

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Perris Lake Continuation High School	33-67207-3330172	May 11, 2022	June 21, 2023

## Purpose and Description

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

Schoolwide Program

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

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

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

### Overview of Parents Survey Data:

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

### Overview of Staff Survey Data:

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

## Classroom Observations

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

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

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

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

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

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

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

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

## **Opportunity and Equal Educational Access**

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

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

### Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

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

Student Study Team (SST)

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

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

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

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

At-risk counseling services and support groups.

Student of the month

SOAR awards- Student performance and attendance incentives

Safe and Drug-Free Schools- Friday Night Live

Safety Committee

SSC- School Site Council

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



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

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

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

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

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

Parents are asked to serve on the following committees:

School Site Council

PELI

English Learner Advisory Council (ELAC)

WASC

School activities that parents are invited to attend:

Student Orientation

Back to School Night

Open House Parent Education Nights

SOAR Awards

FAFSA Night

Coffee with the Principal

Senior Pinning Ceremony (to resume in 2022-23)

Graduation

## Funding

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

Some of the services provided by categorical funds are:

Tutoring

Instructional materials for teachers school-wide

Educational materials for students in remote learning

Professional Development for Staff

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

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

Funds to support our library with updated reading materials

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

## Fiscal support (EPC)

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

## **Educational Partner Involvement**

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

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

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

## **Resource Inequities**

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

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

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

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

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.28%			1
African American	4.3%	%	5.88%	12		21
Asian	%	%	0%			0
Filipino	0.4%	%	0%	1		0
Hispanic/Latino	81.9%	%	82.63%	231		295
Pacific Islander	0.7%	%	0.56%	2		2
White	10.6%	%	7%	30		25
Multiple/No Response	1.8%	%	3.64%	5		13
	<b>Total Enrollment</b>			282		357

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 11	80		110
Grade 12	202		247
<b>Total Enrollment</b>	282		357

## Student Enrollment Enrollment By Grade Level

### Conclusions based on this data:

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

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	71	58	75	25.20%	25.4%	21.0%
Fluent English Proficient (FEP)	97	74	101	34.40%	32.5%	28.3%
Reclassified Fluent English Proficient (RFEP)	1			1.4%		

### Conclusions based on this data:

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

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	88	131		11	109		11	109		12.5	83.2	
All Grades	88	131		11	109		11	109		12.5	83.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2497.	2443.		0.00	0.92		36.36	5.50		18.18	21.10		45.45	72.48	
All Grades	N/A	N/A	N/A	0.00	0.92		36.36	5.50		18.18	21.10		45.45	72.48	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	1.83		*	53.21		*	44.95	
All Grades	*	1.83		*	53.21		*	44.95	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.92		*	20.18		*	78.90	
All Grades	*	0.92		*	20.18		*	78.90	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	3.67		*	62.39		*	33.94	
All Grades	*	3.67		*	62.39		*	33.94	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	58.72		*	41.28	
All Grades	*	0.00		*	58.72		*	41.28	

**Conclusions based on this data:**

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



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	88	131		12	106		12	106		13.6	80.9	
All Grades	88	131		12	106		12	106		13.6	80.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2499.	2391.		0.00	0.00		8.33	0.00		16.67	2.83		75.00	97.17	
All Grades	N/A	N/A	N/A	0.00	0.00		8.33	0.00		16.67	2.83		75.00	97.17	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	5.66		*	94.34	
All Grades	*	0.00		*	5.66		*	94.34	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	47.17		*	52.83	
All Grades	*	0.00		*	47.17		*	52.83	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	50.94		*	49.06	
All Grades	*	0.00		*	50.94		*	49.06	

### Conclusions based on this data:

- Overall our students improved by almost 3% points in 2018-19. (Students were not tested in 2019-20 due to COVID-19 school closure) As school closure continued the 2021 Spring CAASPP was not administered. The most

current data available reflects the 2018-19 CAASPP results. CAASPP testing did take place in the Spring of 2022 and those results will be available in the Fall of 2022.

2. Results from 2018-19 CAASPP conveyed Concepts and procedures are the weakest assessment. (Students were not tested in 2019-20 due to COVID-19 school closure) The most current data available reflects the 2018-19 CAASPP results. Due to the continued school closure, the Spring 2021 CAASPP was not administered. We were able to administer the CAASPP tests in the Spring of 2022 and the data will be available in the Fall of 2022.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	1543.4	1529.3		1545.4	1524.7		1541.1	1533.5		21	25	
12		1548.5			1549.6			1547.0		0	25	
All Grades										21	50	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	0.00	0.00		36.84	16.00		47.37	76.00		15.79	8.00		19	25	
12		21.74			13.04			43.48			21.74			23	
All Grades	0.00	10.42		36.84	14.58		47.37	60.42		15.79	14.58		19	48	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	15.79	0.00		57.89	64.00		21.05	28.00		5.26	8.00		19	25	
12		21.74			52.17			8.70			17.39			23	
All Grades	15.79	10.42		57.89	58.33		21.05	18.75		5.26	12.50		19	48	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	0.00	0.00		0.00	8.00		63.16	44.00		36.84	48.00		19	25	
12		0.00			13.04			60.87			26.09			23	
All Grades	0.00	0.00		0.00	10.42		63.16	52.08		36.84	37.50		19	48	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	0.00	0.00		73.68	56.00		26.32	44.00		19	25	
12		4.35			65.22			30.43			23	
All Grades	0.00	2.08		73.68	60.42		26.32	37.50		19	48	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	73.68	65.22		26.32	30.43		0.00	4.35		19	23	
12		75.00			18.75			6.25			16	
All Grades	73.68	69.23		26.32	25.64		0.00	5.13		19	39	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	0.00	0.00		52.63	40.00		47.37	60.00		19	25	
12		4.35			56.52			39.13			23	
All Grades	0.00	2.08		52.63	47.92		47.37	50.00		19	48	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	5.26	0.00		68.42	72.00		26.32	28.00		19	25	
12		4.35			78.26			17.39			23	
All Grades	5.26	2.08		68.42	75.00		26.32	22.92		19	48	

