) to English proficient had a significant increase of 10.3%

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	594	544	501	560	516	479	559	515	479	94.3	94.9	95.6
All Grades	594	544	501	560	516	479	559	515	479	94.3	94.9	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2566.	2547.	2552.	12.52	12.43	12.94	32.38	24.66	26.10	30.95	30.87	33.19	24.15	32.04	27.77
All Grades	N/A	N/A	N/A	12.52	12.43	12.94	32.38	24.66	26.10	30.95	30.87	33.19	24.15	32.04	27.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.04	15.34	16.70	52.42	52.82	46.14	27.55	31.84	37.16
All Grades	20.04	15.34	16.70	52.42	52.82	46.14	27.55	31.84	37.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	17.35	15.73	18.37	54.38	43.11	52.82	28.26	41.17	28.81
All Grades	17.35	15.73	18.37	54.38	43.11	52.82	28.26	41.17	28.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.49	12.23	11.69	65.12	66.99	64.51	20.39	20.78	23.80
All Grades	14.49	12.23	11.69	65.12	66.99	64.51	20.39	20.78	23.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27.37	20.19	20.46	48.84	50.87	52.82	23.79	28.93	26.72
All Grades	27.37	20.19	20.46	48.84	50.87	52.82	23.79	28.93	26.72

Conclusions based on this data:

1. When we compare overall student achievement percentages from last year our performance in the categories of % standard exceeded, % standard met and % standard nearly met have increased and % standard not met has decreased. 2018-19 data suggests that students are improving in reading and writing as compared to 2017-18 data. In addition, the data shows that students performing below standard has decreased significantly. Students in 2018-19 performed better in Research and Inquiry than they did in all other categories. Data and Assessments for the 2020 school year are limited due to the covid - 19 pandemic.
2. There is room for growth in all areas specifically in the areas of reading and writing, but there is strength in the Research and Inquiry section of the report.
3. 76% of the students performed scored at near standard or above standard in Listening.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	590	544	501	558	522	484	557	522	484	94.6	96	96.6
All Grades	590	544	501	558	522	484	557	522	484	94.6	96	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2505.	2494.	2495.	2.15	1.34	2.69	9.87	8.43	8.47	22.44	19.73	19.21	65.53	70.50	69.63
All Grades	N/A	N/A	N/A	2.15	1.34	2.69	9.87	8.43	8.47	22.44	19.73	19.21	65.53	70.50	69.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.75	4.21	6.61	23.88	19.16	17.36	70.38	76.63	76.03
All Grades	5.75	4.21	6.61	23.88	19.16	17.36	70.38	76.63	76.03

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.87	1.72	4.34	38.78	39.46	35.95	58.35	58.81	59.71
All Grades	2.87	1.72	4.34	38.78	39.46	35.95	58.35	58.81	59.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	3.95	2.30	4.75	56.37	52.11	49.79	39.68	45.59	45.45
All Grades	3.95	2.30	4.75	56.37	52.11	49.79	39.68	45.59	45.45

Conclusions based on this data:

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

3. Data and Assessments for the 2020 school year are limited due to the covid - 19 pandemic.

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	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1560.9	1543.6	1568.7	1548.7	1552.5	1538.0	179	167
Grade 10	1582.7	1569.0	1592.8	1577.0	1572.3	1560.5	146	193
Grade 11	1587.8	1553.6	1594.0	1546.7	1581.1	1559.9	140	117
Grade 12	1554.3	1556.4	1549.9	1550.3	1558.1	1561.9	68	92
All Grades							533	569

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	33.52	14.37	36.87	34.13	22.91	33.53	6.70	17.96	179	167
10	48.63	26.94	29.45	34.20	16.44	25.91	*	12.95	146	193
11	42.86	19.66	40.00	35.90	10.00	23.93	*	20.51	140	117
12	29.41	20.65	41.18	38.04	*	25.00	*	16.30	68	92
All Grades	39.59	20.74	36.21	35.15	16.70	27.59	7.50	16.52	533	569

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	58.10	31.74	26.82	35.93	13.97	16.17	*	16.17	179	167
10	65.07	43.01	21.23	30.05	9.59	18.13	*	8.81	146	193
11	67.86	27.35	24.29	39.32	*	18.80	*	14.53	140	117
12	61.76	31.52	22.06	38.04	*	16.30	*	14.13	68	92
All Grades	63.04	34.62	24.02	34.97	9.57	17.40	3.38	13.01	533	569

