

# 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 26, 2020	June 17, 2020

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement

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

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

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

### Overview of Student Survey:

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

The students surveyed indicated that they were familiar with what SOAR (Scholarly, Organized, Accountable, Responsible) stood for at PLHS. These are our learner outcomes and are mentioned daily as part of our daily bulletin, as well as being posted throughout the school. Often teachers will refer to them with the students in their classrooms.

The senior survey (2017) indicated that a majority are certain of their occupational goals. Most graduates indicate a preference in the areas of business professional, science area, and communications for their career. 35 percent had a strong desire to enter a 2-year community college/trade school. 35 percent planned to enter the workforce; 12 percent have military plans, 18 percent were undecided.

### 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 that 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.

### 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. They are positive about the curriculum and are happy with the addition of our CTE carpentry course for our students. Teachers and staff would like to see more access to CTE courses for our students.

## 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 also makes their presence known on campus by visiting classrooms daily not as to observe, but more as a show of support.

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

## Stakeholder Involvement

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

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

We use the entire teaching staff and parts of our classified staff to complete our different committees to discuss and assess the needs of our students. The following committees are constantly involved in this ongoing process: PBIS/Discipline Committee (soon to become the MTSS 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 PLC's to discuss and assess ongoing results during the year. We meet numerous times a month as a staff and with those specific groups mentioned (if need be). At this point (5/25/20) we have shared both our LCAP and SPSA goals (even as they change) on an ongoing basis with staff members and with our SSC team in August, late October, early February, and May. This information is also shared with parents at orientations.

## 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.7%			2
African American	7.91%	8.45%	8.1%	20	18	23
Asian	%	0.47%	0.7%		1	2
Filipino	0.40%	%	0%	1		0
Hispanic/Latino	75.89%	75.59%	77.82%	192	161	221
Pacific Islander	%	%	0.7%			2
White	13.44%	12.21%	10.21%	34	26	29
Multiple/No Response	%	0.47%	1.76%		1	0
<b>Total Enrollment</b>				253	213	284

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 10			1
Grade 11	60	45	75
Grade 12	193	168	208
<b>Total Enrollment</b>	253	213	284

### Conclusions based on this data:

1. Our largest population at Perris Lake High is Hispanic/Latino at 77.82%.
2. Our numbers change during the year based on referrals from other schools.
3. Student enrollment decreased between 2017-18 and 2018-2019. However increased 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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	56	49	67	22.1%	23.0%	23.6%
Fluent English Proficient (FEP)	60	55	94	23.7%	25.8%	33.1%
Reclassified Fluent English Proficient (RFEP)	6	0	8	6.9%	0.0%	16.3%

### Conclusions based on this data:

1. The percentage of EL students enrolled at PLHS for the 2019-20 school year is only up .6% over last year.
2. The percentage of Fluent English Proficient EL students is up 7.3% over last year.
3. The percentage of reclassified Fluent English Proficient students is up 9.4% over the 2017-2018 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	111	62	93	97	47	56	97	47	56	87.4	75.8	60.2
All Grades	111	62	93	97	47	56	97	47	56	87.4	75.8	60.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2455.	2398.	2437.	0.00	0.00	0.00	7.22	6.38	3.57	22.68	4.26	21.43	70.10	89.36	75.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	7.22	6.38	3.57	22.68	4.26	21.43	70.10	89.36	75.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.03	2.13	3.57	25.77	23.40	21.43	73.20	74.47	75.00
All Grades	1.03	2.13	3.57	25.77	23.40	21.43	73.20	74.47	75.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	28.87	4.26	19.64	71.13	95.74	80.36
All Grades	0.00	0.00	0.00	28.87	4.26	19.64	71.13	95.74	80.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	6.38	0.00	42.27	25.53	60.71	57.73	68.09	39.29
All Grades	0.00	6.38	0.00	42.27	25.53	60.71	57.73	68.09	39.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.06	0.00	1.79	35.05	21.28	23.21	62.89	78.72	75.00
All Grades	2.06	0.00	1.79	35.05	21.28	23.21	62.89	78.72	75.00