**Conclusions based on this data:**

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

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>228</b>	<b>85.5</b>	<b>25.4</b>	<b>1.3</b>
Total Number of Students enrolled in Perris Lake Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	25.4
Foster Youth	3	1.3
Homeless	17	7.5
Socioeconomically Disadvantaged	195	85.5
Students with Disabilities	16	7.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	6.1
American Indian		
Asian	2	0.9
Filipino	1	0.4
Hispanic	188	82.5
Two or More Races	4	1.8
Pacific Islander		
White	19	8.3

**Conclusions based on this data:**

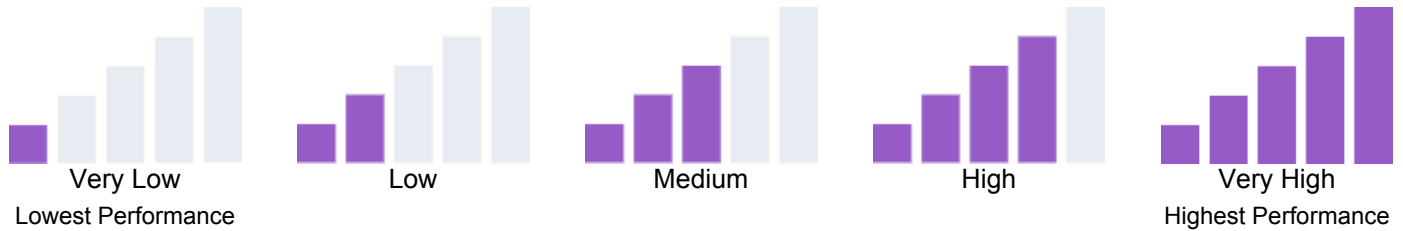
1. The majority of our students 86.9% are socioeconomically disadvantaged., This data is a reflection of the 2020-21 school year.
2. This data for the 2020-2021 school year reflects that 25.2% of our student population are English Learners.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

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

**Conclusions based on this data:**

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

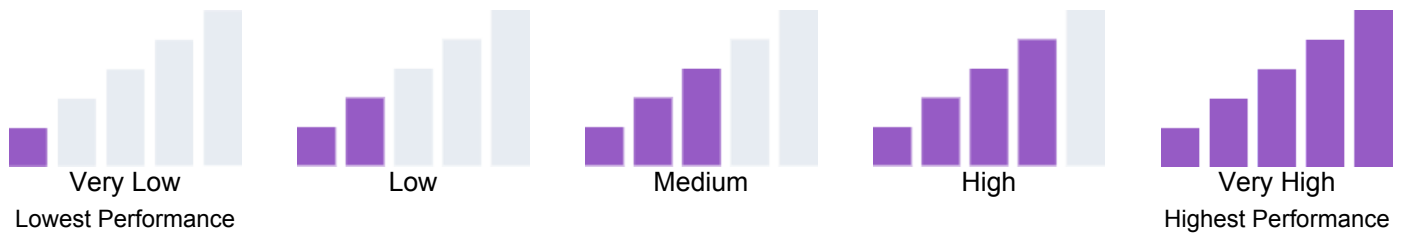


# School and Student Performance Data

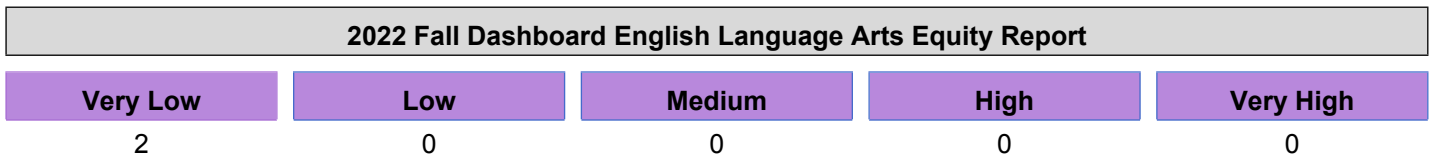
## Academic Performance English Language Arts

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

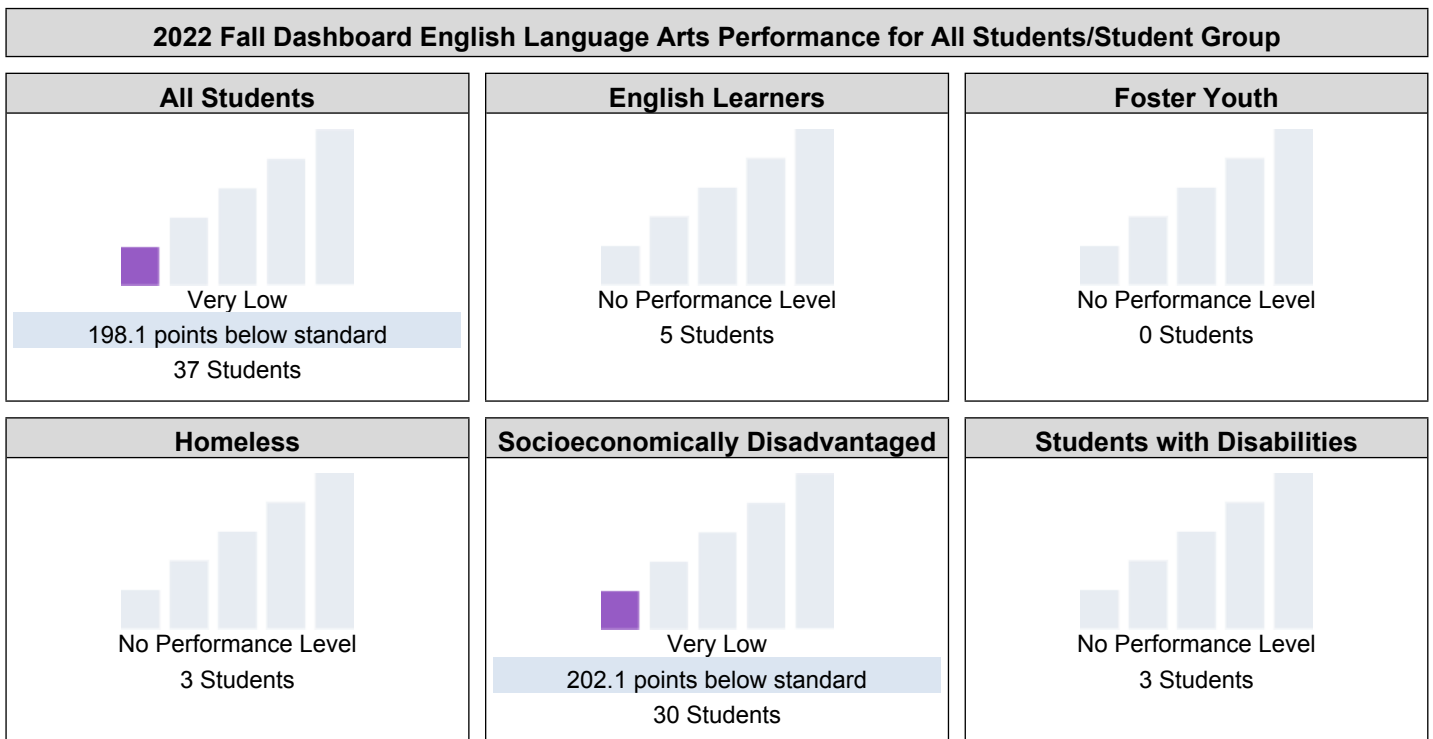
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



