

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------|-----------------------------------|--|---------------------------|
| Perris High School | 33-67207-3335973 | June 7, 2022 | June 15, 2022 |

Purpose and Description

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

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

Year 2018 SWD - all red and orange

Year 2019 SWD – 5 or more indicators, majority red

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

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

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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).

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

Classroom Observations

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Perris High School uses the following standardized assessments:

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

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

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

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

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

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

NA

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

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

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

Parental Engagement

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

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

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

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

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

At-risk counseling services and support groups.

Project To Inspire (CABE)

Student of the month.

Corporate support for programs.

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

Safe and Drug Free Schools activities- Friday Night Live

Link Crew

Motivational speakers

Student performance incentives

Home visits by administration, law enforcement and counseling

PELI- Parent Engagement Leadership Initiative

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

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

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

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

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

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

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

Opportunities to Volunteer are available:

Athletic Programs

WASC

Coffee / Dessert with the Principal

School Events

Parent Patrol

Parent Shadow Days

Parents are also asked to serve on the following committees:

English Learner Advisory Council (ELAC)

School Site Council (SSC)

African American Parent Advisory Council (AAPAC)

Parent Engagement Leadership Initiative (PELI)

CABE: Project To Inspire

Parents are invited to attend the following school activities:

Incoming Freshman Parent Orientation events

Athletic Events

Back to School Night

Open House

Parent Education opportunities

Principal Coffees

Student Performances

FFA Events

Club/ Organization nights

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

Parent University

Funding

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

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

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

- Year 2018 Students With Disabilities - all red and orange
- Year 2019 Students With Disabilities – 5 or more indicators, majority red
- Year 2020 Students With Disabilities - Data and Assessments for the 2020 school year are limited due to the COVID-19 pandemic.
- Year 2021 Students With Disabilities - Data and Assessments for the 2021 school year are limited as we come back to school after a full COVID-19 year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 0.14% | 0.1% | 0.1% | 3 | 2 | 4 |
| African American | 5.38% | 5.2% | 4.6% | 117 | 115 | 94 |
| Asian | 0.41% | 0.4% | 0.4% | 9 | 8 | 9 |
| Filipino | 0.32% | 0.3% | 0.1% | 7 | 6 | 4 |
| Hispanic/Latino | 90.9% | 90.8% | 92.0% | 1,977 | 2,014 | 1894 |
| Pacific Islander | 0.05% | 0.0% | 0.0% | 1 | 0 | 0 |
| White | 1.93% | 2.2% | 1.6% | 42 | 48 | 33 |
| Multiple/No Response | 0.05% | 1.0% | 1.0% | 18 | 23 | 20 |
| Total Enrollment | | | | 2,175 | 2,217 | 2058 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| Grade 9 | 566 | 618 | 531 |
| Grade 10 | 582 | 564 | 584 |
| Grade 11 | 596 | 536 | 517 |
| Grade 12 | 431 | 499 | 426 |
| Total Enrollment | 2,175 | 2,217 | 2058 |

Student Enrollment Enrollment By Grade Level

Conclusions based on this data:

1. Hispanic/Latino students and African American students are the two largest enrollment percentage student populations at Perris High School 92% and 4.6% respectively.
2. 28.6% of the student population at Perris High are ELL.
3. Grade 10 students have the highest enrollment at 584 students and grade 12 has the lowest enrollment with 426 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 782 | 616 | 690 | 34.8% | 28.3% | 31.1% |
| Fluent English Proficient (FEP) | 836 | 954 | 853 | 37.2% | 43.9% | 38.5% |
| Reclassified Fluent English Proficient (RFEP) | 35 | 120 | 30 | 5.0% | 15.3% | 4.9% |

Conclusions based on this data:

1. English Learner (EL) enrollment increased. Enrollment of this sub-group increased by 2.8%.
2. The percentage of Fluent English Proficient (FEP) students decreased by 5.4%.
3. The number of (EL) students who have reclassified (RFEP) to English proficient had a significant decrease of 10.4%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 544 | 501 | 526 | 516 | 479 | 256 | 515 | 479 | 240 | 94.9 | 95.6 | 48.7 |
| All Grades | 544 | 501 | 526 | 516 | 479 | 256 | 515 | 479 | 240 | 94.9 | 95.6 | 48.7 |

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

2019-20 Data:

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 2547. | 2552. | 2573. | 12.43 | 12.94 | 15.83 | 24.66 | 26.10 | 32.92 | 30.87 | 33.19 | 27.08 | 32.04 | 27.77 | 24.17 |
| All Grades | N/A | N/A | N/A | 12.43 | 12.94 | 15.83 | 24.66 | 26.10 | 32.92 | 30.87 | 33.19 | 27.08 | 32.04 | 27.77 | 24.17 |

2019-20 Data:

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

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 15.34 | 16.70 | 22.03 | 52.82 | 46.14 | 60.35 | 31.84 | 37.16 | 17.62 |
| All Grades | 15.34 | 16.70 | 22.03 | 52.82 | 46.14 | 60.35 | 31.84 | 37.16 | 17.62 |

2019-20 Data:

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

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 15.73 | 18.37 | 20.69 | 43.11 | 52.82 | 52.22 | 41.17 | 28.81 | 27.09 |
| All Grades | 15.73 | 18.37 | 20.69 | 43.11 | 52.82 | 52.22 | 41.17 | 28.81 | 27.09 |

2019-20 Data:

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

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 12.23 | 11.69 | 12.61 | 66.99 | 64.51 | 74.78 | 20.78 | 23.80 | 12.61 |
| All Grades | 12.23 | 11.69 | 12.61 | 66.99 | 64.51 | 74.78 | 20.78 | 23.80 | 12.61 |

2019-20 Data:

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

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 20.19 | 20.46 | 26.50 | 50.87 | 52.82 | 62.39 | 28.93 | 26.72 | 11.11 |
| All Grades | 20.19 | 20.46 | 26.50 | 50.87 | 52.82 | 62.39 | 28.93 | 26.72 | 11.11 |

2019-20 Data:

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

Conclusions based on this data:

1. When we compare overall student achievement percentages from last year our performance in the categories of % standard exceeded, % standard met and % standard nearly met have increased and % standard not met has decreased. 2018-19 data suggests that students are improving in reading and writing as compared to 2017-18 data. In addition, the data shows that students performing below standard has decreased significantly. Students in 2018-19 performed better in Research and Inquiry than they did in all other categories. Data and Assessments for the 2020 school year are limited due to the covid - 19 pandemic.
2. There is room for growth in all areas specifically in the areas of reading and writing, but there is strength in the Research and Inquiry section of the report.
3. 87% of the students performed scored at near standard or above standard in Listening.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 544 | 501 | 526 | 522 | 484 | 187 | 522 | 484 | 178 | 96 | 96.6 | 35.6 |
| All Grades | 544 | 501 | 526 | 522 | 484 | 187 | 522 | 484 | 178 | 96 | 96.6 | 35.6 |

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

2019-20 Data:

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 2494. | 2495. | 2551. | 1.34 | 2.69 | 4.49 | 8.43 | 8.47 | 16.29 | 19.73 | 19.21 | 37.08 | 70.50 | 69.63 | 42.13 |
| All Grades | N/A | N/A | N/A | 1.34 | 2.69 | 4.49 | 8.43 | 8.47 | 16.29 | 19.73 | 19.21 | 37.08 | 70.50 | 69.63 | 42.13 |

2019-20 Data:

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

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 4.21 | 6.61 | 9.60 | 19.16 | 17.36 | 51.98 | 76.63 | 76.03 | 38.42 |
| All Grades | 4.21 | 6.61 | 9.60 | 19.16 | 17.36 | 51.98 | 76.63 | 76.03 | 38.42 |

2019-20 Data:

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

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 1.72 | 4.34 | 6.74 | 39.46 | 35.95 | 65.17 | 58.81 | 59.71 | 28.09 |
| All Grades | 1.72 | 4.34 | 6.74 | 39.46 | 35.95 | 65.17 | 58.81 | 59.71 | 28.09 |

2019-20 Data:

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

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 2.30 | 4.75 | 6.18 | 52.11 | 49.79 | 71.91 | 45.59 | 45.45 | 21.91 |
| All Grades | 2.30 | 4.75 | 6.18 | 52.11 | 49.79 | 71.91 | 45.59 | 45.45 | 21.91 |

2019-20 Data:

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | 1560.9 | 1543.6 | 1543.1 | 1568.7 | 1548.7 | 1537.8 | 1552.5 | 1538.0 | 1548.0 | 179 | 167 | 184 |
| 10 | 1582.7 | 1569.0 | 1551.4 | 1592.8 | 1577.0 | 1553.6 | 1572.3 | 1560.5 | 1548.8 | 146 | 193 | 176 |
| 11 | 1587.8 | 1553.6 | 1537.1 | 1594.0 | 1546.7 | 1531.3 | 1581.1 | 1559.9 | 1542.5 | 140 | 117 | 134 |
| 12 | 1554.3 | 1556.4 | 1558.7 | 1549.9 | 1550.3 | 1558.1 | 1558.1 | 1561.9 | 1558.7 | 68 | 92 | 68 |
| All Grades | | | | | | | | | | 533 | 569 | 562 |

2019-20 Data:

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

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | 33.52 | 14.37 | 6.67 | 36.87 | 34.13 | 40.56 | 22.91 | 33.53 | 38.33 | 6.70 | 17.96 | 14.44 | 179 | 167 | 180 |
| 10 | 48.63 | 26.94 | 16.37 | 29.45 | 34.20 | 33.92 | 16.44 | 25.91 | 31.58 | * | 12.95 | 18.13 | 146 | 193 | 171 |
| 11 | 42.86 | 19.66 | 10.69 | 40.00 | 35.90 | 32.06 | 10.00 | 23.93 | 39.69 | * | 20.51 | 17.56 | 140 | 117 | 131 |
| 12 | 29.41 | 20.65 | 17.31 | 41.18 | 38.04 | 34.62 | * | 25.00 | 25.00 | * | 16.30 | 23.08 | 68 | 92 | 52 |
| All Grades | 39.59 | 20.74 | 11.80 | 36.21 | 35.15 | 35.77 | 16.70 | 27.59 | 35.21 | 7.50 | 16.52 | 17.23 | 533 | 569 | 534 |

2019-20 Data:

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

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | 58.10 | 31.74 | 22.22 | 26.82 | 35.93 | 36.11 | 13.97 | 16.17 | 34.44 | * | 16.17 | 7.22 | 179 | 167 | 180 |
| 10 | 65.07 | 43.01 | 30.99 | 21.23 | 30.05 | 30.99 | 9.59 | 18.13 | 27.49 | * | 8.81 | 10.53 | 146 | 193 | 171 |
| 11 | 67.86 | 27.35 | 23.66 | 24.29 | 39.32 | 43.51 | * | 18.80 | 22.14 | * | 14.53 | 10.69 | 140 | 117 | 131 |
| 12 | 61.76 | 31.52 | 36.54 | 22.06 | 38.04 | 30.77 | * | 16.30 | 13.46 | * | 14.13 | 19.23 | 68 | 92 | 52 |
| All Grades | 63.04 | 34.62 | 26.78 | 24.02 | 34.97 | 35.77 | 9.57 | 17.40 | 27.15 | 3.38 | 13.01 | 10.30 | 533 | 569 | 534 |

2019-20 Data:

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

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | 6.15 | 1.80 | 5.56 | 31.84 | 15.57 | 20.56 | 35.20 | 44.31 | 47.22 | 26.82 | 38.32 | 26.67 | 179 | 167 | 180 |
| 10 | 18.49 | 6.74 | 5.26 | 41.78 | 32.64 | 26.90 | 23.97 | 35.75 | 34.50 | 15.75 | 24.87 | 33.33 | 146 | 193 | 171 |
| 11 | 22.86 | 10.26 | 2.29 | 25.00 | 23.93 | 17.56 | 37.14 | 36.75 | 45.80 | 15.00 | 29.06 | 34.35 | 140 | 117 | 131 |
| 12 | * | 7.61 | 5.77 | 25.00 | 26.09 | 17.31 | 42.65 | 43.48 | 48.08 | 25.00 | 22.83 | 28.85 | 68 | 92 | 52 |
| All Grades | 14.07 | 6.15 | 4.68 | 31.89 | 24.78 | 21.54 | 33.58 | 39.72 | 42.88 | 20.45 | 29.35 | 30.90 | 533 | 569 | 534 |

2019-20 Data:

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

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | 45.25 | 7.78 | 6.11 | 41.90 | 69.46 | 70.56 | 12.85 | 22.75 | 23.33 | 179 | 167 | 180 |
| 10 | 55.48 | 12.44 | 11.11 | 35.62 | 68.39 | 61.40 | 8.90 | 19.17 | 27.49 | 146 | 193 | 171 |
| 11 | 46.43 | 3.42 | 2.29 | 45.00 | 62.39 | 64.12 | 8.57 | 34.19 | 33.59 | 140 | 117 | 131 |
| 12 | 30.88 | 2.17 | 5.88 | 47.06 | 67.39 | 72.55 | 22.06 | 30.43 | 21.57 | 68 | 92 | 51 |
| All Grades | 46.53 | 7.56 | 6.75 | 41.65 | 67.31 | 66.23 | 11.82 | 25.13 | 27.02 | 533 | 569 | 533 |

2019-20 Data:

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

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | 77.65 | 71.26 | 56.98 | 22.35 | 16.17 | 35.75 | | 12.57 | 7.26 | 179 | 167 | 179 |
| 10 | 78.08 | 75.65 | 69.88 | 18.49 | 16.06 | 18.67 | * | 8.29 | 11.45 | 146 | 193 | 166 |
| 11 | 86.43 | 65.81 | 68.75 | 10.71 | 23.08 | 23.44 | * | 11.11 | 7.81 | 140 | 117 | 128 |
| 12 | 85.29 | 72.83 | 57.14 | * | 15.22 | 31.43 | * | 11.96 | 11.43 | 68 | 92 | 35 |
| All Grades | 81.05 | 71.88 | 64.17 | 16.32 | 17.40 | 26.77 | 2.63 | 10.72 | 9.06 | 533 | 569 | 508 |

2019-20 Data:

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

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | 11.17 | 4.79 | 12.78 | 45.25 | 48.50 | 41.11 | 43.58 | 46.71 | 46.11 | 179 | 167 | 180 |
| 10 | 23.97 | 12.95 | 16.47 | 50.00 | 54.92 | 46.47 | 26.03 | 32.12 | 37.06 | 146 | 193 | 170 |
| 11 | 21.43 | 11.11 | 6.11 | 39.29 | 55.56 | 51.15 | 39.29 | 33.33 | 42.75 | 140 | 117 | 131 |
| 12 | * | 7.61 | 4.17 | 47.06 | 59.78 | 58.33 | 47.06 | 32.61 | 37.50 | 68 | 92 | 48 |
| All Grades | 16.70 | 9.31 | 11.53 | 45.22 | 53.95 | 46.88 | 38.09 | 36.73 | 41.59 | 533 | 569 | 529 |

2019-20 Data:

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

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | 16.76 | 2.40 | 3.39 | 76.54 | 76.65 | 81.36 | 6.70 | 20.96 | 15.25 | 179 | 167 | 177 |
| 10 | 26.03 | 11.40 | 3.53 | 68.49 | 72.54 | 70.59 | * | 16.06 | 25.88 | 146 | 193 | 170 |
| 11 | 40.71 | 11.11 | 9.38 | 52.14 | 71.79 | 71.09 | * | 17.09 | 19.53 | 140 | 117 | 128 |
| 12 | 39.71 | 13.04 | 16.00 | 51.47 | 73.91 | 74.00 | * | 13.04 | 10.00 | 68 | 92 | 50 |
| All Grades | 28.52 | 8.96 | 6.10 | 64.73 | 73.81 | 74.67 | 6.75 | 17.22 | 19.24 | 533 | 569 | 525 |

2019-20 Data:

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

Conclusions based on this data:

1. Speaking and Oral Language are areas where our EL students thrive and perform the best at levels 3 & 4.
2. Reading and writing are areas where our students need more support. Overall the 47% of EL students performed at level 3 & 4.

School and Student Performance Data

Student Population

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

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

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

| 2020-21 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 2217 | 95.9 | 31.1 | 0.9 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 690 | 31.1 |
| Foster Youth | 20 | 0.9 |
| Homeless | 221 | 10.0 |
| Socioeconomically Disadvantaged | 2127 | 95.9 |
| Students with Disabilities | 320 | 14.4 |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 115 | 5.2 |
| American Indian or Alaska Native | 2 | 0.1 |
| Asian | 8 | 0.4 |
| Filipino | 6 | 0.3 |
| Hispanic | 2014 | 90.8 |
| Two or More Races | 23 | 1.0 |
| Native Hawaiian or Pacific Islander | | |
| White | 48 | 2.2 |

Conclusions based on this data:

- Hispanic/Latino students and African American students are the two largest enrollment percentage student populations at Perris High School 91% and 5% respectively.