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	6.15	1.80	31.84	15.57	35.20	44.31	26.82	38.32	179	167
10	18.49	6.74	41.78	32.64	23.97	35.75	15.75	24.87	146	193
11	22.86	10.26	25.00	23.93	37.14	36.75	15.00	29.06	140	117
12	*	7.61	25.00	26.09	42.65	43.48	25.00	22.83	68	92
All Grades	14.07	6.15	31.89	24.78	33.58	39.72	20.45	29.35	533	569

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	17-18	18-19	17-18	18-19	17-18	18-19	
9	45.25	7.78	41.90	69.46	12.85	22.75	179	167	
10	55.48	12.44	35.62	68.39	8.90	19.17	146	193	
11	46.43	3.42	45.00	62.39	8.57	34.19	140	117	
12	30.88	2.17	47.06	67.39	22.06	30.43	68	92	
All Grades	46.53	7.56	41.65	67.31	11.82	25.13	533	569	

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	17-18	18-19	17-18	18-19	17-18	18-19	
9	77.65	71.26	22.35	16.17		12.57	179	167	
10	78.08	75.65	18.49	16.06	*	8.29	146	193	
11	86.43	65.81	10.71	23.08	*	11.11	140	117	
12	85.29	72.83	*	15.22	*	11.96	68	92	
All Grades	81.05	71.88	16.32	17.40	2.63	10.72	533	569	

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	17-18	18-19	17-18	18-19	17-18	18-19	
9	11.17	4.79	45.25	48.50	43.58	46.71	179	167	
10	23.97	12.95	50.00	54.92	26.03	32.12	146	193	
11	21.43	11.11	39.29	55.56	39.29	33.33	140	117	
12	*	7.61	47.06	59.78	47.06	32.61	68	92	
All Grades	16.70	9.31	45.22	53.95	38.09	36.73	533	569	

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	17-18	18-19	17-18	18-19	17-18	18-19
9	16.76	2.40	76.54	76.65	6.70	20.96	179	167
10	26.03	11.40	68.49	72.54	*	16.06	146	193
11	40.71	11.11	52.14	71.79	*	17.09	140	117
12	39.71	13.04	51.47	73.91	*	13.04	68	92
All Grades	28.52	8.96	64.73	73.81	6.75	17.22	533	569

Conclusions based on this data:

1. Speaking and Oral Language are areas where our EL students thrive and perform the best at levels 3 & 4.
2. Reading and writing are areas where our students need more support. Overall the 55% of EL students performed at level 3 & 4.
3. Data and Assessments for the 2020 school year have been limited due to the covid - 19 pandemic.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,175	93.4	28.3	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	616	28.3
Foster Youth	14	0.6
Homeless	145	6.7
Socioeconomically Disadvantaged	2,032	93.4
Students with Disabilities	282	13.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	117	5.4
American Indian	3	0.1
Asian	9	0.4
Filipino	7	0.3
Hispanic	1,977	90.9
Two or More Races	18	0.8
Pacific Islander	1	0.0
White	42	1.9

Conclusions based on this data:

- Hispanic/Latino students and African American students are the two largest enrollment percentage student populations at Perris High School 90% and 6% respectively.
- 28% of the student population at Perris High are ELL. PHS has a significant Socioeconomically Disadvantaged student population at 92.1%






3. Data and Assessments for the 2020 school year have been limited due to the covid - 19 pandemic.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Green	Suspension Rate  Green
Mathematics  Red		
College/Career  Orange		

Conclusions based on this data:

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

School and Student Performance Data

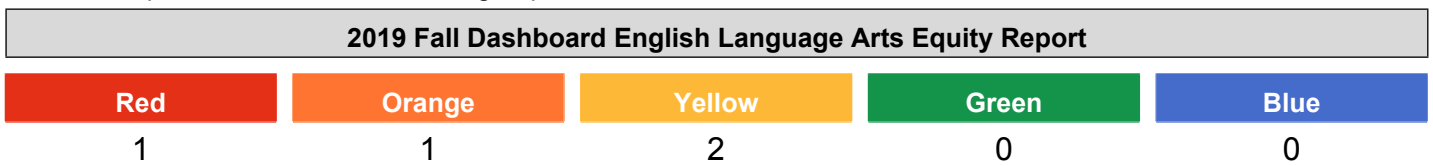
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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>Yellow</p> <p>27.2 points below standard</p> <p>Increased ++6.3 points</p> <p>462</p>	<p>English Learners</p> <p>Orange</p> <p>79.1 points below standard</p> <p>Increased ++10.8 points</p> <p>166</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>45.6 points below standard</p> <p>Declined -9.3 points</p> <p>54</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>28.6 points below standard</p> <p>Increased ++3.9 points</p> <p>424</p>	<p>Students with Disabilities</p> <p>Red</p> <p>142 points below standard</p> <p>Declined -7.2 points</p> <p>47</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 72.1 points below standard Declined -3.1 points 27	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.5 points below standard Increased ++8.8 points 419	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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
126.1 points below standard Declined Significantly -26.9 points 83	32.4 points below standard Maintained ++1.6 points 83	34.7 points below standard Increased ++3.6 points 116

Conclusions based on this data:

1. Data and Assessments for the 2020 school year have been limited due to the covid - 19 pandemic. In the prior year where we compare overall student achievement percentages from last year our performance in the categories of % standard exceeded, % standard met and % standard nearly met have increased and % standard not met has decreased. 2018-19 data suggests that students are improving in reading and writing as compared to 2017-18 data. In addition, the data shows that students performing below standard has decreased significantly. Students in 2018-19 performed better in Research and Inquiry than they did in all other categories.
2. There is room for growth in all areas specifically in the areas of reading and writing, but there is strength in the Research and Inquiry section of the report.
3. 76% of the students performed scored at near standard or above standard in Listening.

School and Student Performance Data

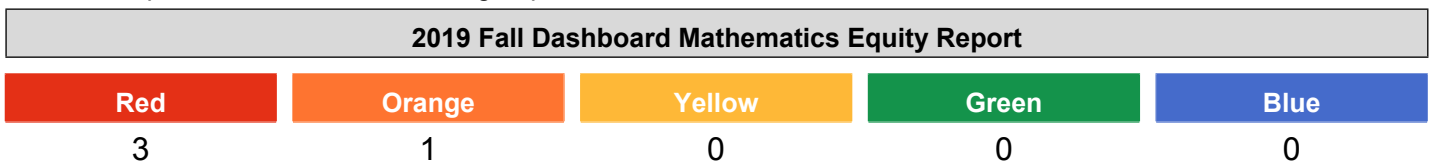
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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> Red 128.8 points below standard Maintained ++2.5 points 462	<p>English Learners</p> Red 175.3 points below standard Maintained ++2.1 points 167	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color 130.8 points below standard Maintained -0.9 points 54	<p>Socioeconomically Disadvantaged</p> Red 131 points below standard Maintained -0.3 points 424	<p>Students with Disabilities</p> Red 213.8 points below standard Declined -4.7 points 47

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 174.2 points below standard Declined Significantly -19.5 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 128 points below standard Increased ++3.6 points 419	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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
206.9 points below standard Declined Significantly -23.3 points 84	143.3 points below standard Declined -3.4 points 83	141.9 points below standard Declined -7 points 116

Conclusions based on this data:

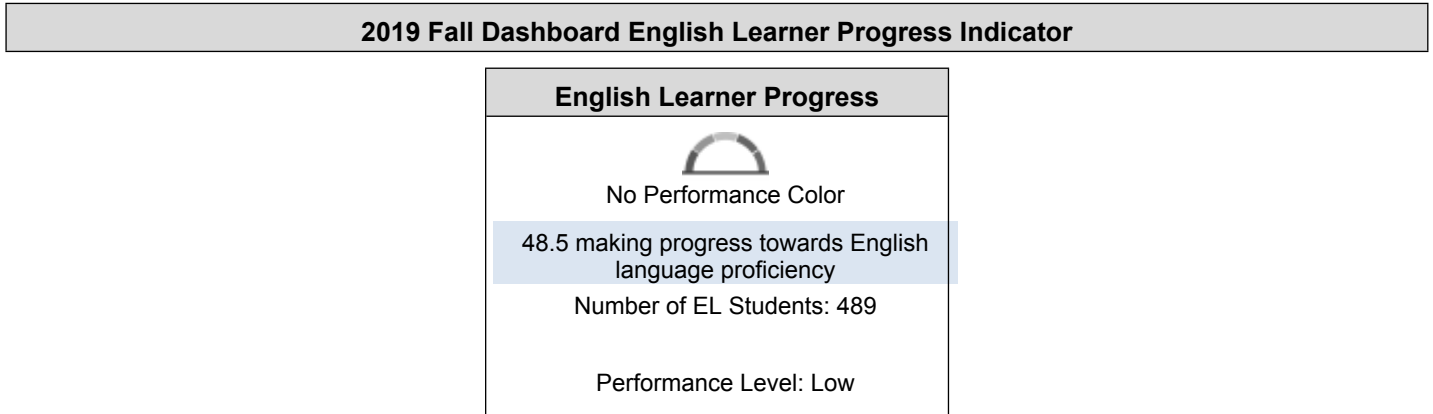
1. Data and Assessments for the 2020 school year have been limited due to the covid - 19 pandemic. In the prior year when we compare overall student achievement percentages from Last Year our performance has in the categories of % standard exceeded, % standard met and % standard nearly met have decreased and % standard not met has increased. 2018-19 data suggests that students continue to struggle in Concepts & Procedures as compared to 2017-18 data. In addition the data shows that students performing below standard has increased significantly.
2. Our largest area of difficulty is Concepts & Procedures
3. Although students maintained in the area of Math, it continues to be area of struggle.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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
24.7	26.7	7.9	40.4

Conclusions based on this data:

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

School and Student Performance Data

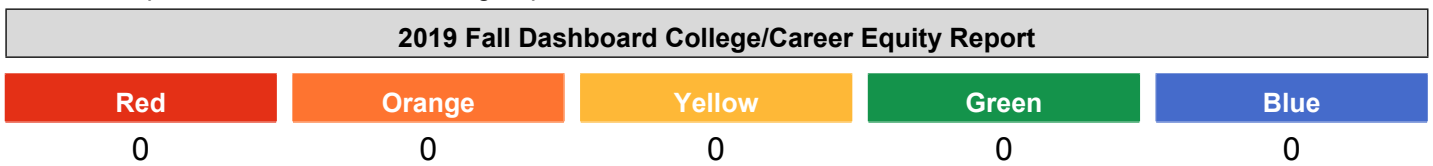
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>25.7</p> <p>Declined -2.2</p> <p>495</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</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>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
27.7 Prepared	27.9 Prepared	25.7 Prepared
26.4 Approaching Prepared	26.3 Approaching Prepared	22.2 Approaching Prepared
45.9 Not Prepared	45.8 Not Prepared	52.1 Not Prepared

Conclusions based on this data:

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

School and Student Performance Data

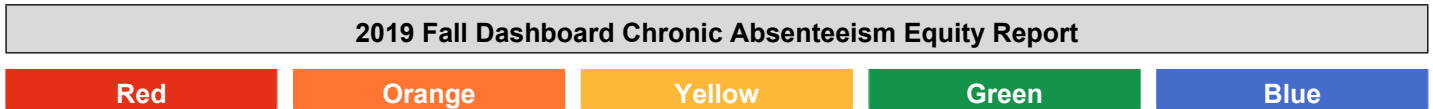
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

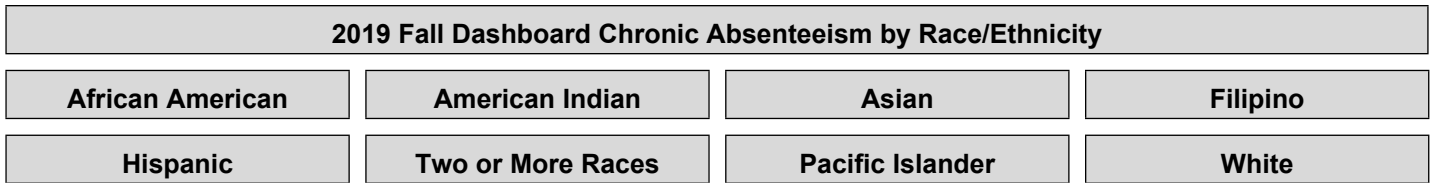
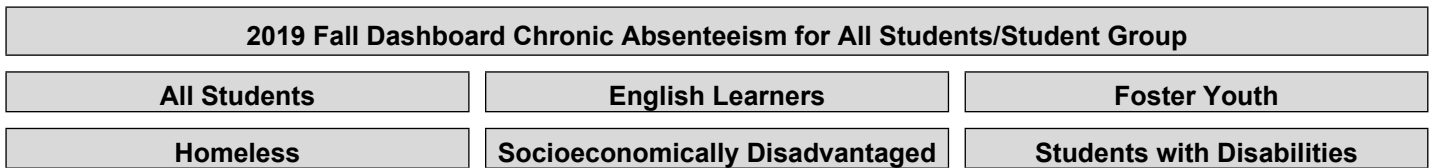
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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. Data for the 2020 school year has been limited due to the covid - 19 pandemic.