**Conclusions based on this data:**

1. Overall test scores, or # below standard, has increased over the last three years. (2019-20 testing did not take place due to Covid-19 school closure)
2. Our Junior enroll has dropped over 50% over the last three years. (2019-20 testing did not take place due to Covid-19 school closure)
3. Reading is somewhat status quo; writing is substantially lower and the result is our English teachers heading off to a writing conference to seek out a more efficient program for our students. Literacy components were added to all courses taught at Perris Lake High School for the 2019-2020 school year, including art and PE.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	111	62	93	96	48	54	96	48	54	86.5	77.4	58.1
All Grades	111	62	93	96	48	54	96	48	54	86.5	77.4	58.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2391.	2399.	2392.	0.00	0.00	0.00	0.00	0.00	0.00	2.08	4.17	0.00	97.92	95.83	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	2.08	4.17	0.00	97.92	95.83	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	1.04	2.08	0.00	98.96	97.92	100.0
All Grades	0.00	0.00	0.00	1.04	2.08	0.00	98.96	97.92	100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	9.38	6.25	12.96	90.63	93.75	87.04
All Grades	0.00	0.00	0.00	9.38	6.25	12.96	90.63	93.75	87.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	29.17	27.08	20.37	70.83	72.92	79.63
All Grades	0.00	0.00	0.00	29.17	27.08	20.37	70.83	72.92	79.63

### Conclusions based on this data:

- Overall our students improved almost 3% points in 2018-19. (Students were not tested in 2019-20 due to Covid-19 school closure)
- 2018-19 conveyed Concepts and procedures is the weakest assessment. (Students were not tested in 2019-20 due to Covid-19 school closure)

# School and Student Performance Data

## ELPAC Results

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

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

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

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

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

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

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

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

**Conclusions based on this data:**

1. Our students were strongest in the speaking domain. (2019-20 testing did not take place due to Covid-19 school closure)
2. Our students weakest in listening and reading. (2019-20 testing did not take place due to Covid-19 school closure)

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
213	77.5	23.0	1.4

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	23.0
Foster Youth	3	1.4
Homeless	23	10.8
Socioeconomically Disadvantaged	165	77.5
Students with Disabilities	7	3.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	8.5
Asian	1	0.5
Hispanic	161	75.6
Two or More Races	6	2.8
White	26	12.2






### Conclusions based on this data:

1. The majority of our students are socioeconomically disadvantaged.
2. Our highest percentage of students are Hispanic.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. According to the 2017-18 Fall Dashboard Performance data results our greatest need is in English Language arts (Red).
2. Mathematics has improved some but is still dangerously low (orange).
3. 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.

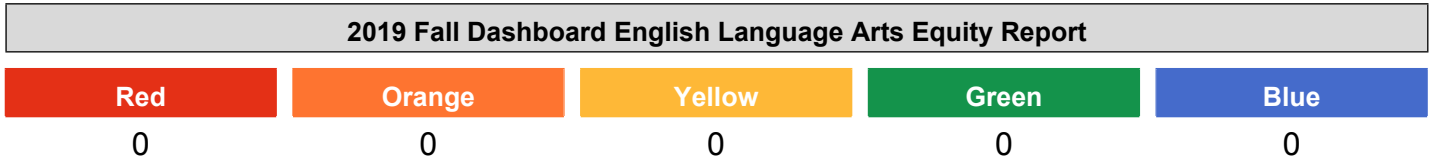
# School and Student Performance Data

## Academic Performance English Language Arts







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



This section provides number of student groups in each color.











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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>No Performance Color</p> <p>145 points below standard</p> <p>Increased Significantly ++38.4 points 17</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>154 points below standard</p> <p>Increased Significantly ++27.1 points 15</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 153 points below standard Increased Significantly ++38.6 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

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

**Conclusions based on this data:**

1. A large portion of our Junior class is scoring below standard on the English Language Arts portion of the SBAC.
2. There is little difference between all students and SocioEconomically Disadvantaged.