2. 31.1 % of the student population at Perris High are ELL. PHS has a significant Socioeconomically Disadvantaged student population increased this year by over 4% to 95.9%.






School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

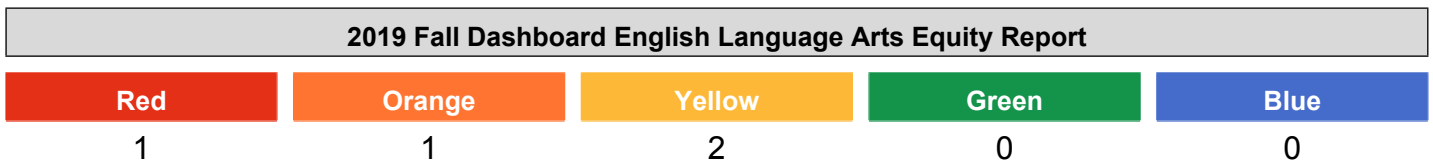
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p> Yellow 27.2 points below standard Increased ++6.3 points 462 | <p>English Learners</p> Orange 79.1 points below standard Increased ++10.8 points 166 | <p>Foster Youth</p> No Performance Color 0 Students |
| <p>Homeless</p> No Performance Color 45.6 points below standard Declined -9.3 points 54 | <p>Socioeconomically Disadvantaged</p> Yellow 28.6 points below standard Increased ++3.9 points 424 | <p>Students with Disabilities</p> Red 142 points below standard Declined -7.2 points 47 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 126.1 points below standard Declined Significantly -26.9 points 83 | 32.4 points below standard Maintained ++1.6 points 83 | 34.7 points below standard Increased ++3.6 points 116 |

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

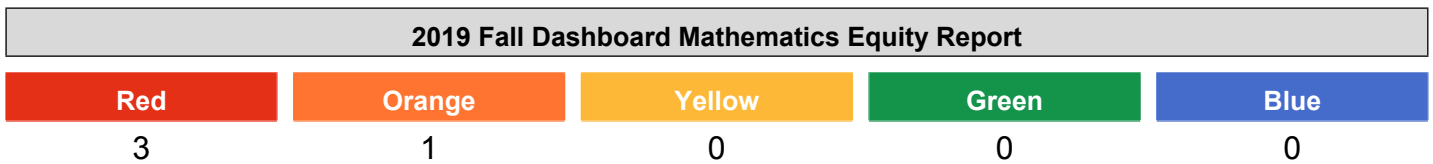
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p> Red 128.8 points below standard Maintained ++2.5 points 462 | <p>English Learners</p> Red 175.3 points below standard Maintained ++2.1 points 167 | <p>Foster Youth</p> |
| <p>Homeless</p> No Performance Color 130.8 points below standard Maintained -0.9 points 54 | <p>Socioeconomically Disadvantaged</p> Red 131 points below standard Maintained -0.3 points 424 | <p>Students with Disabilities</p> Red 213.8 points below standard Declined -4.7 points 47 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 206.9 points below standard Declined Significantly -23.3 points 84 | 143.3 points below standard Declined -3.4 points 83 | 141.9 points below standard Declined -7 points 116 |

Conclusions based on this data:

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

School and Student Performance Data

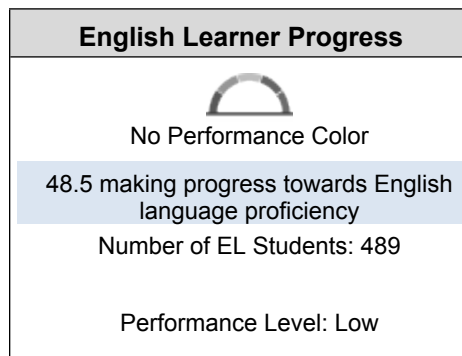
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 24.7 | 26.7 | 7.9 | 40.4 |