School and Student Performance Data

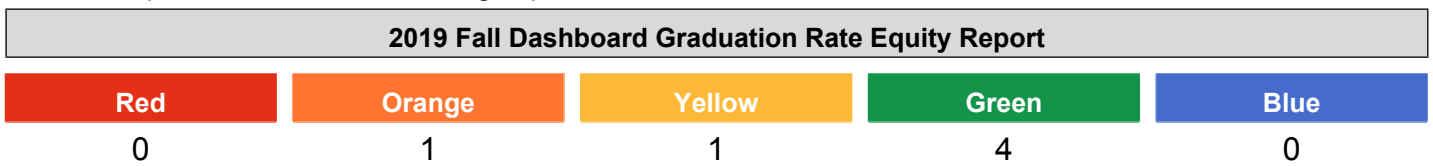
Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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 students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>90.4</p> <p>Increased +1.6</p> <p>500</p>	<p>English Learners</p> <p>Green</p> <p>84.4</p> <p>Increased Significantly +5.3</p> <p>167</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>
<p>Homeless</p> <p>Green</p> <p>89.3</p> <p>Increased +9.7</p> <p>56</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>90.5</p> <p>Increased +2</p> <p>485</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>74.6</p> <p>Increased +2.3</p> <p>55</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 83.9 Declined -4.2 31	 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 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 91 Increased +1.5 444	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 83.3 Increased +14.6 12

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
88.9	90.4

Conclusions based on this data:

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

School and Student Performance Data

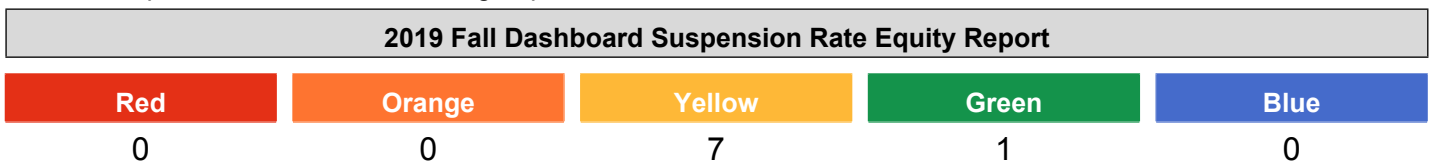
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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>Green</p> <p>5.9</p> <p>Declined Significantly -2.9</p> <p>2543</p>	<p>English Learners</p> <p>Yellow</p> <p>7.9</p> <p>Declined Significantly -3.2</p> <p>794</p>	<p>Foster Youth</p> <p>Yellow</p> <p>10</p> <p>Declined -21.3</p> <p>30</p>
<p>Homeless</p> <p>Yellow</p> <p>7.6</p> <p>Declined Significantly -2.8</p> <p>249</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>6.3</p> <p>Declined Significantly -2.7</p> <p>2287</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>13.8</p> <p>Declined Significantly -4.9</p> <p>289</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 15.3 Declined Significantly -5.4 150	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 0 13	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.2 Declined Significantly -2.6 2264	 No Performance Color 7.7 Declined -18.6 26	 No Performance Color 8.3 12	 Yellow 7.4 Declined -4.8 68

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.8	5.9

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improved Academic Achievement

LEA/LCAP Goal

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

Goal 1

English/Language Arts and mathematics

- 1.1 Increase the percentage of students scoring at or making progress towards the Standards Met/Standards Exceeded levels on the California Assessment of Student Progress and Performance (CAASPP) assessments in ELA and Math
- 1.2 Increase the number of % English Learners meeting the California English Learner Indicator.
- 1.3 100% of staff are appropriately assigned and fully credentialed in area taught.
- 1.4 Continue to provide resources for staff and students to ensure student academic success in meeting grade level standards.