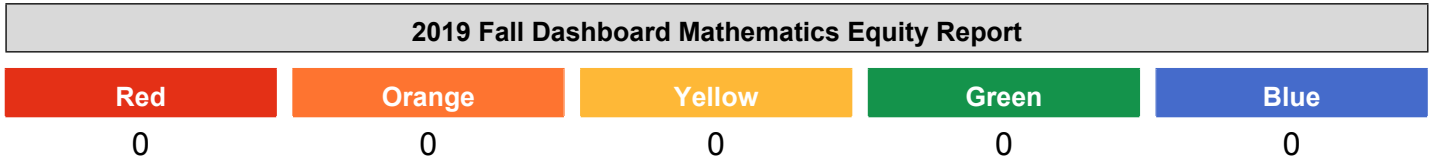
# School and Student Performance Data

## Academic Performance Mathematics






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







This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

**Conclusions based on this data:**

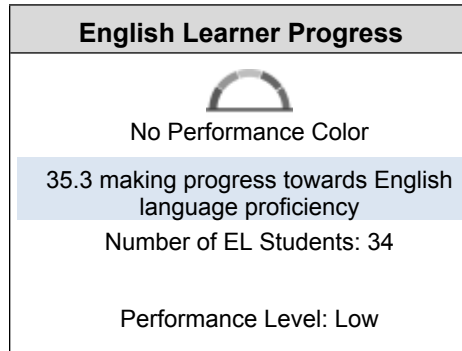
1. We increased in performance but a large majority of our students score low on the Math portion of the SBAC.
2. We would like to consider district/school based assessment as an alternative to SBAC.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13	9	2	10

#### Conclusions based on this data:

1. Of the 28 students testing on ELPAC the majority of them tested at Level 3 Moderately Developed.
2. 35.7% of the 28 students tested on the new ELPAC California assessment showed being Well Developed Level 4 for English Learner Progress.

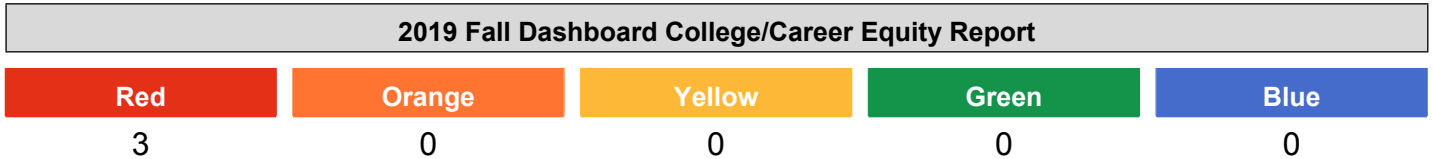
# School and Student Performance Data

## Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  Red 0.5 Maintained 0 188	<p><b>English Learners</b></p>  Red 0 Maintained 0 45	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color 0 Maintained 0 29	<p><b>Socioeconomically Disadvantaged</b></p>  Red 0.7 Maintained +0.1 149	<p><b>Students with Disabilities</b></p>  No Performance Color 0 13

**2019 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 14	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 0.7 Maintained +0.1 138	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color 0 Maintained 0 27

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

**2019 Fall Dashboard College/Career 3-Year Performance**

Class of 2017	Class of 2018	Class of 2019
<b>Prepared</b>	0.5 <b>Prepared</b>	0.5 <b>Prepared</b>
<b>Approaching Prepared</b>	10.6 <b>Approaching Prepared</b>	6.4 <b>Approaching Prepared</b>
<b>Not Prepared</b>	88.9 <b>Not Prepared</b>	93.1 <b>Not Prepared</b>

**Conclusions based on this data:**

- The Fall 2018 Dashboard results show that there is a slight increase 1.8% of our student population not prepared for College.