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 448 | 100 |
| African American | 26 | 5.8 |
| American Indian or Alaska Native | | |
| Asian | 1 | 0.2 |
| Filipino | | |
| Hispanic | 405 | 90.4 |
| Native Hawaiian or Pacific Islander | | |
| White | 11 | 2.5 |
| Two or More Races | 4 | 0.9 |
| English Learners | 160 | 35.7 |
| Socioeconomically Disadvantaged | 446 | 99.6 |
| Students with Disabilities | 73 | 16.3 |
| Foster Youth | 6 | 1.3 |
| Homeless | 82 | 18.3 |

| Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 40 | 9.1 |
| African American | 0 | 0 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 37 | 9.3 |
| Native Hawaiian or Pacific Islander | | |
| White | 2 | 18.2 |
| Two or More Races | | |
| English Learners | 6 | 3.9 |
| Socioeconomically Disadvantaged | 40 | 9.1 |
| Students with Disabilities | 0 | 0 |
| Foster Youth | | |
| Homeless | 5 | 6.3 |

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

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

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

| Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 48 | 10.7 |
| African American | 2 | 7.7 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 44 | 10.9 |
| Native Hawaiian or Pacific Islander | | |
| White | 2 | 18.2 |
| Two or More Races | | |
| English Learners | 10 | 6.3 |
| Socioeconomically Disadvantaged | 48 | 10.8 |
| Students with Disabilities | 2 | 2.7 |
| Foster Youth | | |
| Homeless | 10 | 12.2 |

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

| Completed a-g Requirements – Number and Percentage of All Students | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 114 | 25.4 |
| African American | 1 | 3.8 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 109 | 26.9 |
| Native Hawaiian or Pacific Islander | | |
| White | 3 | 27.3 |
| Two or More Races | | |
| English Learners | 21 | 13.1 |
| Socioeconomically Disadvantaged | 114 | 25.6 |
| Students with Disabilities | 0 | 0 |
| Foster Youth | | |
| Homeless | 18 | 22 |

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

| Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 24 | 5.4 |
| African American | 0 | 0 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 24 | 5.9 |
| Native Hawaiian or Pacific Islander | | |
| White | 0 | 0 |
| Two or More Races | | |
| English Learners | 4 | 2.5 |
| Socioeconomically Disadvantaged | 24 | 5.4 |
| Students with Disabilities | 0 | 0 |
| Foster Youth | | |
| Homeless | 6 | 7.3 |

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

| Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses | | |
|--|---------------------------|----------------------------|
| Student Group | Number of Students | Percent of Students |
| All Students | 87 | 19.4 |
| African American | 3 | 11.5 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 81 | 20 |
| Native Hawaiian or Pacific Islander | | |
| White | 1 | 9.1 |
| Two or More Races | | |
| English Learners | 20 | 12.5 |
| Socioeconomically Disadvantaged | 87 | 19.5 |
| Students with Disabilities | 4 | 5.5 |
| Foster Youth | | |
| Homeless | 22 | 26.8 |

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

| Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses | | |
|---|---------------------------|----------------------------|
| Student Group | Number of Students | Percent of Students |
| All Students | 66 | 14.7 |
| African American | 1 | 3.8 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 64 | 15.8 |
| Native Hawaiian or Pacific Islander | | |
| White | 0 | 0 |
| Two or More Races | | |
| English Learners | 13 | 8.1 |
| Socioeconomically Disadvantaged | 66 | 14.8 |
| Students with Disabilities | 2 | 2.7 |
| Foster Youth | | |
| Homeless | 14 | 17.1 |

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

| Earned the State Seal of Biliteracy – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 34 | 7.6 |
| African American | 1 | 3.8 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 32 | 7.9 |
| Native Hawaiian or Pacific Islander | | |
| White | 1 | 9.1 |
| Two or More Races | | |
| English Learners | 6 | 3.8 |
| Socioeconomically Disadvantaged | 34 | 7.6 |
| Students with Disabilities | 2 | 2.7 |
| Foster Youth | | |
| Homeless | 4 | 4.9 |