Identified Need

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

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

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Indicator ELA (Grade 11)	2017-18 Overall: 33.4 points below standard Declined 17.1 Points Dashboard Performance: Orange	2020-21 Overall: Dashboard Performance: Yellow English Learner:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>English Learner: 84.7 points below standard Declined 12.2 Points Dashboard Performance: Red</p> <p>Hispanic: 33.2 points below standard Declined 19.7 Points Dashboard Performance: Orange</p> <p>Students with Disabilities: 127.1 points below standard Increased 17.6 Points Dashboard Performance: Orange</p> <p>Socioeconomically Disadvantaged: 32.3 points below standard Declined 14.2 Points Dashboard Performance: Orange</p>	<p>Dashboard Performance: Orange</p> <p>Hispanic: Dashboard Performance: Yellow</p> <p>Students with Disabilities: Dashboard Performance: Orange</p> <p>Socioeconomically Disadvantaged: Dashboard Performance: Yellow</p>
CA Dashboard Academic Indicator Math (Grade 11)	<p>2017-18 Overall: 131.5 points below standard Declined 9.6 Points Dashboard Performance: Red</p> <p>English Learner: 171.2 points below standard Declined 3 Points Dashboard Performance: Red</p> <p>Hispanic: 131.8 points below standard Declined 11.2 Points Dashboard Performance: Red</p> <p>Socioeconomically Disadvantaged: 130.7 points below standard Declined 7.1 Points Dashboard Performance: Red</p> <p>Students with Disabilities: 205.4 points below standard Increased 18.1 Points</p>	<p>2020-21 Overall: 109 points below standard Dashboard Performance: Orange</p> <p>English Learner: Dashboard Performance: Orange</p> <p>Hispanic: Dashboard Performance: Orange</p> <p>Socioeconomically Disadvantaged: Dashboard Performance: Orange</p> <p>Students with Disabilities: Dashboard Performance: Orange</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Dashboard Performance: Orange	
English Language Proficiency Assessment for CA (ELPAC)	2018-2019: Level 4 - Well Developed 39.6% Level 3 - Moderately Developed 36.2% Level 2 - Somewhat Developed 16.7% Level 1 - Beginning Stage 7.5%	2020-21 Increase the number of students scoring Level 4 - Well Developed 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

Strategy/Activity

1.1 Increase access and opportunities for student achievement and success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

11701

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Material and supplies that support student academic achievement and progress that includes but limited to: interactive notebooks, planners, ancillary materials that support core content classes.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7500	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Teacher conferences, trainings and workshops that include: registration, transportation, and lodging
4000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute Coverage
2500	Title I Part A: Allocation 3000-3999: Employee Benefits Employee benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Student Recognition and Motivation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9000	Title I Part A: Allocation 4000-4999: Books And Supplies Materials and supplies that support student academic achievement and student progress.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Career and College Readiness

LEA/LCAP Goal

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

Goal 2

All students will graduate from high school prepared for college and careers.

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

Identified Need

Overall PHS has shown a slight decrease in College and Career readiness. African American students, though the smallest group, have shown the most decline at 10.8%. Our Homeless group had a slight increase of 2.2%.

When we look at three year growth, students who are prepared have decreased 2%. Students approaching Prepared have seen a decline of 4.2% growth. Students Not Prepared have seen a 6.2% increase.

Perris High School has experienced a slight increase in the graduation rate.