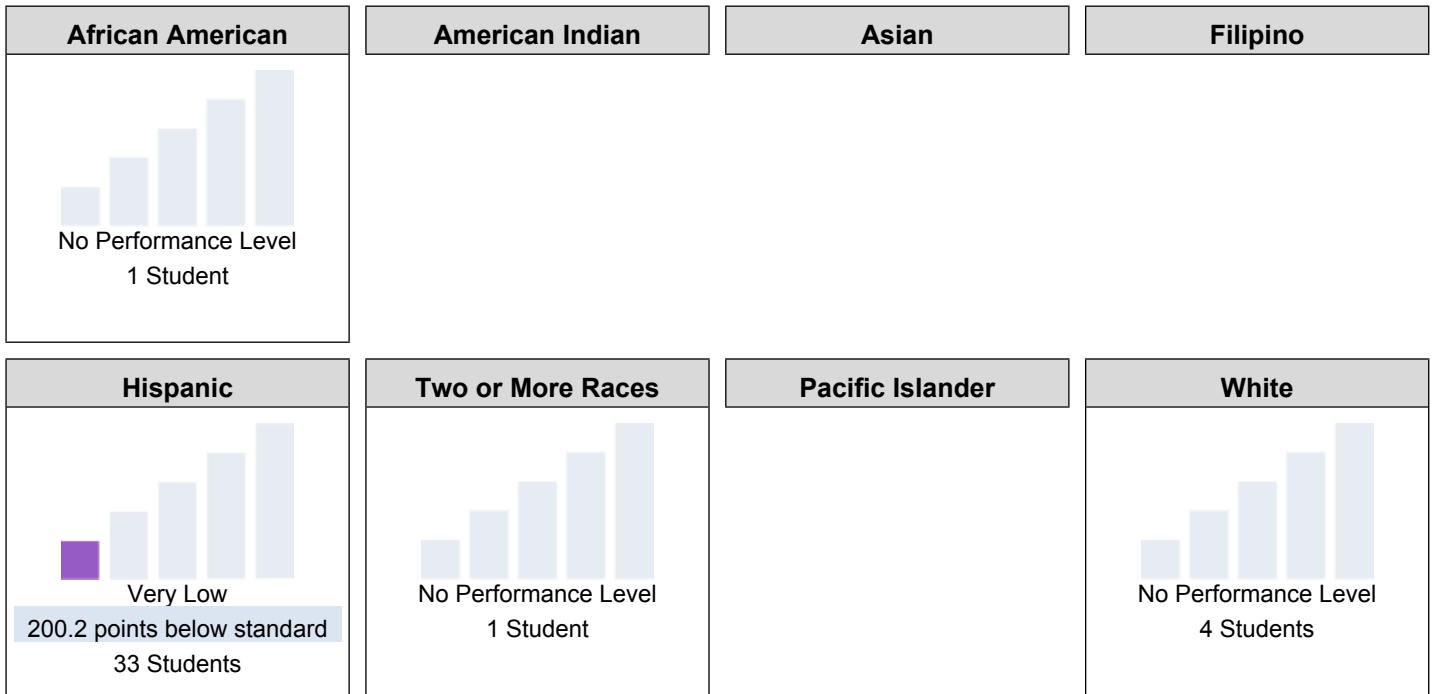
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
5 Students	0 Students	217.8 points below standard 19 Students

**Conclusions based on this data:**

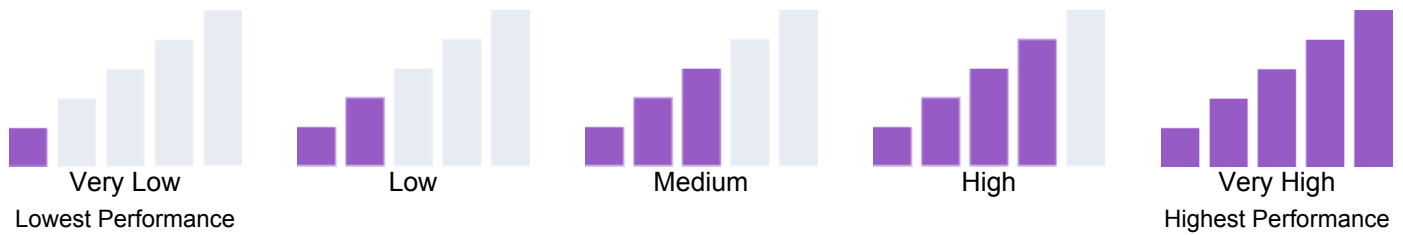
1. Based on the 2019 data a large portion of our Junior class is scored below standard on the English Language Arts portion of the SBAC. There is no data for 2020 due to the COVID school closure. The 2021 data is also not available..
2. Based on the 2019 data there is little difference between all students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