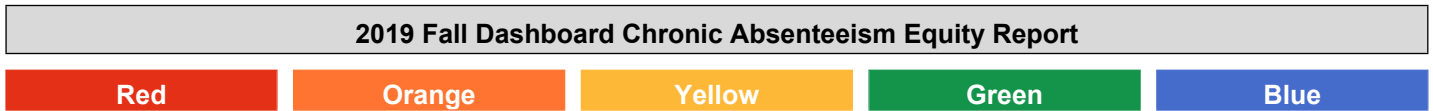
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

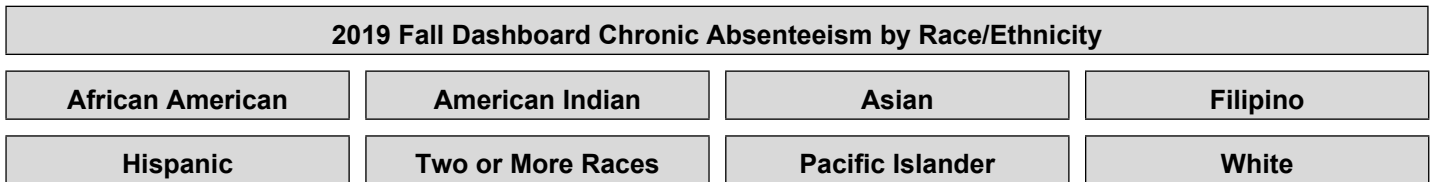
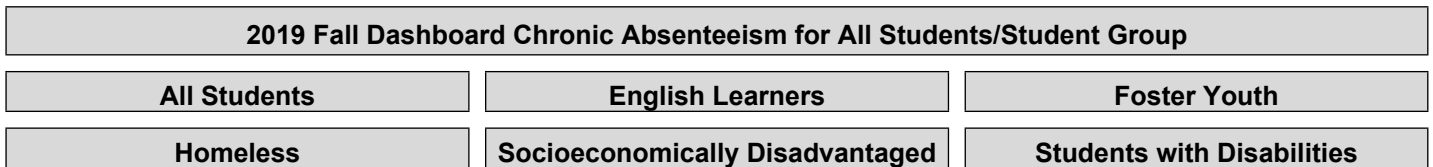
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



### Conclusions based on this data:

1. No data available

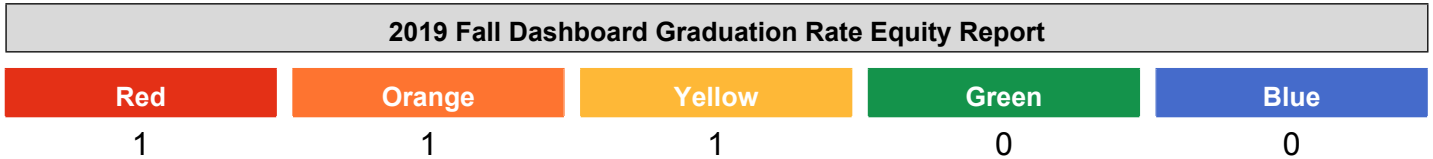
# School and Student Performance Data

## Academic Engagement Graduation Rate







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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>80.3</p> <p>Maintained -1.5</p> <p>188</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>66.7</p> <p>Declined -17.1</p> <p>45</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>65.5</p> <p>Declined -19.7</p> <p>29</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>79.2</p> <p>Declined -3.9</p> <p>149</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>76.9</p> <p>13</p>



### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 2px; display: inline-block;">85.7</div> 14	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <div style="background-color: #e6f2ff; padding: 2px; display: inline-block;">79</div> Maintained -0.9 138	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color <div style="background-color: #e6f2ff; padding: 2px; display: inline-block;">88.9</div> Maintained +0.3 27

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

### 2019 Fall Dashboard Graduation Rate by Year

2018	2019
81.9	80.3

**Conclusions based on this data:**

1. Perris Lake High Schools 2018 Fall Dashboard graduation rate increased 1.3% over the 2017 school year.
2. Perris Lake High Schools actual 2018 graduation rate was 87%. This is a 6% increase over the 2017 graduation rate.
3. Perris Lake High Schools 2019 Fall Dashboard graduation rate decreased by 1.6% over the 2018 school year