There was a slight decrease in CTE enrollment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Enrollment	2018-19 AVID Participation: 515 2019-20 AVID Participation: 557	2020-21: Increase AVID participation by 4%
FAFSA Completion	2018-19 FAFSA Completion Rate: 81%	2020-21:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019-20 FAFSA Completion Rate: 93%	Increase FAFSA completion rate by 5%
A-G Completion	2018-19 A-G Completion Rate: 32.77% 2019-20 A-G Completion Rate: TBD	2020-21: Increase A-G Completion by 3%
AP Enrollment	2018-19 AP Enrollment: 246 2019-20 AP Enrollment: 412	2020-21: Increase AP Enrollment by 3%
Dual Enrollment	2018-19 Dual Enrollment: 141 2019-20 Dual Enrollment: 208	2020-21: Increase Dual Enrollment by 4%
CTE Pathway Completion	2018-19 CTE Enrollment: 1593 2019-20 CTE Enrollment: 1507	2020-21: Increase CTE pathway enrollment/completion by 3%
Graduation Rate	2017-18 Graduation Rate:88.6% Dashboard Performance: Orange 2018-19 Graduation Rate: 90.4% Dashboard Performance: Green	2020-21 Maintain graduation rate between: 92% - 94% annually
College and Career Indicator	2017-18: Overall Dashboard: 27.7% Prepared Increased 2% Dashboard Performance: Yellow 2018-19 Overall Dashboard: 25.7% Prepared Declined 2.2%	2020-21 Overall Dashboard: Increase Prepared by 3% Dashboard Performance: Yellow

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Dashboard Performance: Orange	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17200	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher Extra Duty Pay
4300	Title I 3000-3999: Employee Benefits Extra Duty Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

BARR Students

Strategy/Activity

2.2 BARR teacher support

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)
34500	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Financial support for teachers in BARR

11500

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

45000

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

4000

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Substitute Coverage

1000

Title I
3000-3999: Employee Benefits
Substitute Employee Benefits

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

3. School Environment

LEA/LCAP Goal

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

Goal 3

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

1. Reduce incidents of bullying, drug use, violence, truancies and suspensions/expulsions by 5% annually
2. Reduce the disproportionality in the suspension rates of students with Disabilities and African American students by 1%.
3. Improve attendance indicators by 2.5% i.e. chronic absenteeism, truancy rates, and annual daily attendance.
4. Reduce the total number of suspendible incidents and days of suspension for students by 3%.

Identified Need

Suspension rates decreased across the board and within each subgroup during 2018-2019. Overall suspension rate decreased 3.5% in 2018-2019.

The largest decreases were seen within the following subgroups: African American - 5.4% decrease, Students with Disabilities - 4.9% decrease and Foster Youth - 21.3% decrease.

A slight increase in attendance rate when comparing first semester of 2018-2019 and first semester of 2019-2020.

Alternative to Suspension (ATS) program has been an additional support during 2018-2019 and 2019-2020 and PHS will continue its implementation during the 2020-2021 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	<p>2017-18 Overall: 8.8% suspended at least once Increased 1.6% Points Dashboard Performance: Orange</p> <p>2018-19 Overall: 5.9% suspended at least once Declined 2.9% Points</p>	<p>2021-22 Overall: decrease students suspended at least once by 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Dashboard Performance: Green 2019-20 Due to COVID-19 CAASPP was not administered	
Expulsion Rate	2018-19 Expulsion Rate: .08%; 2 expulsions 2019-20 Expulsion Rate: TBD; 10 expulsions	2020-21 Decrease Expulsion Rate by 3%
Attendance Rate	2018-19 S1 Attendance Rate: 94.26 2019-20 S1 Attendance Rate: 94.5	2020-21 Increase Attendance Rate by 2.5%
CA Healthy Kids Survey	2019-20 CA Healthy Kids Survey: no survey due to school closure COVID-19 2020-21 CA Healthy Kids Survey: to be administered May 2021	2021-22 Increase CA Healthy Kids Student Survey responses by 10%

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: Data Release Period for a Teacher to support success and Improve areas of Attendance and Student Discipline.

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)

16000

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Date Release Period for Teacher