# School and Student Performance Data

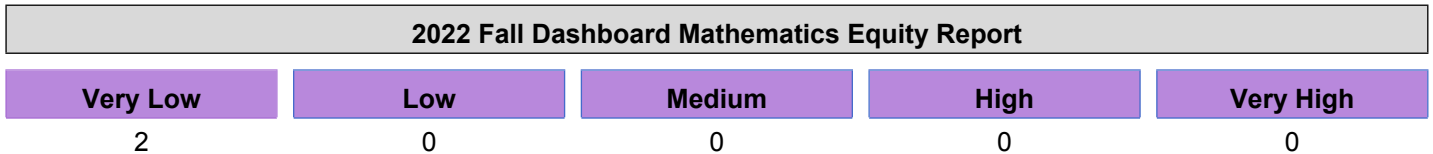
## Academic Performance Mathematics

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

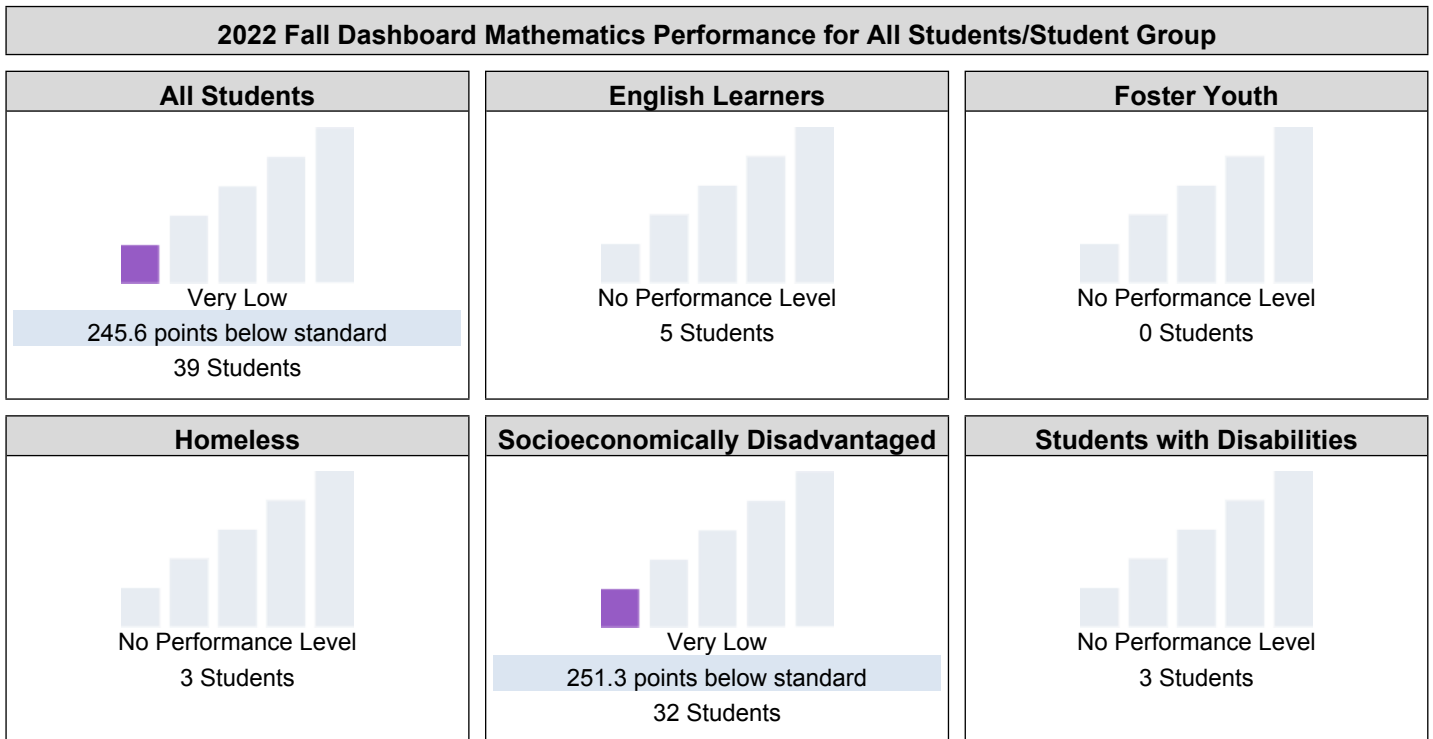
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