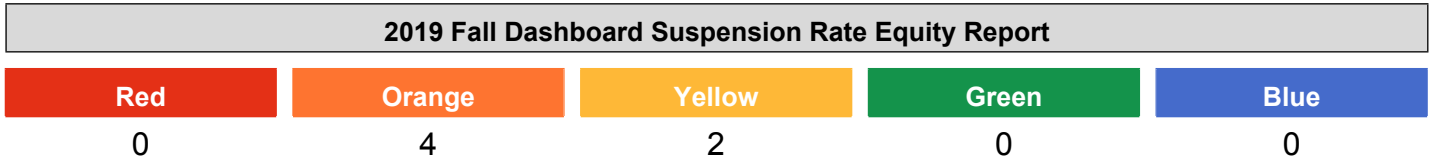
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange <span style="background-color: #e6f2ff; padding: 2px;">14.3</span> Declined -18 35	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e6f2ff; padding: 2px;">8.1</span> Declined Significantly -13.2 298	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">15.4</span> 13	 No Performance Color Less than 11 Students - Data 3	 Orange <span style="background-color: #e6f2ff; padding: 2px;">10.4</span> Declined -11 48

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	22.2	9.2

**Conclusions based on this data:**

1. There was a 10.9% increase in suspensions from the 2016-17 school year to the 2017-18 school year due to starting the school year under staffed with over crowded classrooms.
2. There was a 13% decrease in suspensions from the 2017-18 school year to the 2018-19 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Proficiency

## LEA/LCAP Goal

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

## Goal 1

### MATHEMATICS

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

### ENGLISH LANGUAGE ARTS

Increase the Dashboard Academic Indicator change by 7 points until the status is high in ELA. Maintain by 1 to 7 points once the high status is achieved by June 2021.

## 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)	<p>2018-19 Overall: 183.4 points below standard Declined 46.1 Points 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 Overall: Dashboard Performance: Orange</p> <p>Socioeconomically Disadvantaged: Dashboard Performance: Orange</p>
CA Dashboard Academic Indicator Math (Grade 11)	<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 Overall: Dashboard Performance: Orange</p> <p>Socioeconomically Disadvantaged: Dashboard Performance: Orange</p>
English Language Proficiency Assessment (ELPAC)	<p>2018-2019: Level 4 - Well Developed 35.7% Level 3 - Moderately Developed 46.4% Level 2 - Somewhat Developed 17.9% Level 1 - Beginning Stage 0%</p> <p>2019-20: 35.3% making progress towards English language proficiency</p>	<p>2020-21 Increase the number of students scoring Level 4 by 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

300

#### Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
a. Title I lead and Principal will review monthly and update the plan accordingly.  
b. Release time to attend Title I meetings, training's and workshops. Sub coverage

### 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. We will limit this to English and Math for the 2020-21 school year.

#### 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)

3,000

#### Source(s)

Title I

	5000-5999: Services And Other Operating Expenditures a. Teacher attendance at instructional conferences (Math and English only),
450	Title I 2000-2999: Classified Personnel Salaries b. Substitutes for teachers attending conferences

**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)
2,672	Title I 4000-4999: Books And Supplies a. Provide supplies and materials for teachers (including those with 5th period classes such as Makerspace/Advanced Art) to ensure students have the opportunity to be prepared for their classes as well as when they graduate.
250	Title I 4000-4999: Books And Supplies b. Books and magazine subscriptions for the Library

**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 Provide tutoring in ELA and Math

**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)
2,700	Title I 5000-5999: Services And Other Operating Expenditures Provide AVID tutoring 5 days a week/8hours a week @\$13.00 an hour. 104.00 a week x 26 weeks.

### 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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## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

#### Mathematics

The proficiency rate (Standard Met or Exceeded) in the PUHSD increased to 20% as measured by the 2019 administration of the CAASPP for Mathematics in comparison to a 15% proficiency rate in 2018.

The percent of students scoring below proficient (Nearly Met & Not Met) in the PUHSD decreased (5% points) from 85% during the spring 2018 administration of the CAASPP to 81% as measured by the 2019 CAASPP for Mathematics.

There was an increase in the Dashboard Academic Indicator in the PUHSD by 12 points as measured by the 2019 spring administration of the CAASPP Mathematics in comparison to a 0 point increase in the spring of 2018.