4000

Title I
3000-3999: Employee Benefits
Employee Benefits for Data Release Teacher

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

4. Parent Involvement

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Based on observations and feedback, there is a major need for flexibility. Parent participation is dependent on having meetings, training, and events at various times during the day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	<p>Parent Participation at various events (Title 1 annual meeting, parent shadow day, coffee with the principal)</p> <p>2018-19: 433 participants</p> <p>2019-2020: 791 participants</p> <p>2018-19: 0 approved parent volunteers</p> <p>2019-20: 11 approved parent volunteers</p>	<p>Expand trainings, workshops, courses for parents and community members to build capacity and connections that will empower, engage, and connect parents to support academic achievement.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey: Parent Survey	No Survey was given during 2019-20 due to COVID-19	Identify and incorporate resources and services within the community to strengthen school programs and family practices that positively impact student learning and development.
Social Media	<p>2018-19: PHS and various subgroups (e.g. ASB, AVID) have a presence across all major social media platforms (e.g. Facebook, Instagram, Twitter)</p> <p>2019-20: PHS and various subgroups (e.g. ASB, AVID) continue to have a presence across all major social media platforms (e.g. Facebook, Instagram, Twitter)</p>	Ensure the school has multiple methods to facilitate two-way communication with staff, families, and community members on an ongoing and consistent basis.
IC Parent Portal	<p>2018-19: PHS provided support to parents in the form of a step by step brochure</p> <p>2019-20: PHS held trainings and provided individualized support to English speaking and Spanish parents in addition to providing parents the already established brochure.</p>	Expand trainings, workshops, courses for parents and community members to build capacity and connections that will empower, engage, and connect parents to support academic achievement.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7525	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent workshops and training
3475	Title I 5000-5999: Services And Other Operating Expenditures Parent workshops and training
1000	Title I 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.2: Support parent leaders

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Community Outreach events on campus, overtime and extended day pay for staff
5000	Title I 2000-2999: Classified Personnel Salaries Community Outreach events on campus, overtime and extended day pay for staff
3000	Title I 3000-3999: Employee Benefits Community Outreach events on campus, overtime and extended day employee benefits

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic and Language Proficiency Needs of English Learners

LEA/LCAP Goal

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

Goal 5

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

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

Identified Need

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

Preliminary 2021 ELPAC data demonstrates the following student performance level breakdown:

Level 4- 12.5%

Level 3- 36.0%

Level 2- 34.8%

Level 1- 16.7%

Qualitative data from the 2021 ELAC Needs Assessment shows that 66% of respondents are concerned about the academic progress of their child.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	20-21 RFEP Rate 5%	2021-22 RFEP Rate 10%
ELPAC Results	ELPAC Results Level 4- 12.5% Level 3- 36.0% Level 2- 34.8% Level 1- 16.7%	2022 ELPAC Level 4- 15.5% Level 3- 38.0% Level 2- 32.5 % Level 1- 14.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

100,000

Source(s)

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

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	\$295,726.00

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	\$25,300.00
Title I Part A: Allocation	\$162,901.00
Title I Part A: Parent Involvement	\$7,525.00

Subtotal of additional federal funds included for this school: \$195,726.00

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

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

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

Total of federal, state, and/or local funds for this school: \$295,726.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF SC	100,000.00
Title I	25,300.00
Title I Part A: Allocation	162,901.00
Title I Part A: Parent Involvement	7,525.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	177,700.00
2000-2999: Classified Personnel Salaries	5,000.00
3000-3999: Employee Benefits	26,300.00
4000-4999: Books And Supplies	22,226.00
5000-5999: Services And Other Operating Expenditures	64,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF SC	100,000.00
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
2000-2999: Classified Personnel Salaries	Title I	5,000.00
3000-3999: Employee Benefits	Title I	12,300.00
4000-4999: Books And Supplies	Title I	1,525.00

5000-5999: Services And Other Operating Expenditures	Title I	4,475.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	75,700.00
3000-3999: Employee Benefits	Title I Part A: Allocation	14,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	20,701.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	52,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	7,525.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,701.00
Goal 2	117,500.00
Goal 3	20,000.00
Goal 4	23,525.00
Goal 5	100,000.00

School Site Council Membership

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

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

Name of Members	Role
Hilda Nering	Parent or Community Member
Gloria Santacruz	Parent or Community Member
Vacant	Parent or Community Member
Rosangela Lopez	Secondary Student
Maria Del Rosario Sanchez Valencia	Secondary Student
Rosangela Lopez	Secondary Student
Chris Rabing	Classroom Teacher
Donna Goode	Classroom Teacher
Justin Anderson	Classroom Teacher
Angelica Osuna	Classroom Teacher
Xochilt Almendarez	Other School Staff
Juan Santos	Principal

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



Recommendations and Assurances

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

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

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

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



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

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

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

This SPSA was adopted by the SSC at a public meeting on June 24, 2021.

Attested:

	Principal, Juan Santos on May 24, 2021
	SSC Chairperson, Donna Goode on May 24, 2021