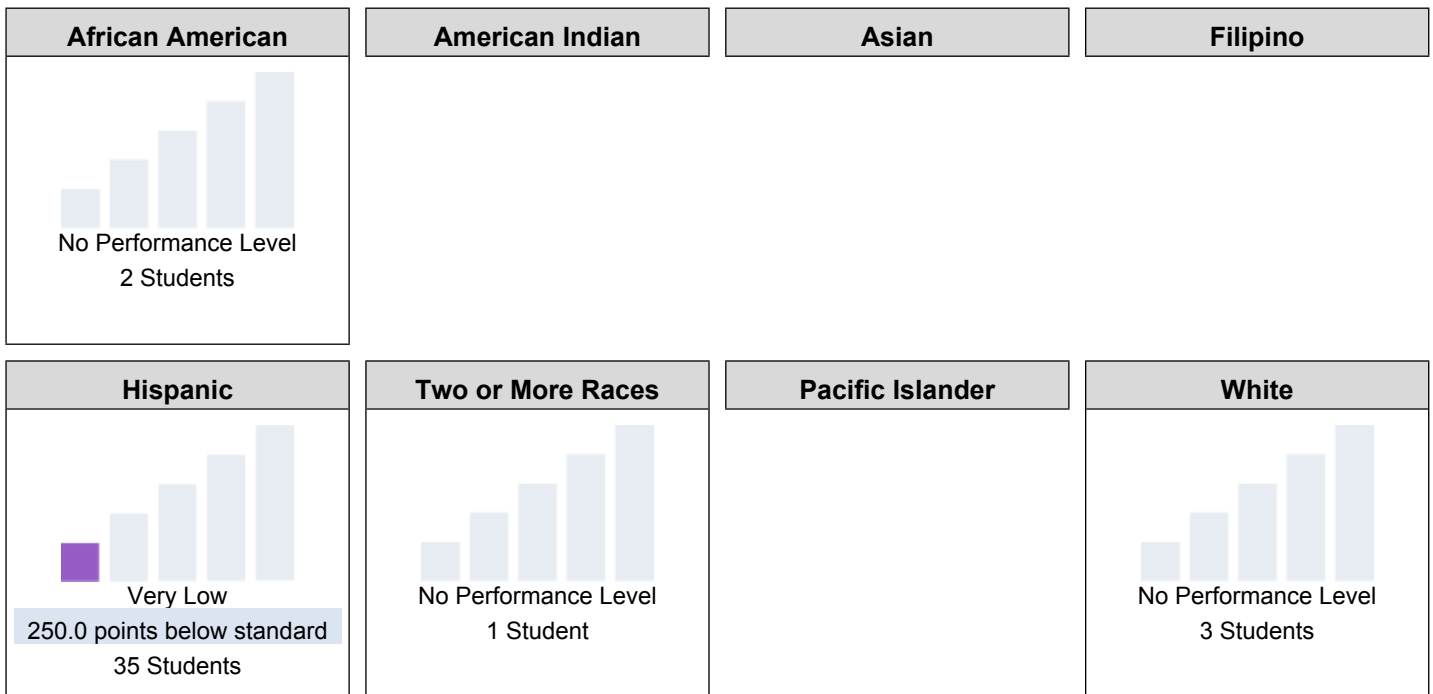
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
5 Students	0 Students	<div style="background-color: #e6f2ff; padding: 5px;">228.5 points below standard</div> 21 Students

### Conclusions based on this data:

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

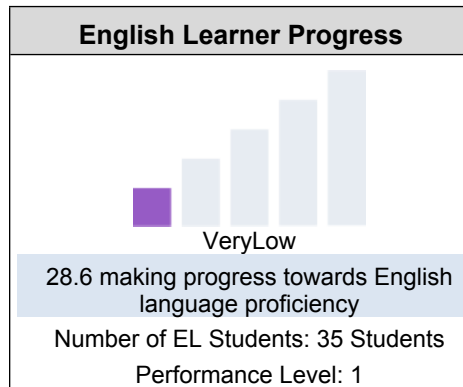
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
37.1%	34.3%	5.7%	22.9%

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

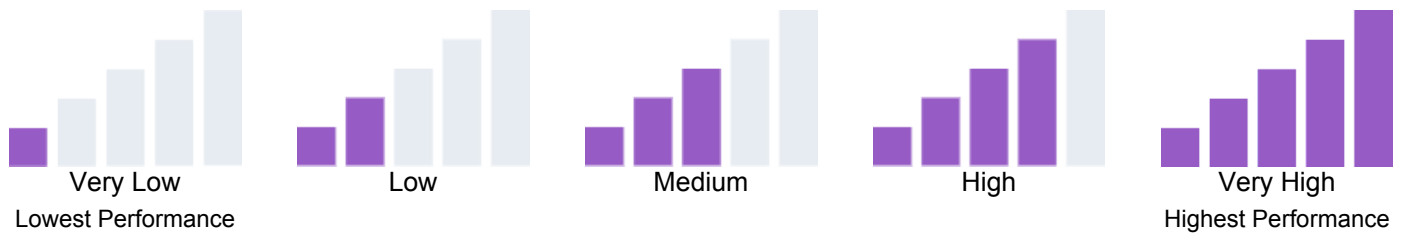
1. The Fall 2018 Dashboard results show that there is a slight increase 1.8% of our student population not prepared for College.
2. The Fall 2019 Dashboard results show that there is a 4.2% increase of our student population not prepared for College.
3. Based on the data for 2020 and 2021 none of our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