During the Spring of 2019, 167 students in the PUHSD demonstrated positive growth in Mathematics as measured by the CAASPP in comparison to 144 students who demonstrated positive growth during the Spring of 2018 administration.



During the Spring of 2019 administration of the CAASPP for Mathematics, the Distance from Standard (scale score) in the PUHSD decreased by 12 points from 112.7 points below standard in the spring of 2018 to 100 points below standards as measured by the CAASPP for Mathematics in the spring of 2019.

#### English Language Arts

The proficiency rate (Standard Met or Exceeded) in the PUHSD increased to 21.4% as measured by the 2019 administration of the CAASPP in comparison to a 19.8% proficiency rate in 2018. The percent of students scoring below proficient in the PUHSD decreased from 80.2% during the spring 2018 administration of the CAASPP to 78.5% as measured by the 2019 CAASPP results for ELA.

There was an increase in the Dashboard Academic Indicator in the PUHSD by 12 points as measured by the 2019 spring administration of the CAASPP in comparison to a 0 point increase in the spring of 2018.

The overall Distance from Standard (scale score) in the PUHSD decreased by 12 points from 112.7 points below standard in the spring of 2018 to 100 points below standards as measured by the CAASPP in the spring of 2019.

In 2019, there was a 12 point increase from 2018 which moved the Dashboard from Orange to Yellow. In 2019, the Dashboard reported 100 points below standard. In 2018, the Dashboard reported 112.7 points below standard.

In 2019, there was a change in the Dashboard from Red to Orange for African Americans, SWD, English Learners, and Homeless from 2018.

In 2019, there was an increase in claim 3 in Near Standard at 25%, from 2018 at 0% for SWD.

In 2019, the Dashboard reported a decrease for ELs in Below Standard for Claim 3 from the 2018 data. In 2019, the data reported 76.9% at Below Standard and in 2018, the data reported 87.5% Below Standard.

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

All of the strategies/activities were implemented with the exception of 1.2 professional development, not due to lack of need but rather a mix-up in paperwork. We will continue with this strategy/activity because this will benefit our students.

1.1 We continue to review data to address and meet the current needs of our student population.

1.2 Continue to collaborate and receive professional development in the areas of ELA, Math, CCSS implementation, PBIS, and MTSS (student support and intervention). These are our greatest areas of need to support our student population.

1.3 Continue to provide supplemental supplies and resources to increase student performance.

1.4 Continue to provide tutoring to support students in ELA and Math.

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

We will be adding strategy/activity 1.4 Provide tutoring in Math and ELA in the form of AVID tutors and peer-tutoring.

# 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 2021. In addition, increase the Graduation Rate Indicator by 3% by June 2021.

## 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
Graduation Rate	2018-19: Graduation Rate: 83.9% Maintained -0.5% Dashboard Performance: Green	2020-21 Maintain graduation rate between: 80% - 85% Dashboard Performance: Green

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019-20 Graduation Rate: 80.3% Maintained -1.5% Dashboard Performance: Green	
FAFSA Completion	2019-20 FAFSA Completion Rate: 16%	2020-21 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.

2.1b 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 and UTI continue to recruit our students. We will also try to recruit Amazon to put on a series of events on our campus to both recruit and train students as employees.

#### 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

#### Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
a. Transportation costs for 1-2 local trips per year for 20-30 students to visit a college/vocational school.

### 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

2.2a. Perris Lake will host three 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)

972

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
2a. Hourly overtime pay for three teachers to assist the Counselor at the FAFSA events for 2hrs.@54.00 per hr. x 3 nights.

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

The Graduation Rate Indicator remained in the green for both 2019 and 2018. There was a slight increase in the College and Career Indicator between 2019 and 2018. In 2019, the percentage maintained at 0% and in 2018, the percent maintained at -.9%.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Although we will have more staff members involved in promoting and executing the FAFSA events.

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

Perris Lake High School remains strong in our Graduation rate. We will concentrate on building our College and Career rates by increasing our FAFSA completion rate and exposing students to College and Vocational programs.