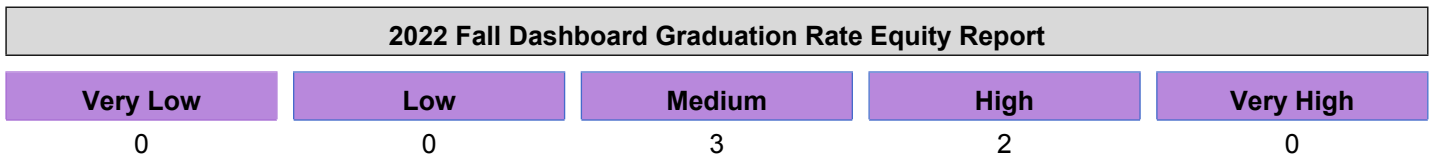
# School and Student Performance Data

## Academic Engagement Graduation Rate

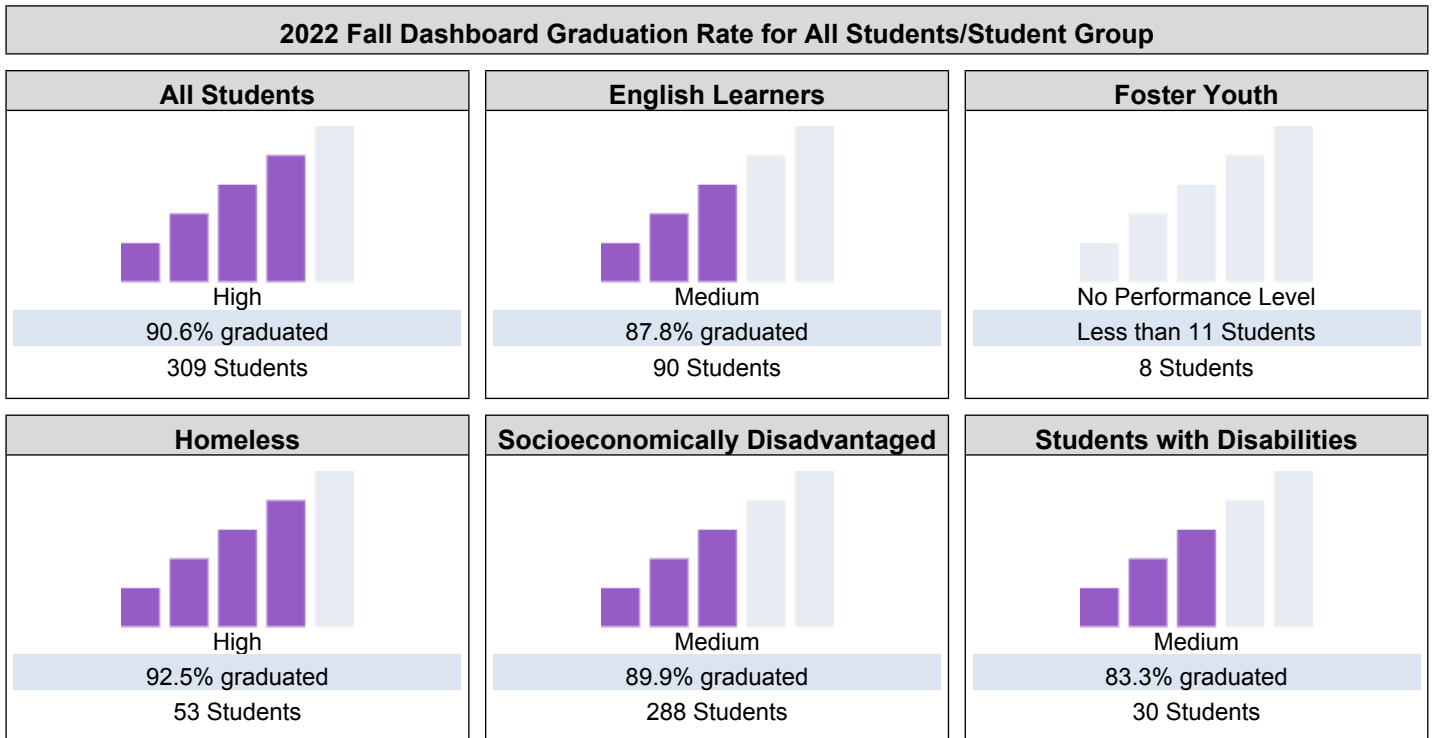
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



This section provides number of student groups in each level.

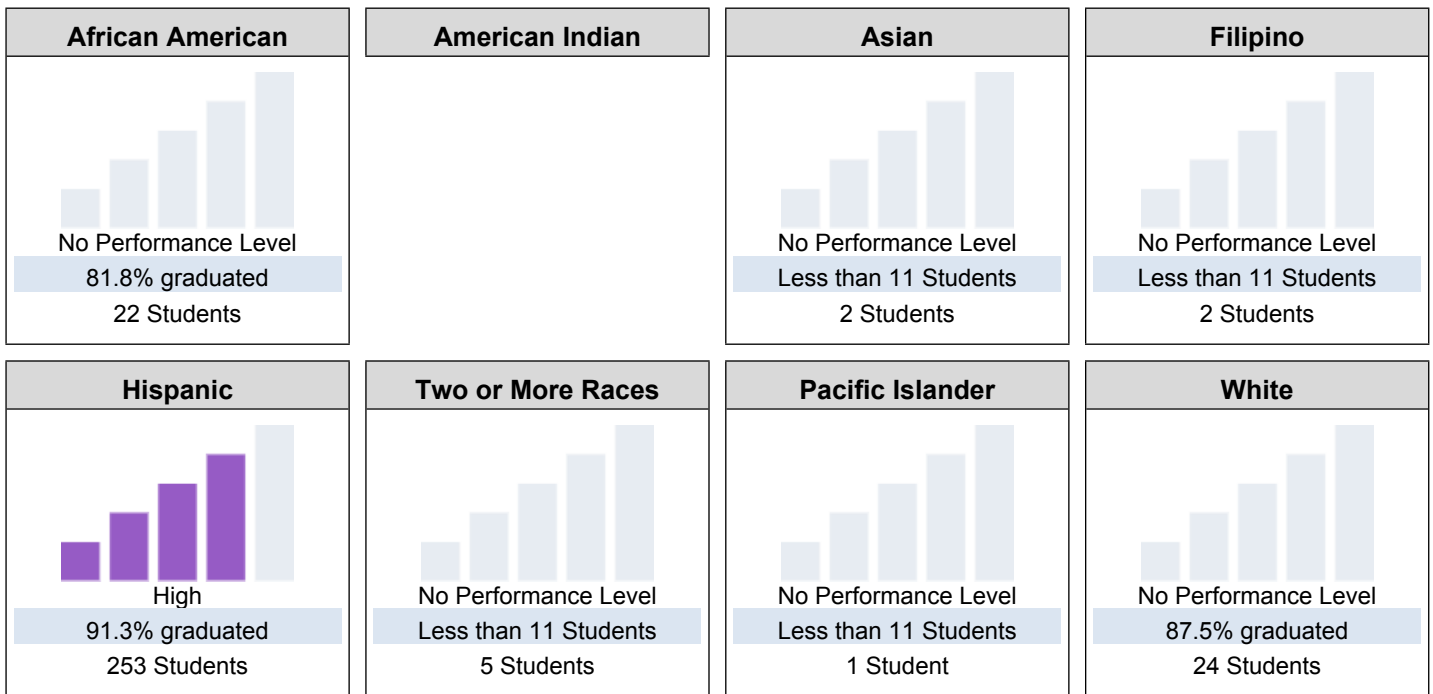


This section provides information about students completing high school, which includes students who receive a standard high school diploma.





**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

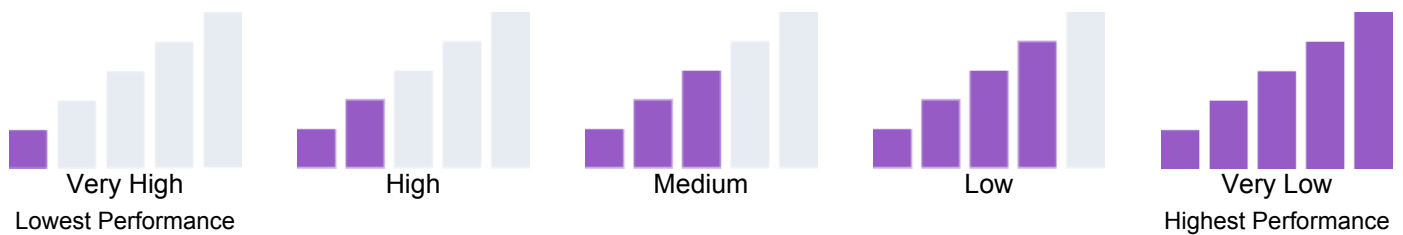
1. Perris Lake High Schools 2018 graduation rate was 87%. This was a 6% increase over the 2017 graduation rate.
2. Perris Lake High Schools 2019 Fall Dashboard graduation rate was 85.4%. This is a decrease of 1.6% over the 2018 school year.
3. Perris Lake High Schools 2021 Fall Dashboard graduation rate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

# School and Student Performance Data

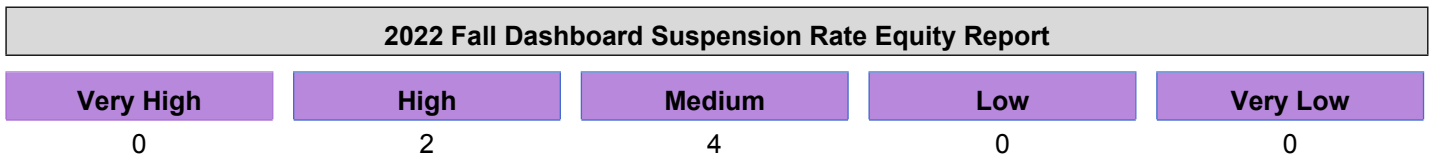
## Conditions & Climate Suspension Rate

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

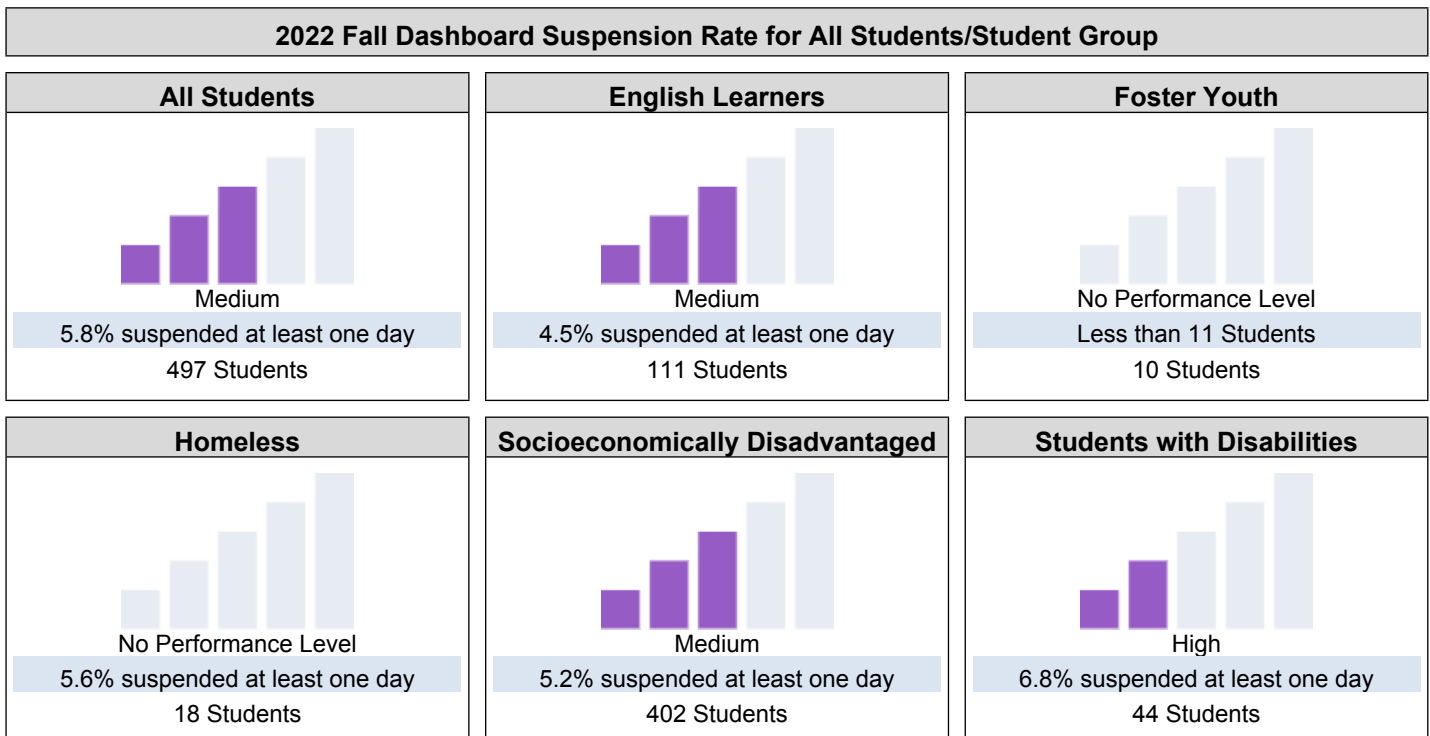
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