# 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

Decrease Suspension Rates by 1% as measured by the CAASPP.

By the end of the 2020-21 school year, Perris Lake High School will increase its school climate report card by 2% points.

3.1 By the end of the 2020-21 school year, Perris Lake High School will reduce the number of incidents of bullying, drug use, and violence by 5%.

3.2 Perris Lake High School will reduce the number of behavioral incidents and provide a safe working environment for staff and students.

3.3 Perris Lake High School will reduce the total number of suspensions/expulsions and days of suspension/expulsions by 5% annually.

3.4 Perris Lake High School will increase ADA by 2.5%.

## Identified Need

The dropout rate increased slightly by .97 % in 2019 when compared to the 2018 data.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsion Rate	2019-20 Expulsion Rate 0%	2020-21 Expulsion Rate: 0%
Suspension Rate	2017-18 Overall: 22.2% suspended at least once Increased 10.9% Dashboard Performance: Red  2018-19 Overall: 9.2% suspended at least once Declined 13% Dashboard Performance: Yellow	2020-21 Overall: decrease students suspended at least once by 2% Dashboard Performance: Yellow *Suspension 33 or less
CA Healthy Kids Student Survey	2019-20	2020-21

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%	2020-21 Increase attendance rate by 2.5%

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

3.1a. Promote perfect attendance and positive behavior: Motivate students to attend school and do well through the use of certificates and awards (SOAR Awards).  
3.1b. 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)
500	Title I 4000-4999: Books And Supplies a. Purchase paper for certificates
600	Title I 5000-5999: Services And Other Operating Expenditures b. Transportation and entrance fees to 1-2 field trips per year

### 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 Professional development for staff in Youth Mental Health First Aid.

**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)

1,300	Title I 5000-5999: Services And Other Operating Expenditures a. \$50 per person x 26 staff members
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**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)

**Strategy/Activity 4**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 5**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 6**

## 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)

# Annual Review

## SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

There was a decrease on the Dashboard for Suspension Rates by 1.8% as measured by the spring administration of the CAASPP in comparison to a .1% maintained. The following sub groups decreased in suspension rates: SWD, EL, Hispanic and SPED moved from Red to Orange. In 2019, the expulsion rate decreased by .26% from the 2018 data. In 2019, suspensions in violent offenses decreased to 28 from 35 as indicated in the 2018 data reporting. In 2019, illicit drug offenses decreased to 17 from 36 as indicated in the 2018 data reporting. In 2019, defiance only decreased to 12 from 51 defiance only as indicated in the 2018 data reporting. In 2019, the Foster Youth subgroup reported in the Yellow.

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

In addition to continuing with the 2019-20 strategies/activities we will add a professional development training for staff on Youth Mental Health First Aid.

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

We will provide educational field trips as another form of an incentive for positive attendance and behavior. We will also include training staff in a evidence-based program, Youth Mental Health First Aid to support the social emotional challenges of our at-risk population who are dealing with trauma prior to the pandemic and as a result of the pandemic.



# 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

Perris Lake High School will increase parent participation in school events (Back to School Night, Open House, SOAR Awards, Sr. Pinning, FAFSA, Graduation and SSC workshops), increase IC Parent Portal log in, and increase social media followers by 3% for 2020-2021.

## Identified Need

PLHS had 10 parents participate in the FAFSA Parent Workshops.  
 Parent survey was not made available for 2019-2020.  
 Parent Workshops were not made available for 2019-2020.  
 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	2020-21: Increase social media followers by 3%: Facebook 543 Twitter 180 Instagram 127
CA Healthy Kids Parent Survey	2019-20: Not administered due to school closure	2020-21: Increase parent survey responses by 1%
IC Parent Accounts	2019-20 Parent Accounts: 455	2020-21: Increase IC Parent Accounts by 1%

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)

1,320

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)

0

Source(s)

None Specified  
None Specified  
No cost

**Strategy/Activity 3**

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

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

All Students/Parents

Strategy/Activity

4.3 PLHS will establish and maintain relationships with community based organizations to support the well-being and mental health of our students and their families.