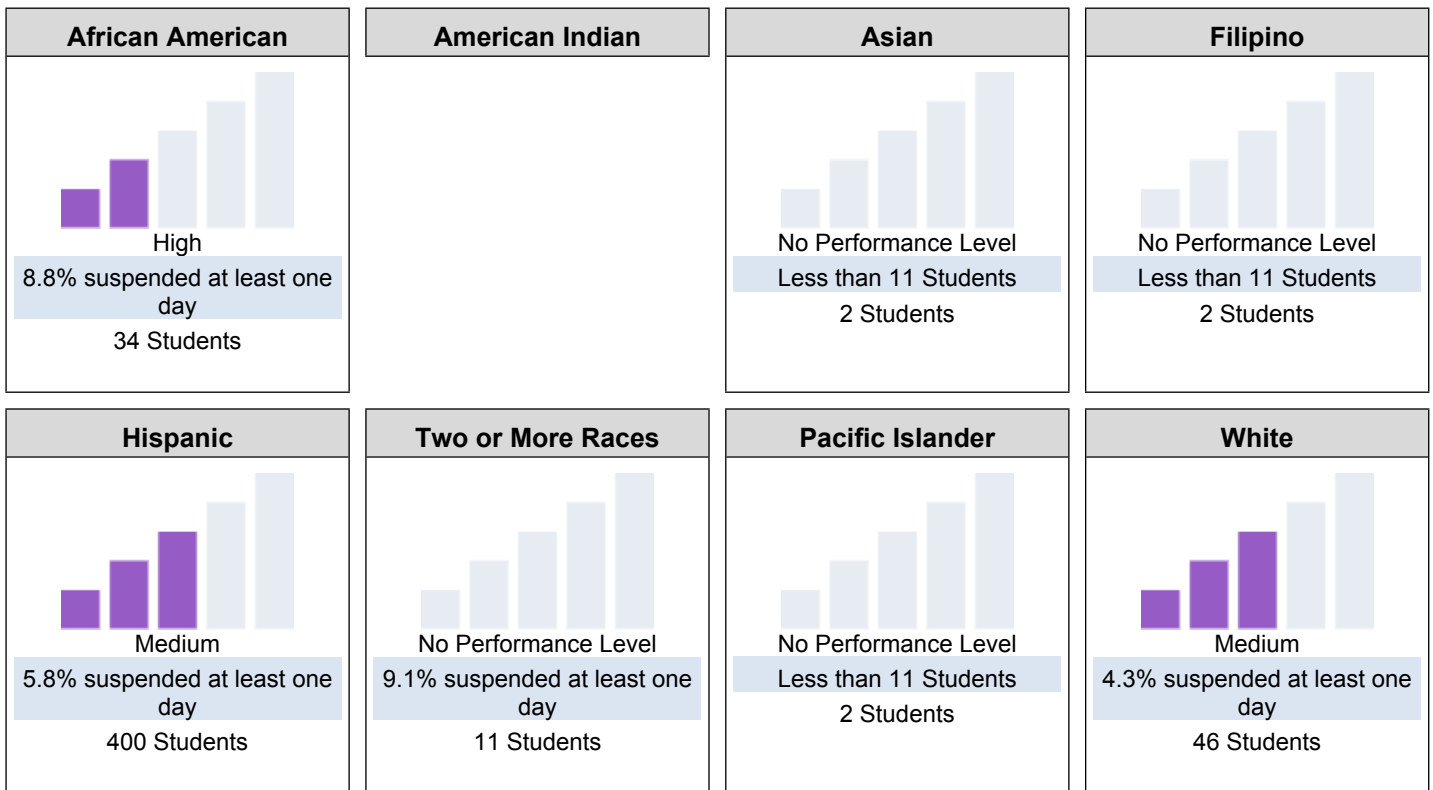
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Proficiency

## LEA/LCAP Goal

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

## Goal 1

SPSA Goal #1

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

## Identified Need

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

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

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

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

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

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

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

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

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

## Annual Measurable Outcomes

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

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

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

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

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

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

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students in Math and English courses.

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

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

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5679.00	Title I 4000-4999: Books And Supplies Provide supplies and materials for teachers and the Library to ensure students have the opportunity to be prepared for their classes as well as when they graduate.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4000.00	Title I 5000-5999: Services And Other Operating Expenditures Consultant contract for student support services.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Graduation, College and Career Readiness

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

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

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

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

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

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

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500.00

Source(s)

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

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

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

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500.00

Source(s)

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Safety and Culture

## LEA/LCAP Goal

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

## Goal 3

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

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

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

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

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

## Identified Need

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

## Annual Measurable Outcomes

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

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

500.00

#### Source(s)

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

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation and fees for student incentives.

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Communication, Technology and Parental / Community Involvement

## LEA/LCAP Goal

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

## Goal 4

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

## Identified Need

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

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students/ parents

#### Strategy/Activity

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

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

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

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)



300.00

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

# Budget Summary

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

## Budget Summary

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

## Other Federal, State, and Local Funds

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

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

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

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

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

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

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

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Title I	19,979.00

## Expenditures by Budget Reference

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

## Expenditures by Budget Reference and Funding Source

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

## Expenditures by Goal

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



# School Site Council Membership

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

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

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

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

# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	Other: PELI, Lee Alfred on May 11, 2023

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

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

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

Attested:

	Principal, Lee Alfred on May 11, 2023
	SSC Chairperson, Jonathan Huelsman on May 11, 2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

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