**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)

0

Source(s)

None Specified  
None Specified  
No cost

**Strategy/Activity 4**

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

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

All Students/Parents

Strategy/Activity

4.4 PLHS will use a variety of tools to increase partnerships, collaboration, and connections such as: Infinite Campus (IC), Parent Plato Log-in, Peachjar, Facebook, Twitter, Instagram, and the Website.

**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)

250

Source(s)

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries  
Hourly pay for 1 child care provider per event for 2 hrs. 2hrs.@\_\_ per hr. x 3 nights. The cost will be absorbed in goal #4

**Annual Review**

**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

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

In 2019, there has been an increase in parent participation in all parent events; 3 parents participated in SSC meetings, 78 parents participated in Title I events, 17 parents participated in Dinner with the Principal, 5 parents participated in FAFSA workshops, 56 parents attended Back to School Night, several parents participated in SOAR awards, and 253 parents attended Orientation. In 2019, there was an increase in collaboration and partnerships with local community based organizations such as the City of Perris, NAMI, TAY - The Arena, Victor Community Outreach, Sigma, Perris Youth Center and Birthing Options.

In 2019, the City of Perris entered into a contract with the Alternative Education Center to grow a garden for the community on the site, provide student tours, and attend site functions as guest speakers.

In 2019, there was an increase in collaboration and partnerships with MSJC to provide FAFSA Workshops, course offerings through the Adult Education Program, and college tours for students, parents and adult learners.

In 2019, there was an increase in social media presence on facebook by 13 followers, twitter by 7 followers, and instagram by 18 followers from 2018.

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

The funds allocated in this goal will be used to provide parents with information on events planned for the school. We will send out invitations, notifications, and a calendar of events. We will provide child care for FAFSA workshops and we will include parents on some of the Collage/Vocational field trips. This goal and the funds budgeted will correlate with the Strategies/Activities of Goals 2.1a, 2.2a and 3.1a.

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

Perris Lake High School did see a slight increase in parent participation and community collaboration in 2019-2020 and we will continue to focus our efforts on creating multiple opportunities for our parents and families to come together and be involved in activities of the school.

Our campus underwent changes as far as creating the outside space and connecting water in preparation for our community garden. This garden should provide opportunities for collaboration between school, parents and community. We are also looking at some ideas for involving parents through our incentive program.

# 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	\$14,814.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$14,814.00

## 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	\$14,564.00
Title I Part A: Allocation	\$250.00

Subtotal of additional federal funds included for this school: \$14,814.00

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 (\$)
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$14,814.00

# 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
None Specified	0.00
Title I	14,564.00
Title I Part A: Allocation	250.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	972.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	4,742.00
5000-5999: Services And Other Operating Expenditures	8,100.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	972.00
2000-2999: Classified Personnel Salaries	Title I	750.00
4000-4999: Books And Supplies	Title I	4,742.00
5000-5999: Services And Other Operating Expenditures	Title I	8,100.00

2000-2999: Classified Personnel Salaries

Title I Part A: Allocation

250.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,372.00
Goal 2	1,472.00
Goal 3	2,400.00
Goal 4	1,570.00

# School Site Council Membership

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

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

Name of Members	Role
Dean Hauser	Principal
Darleen Nash	Classroom Teacher
Nancy Howell	Classroom Teacher
Stephany Lon	Classroom Teacher
	Classroom Teacher
Erica Hulstrom	Other School Staff
Andre English	Parent or Community Member
Kristy Kauffman	Parent or Community Member
Patty Medina Lively	Parent or Community Member
Andre English	Secondary Student
Janiah Lively	Secondary Student
Ishan Reddy	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, Pauline Garcia on May 26, 2020

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

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

This SPSA was adopted by the SSC at a public meeting on May 26, 2020.

Attested:

Principal, Dean Hauser on May 26,2020

SSC Chairperson, Darleen Nash on May 26,2020

# 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.**

[Stakeholder 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.

## **Stakeholder 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 Stakeholder 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 (Stakeholder 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 (Stakeholder 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/>

Developed by the California Department of Education, January 2019