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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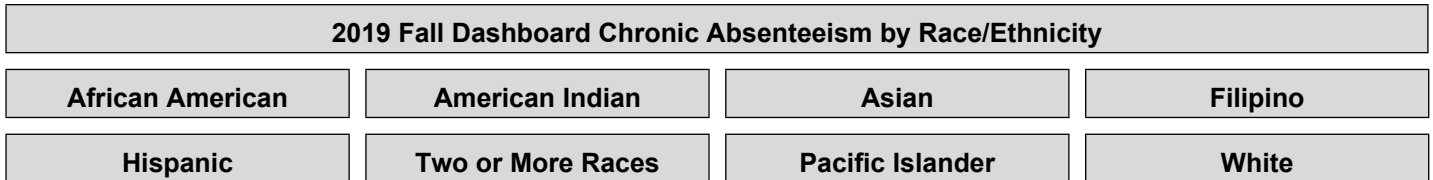
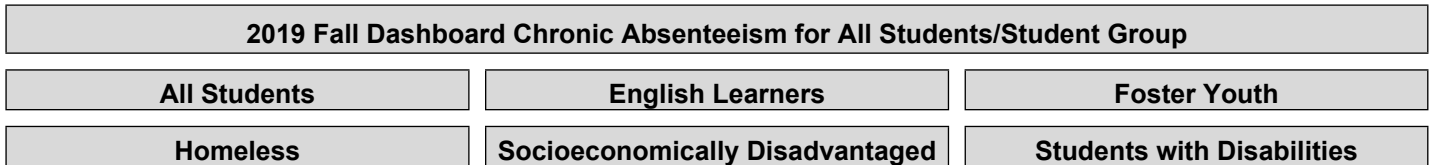
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

| 2021 Graduation Rate by Student Group | | | | |
|---------------------------------------|---|---------------------|--------------------------------|-----------------|
| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
| All Students | 448 | 387 | 8 | 86.4 |
| English Learners | 160 | 122 | 6 | 76.3 |
| Foster Youth | 6 | | 0 | |
| Homeless | 82 | 68 | 2 | 82.9 |
| Socioeconomically Disadvantaged | 446 | 386 | 7 | 86.5 |
| Students with Disabilities | 73 | 47 | 3 | 64.4 |
| African American | 26 | 22 | 1 | 84.6 |
| American Indian or Alaska Native | | | | |
| Asian | 1 | | 0 | |
| Filipino | | | | |
| Hispanic | 405 | 351 | 6 | 86.7 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 11 | 9 | 0 | 81.8 |
| Two or More Races | 4 | | 0 | |

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

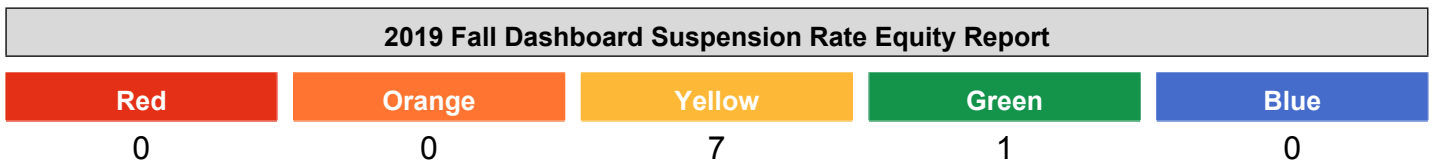
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  Green 5.9 Declined Significantly -2.9 2543 | <p>English Learners</p>  Yellow 7.9 Declined Significantly -3.2 794 | <p>Foster Youth</p>  Yellow 10 Declined -21.3 30 |
| <p>Homeless</p>  Yellow 7.6 Declined Significantly -2.8 249 | <p>Socioeconomically Disadvantaged</p>  Yellow 6.3 Declined Significantly -2.7 2287 | <p>Students with Disabilities</p>  Yellow 13.8 Declined Significantly -4.9 289 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 8.8 | 5.9 |

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improved Academic Achievement

LEA/LCAP Goal

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

Goal 1

English/Language Arts and mathematics

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

Identified Need

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

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

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

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

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| CA Dashboard Academic Indicator ELA (Grade 11) | Percent Met or Exceeded Standard Exceeded- 21.42% Standard Met- 27.59% Standard Nearly Met- 22.69% Standard Not Met- 28.30% | Percent Met or Exceeded Standard Exceeded- 23.42% Standard Met- 31.59% Standard Nearly Met- 22.69% Standard Not Met- 22.30% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| CA Dashboard Academic Indicator Math (Grade 11) | Standard Exceeded- 15.78% Standard Met- 17.98% Standard Nearly Met- 25.50% Standard Not Met- 40.74% | Standard Exceeded- 18.78% Standard Met- 20.98% Standard Nearly Met- 22.50% Standard Not Met- 37.74% |
| English Language Proficiency Assessment for CA (ELPAC) | 2020-2021 Level 4 - Well Developed 11.8% Level 3 - Moderately Developed 35.77% Level 2 - Somewhat Developed 35.21% Level 1 - Beginning Stage 17.23% | 2021-22 Level 4 - Well Developed 14.8% Level 3 - Moderately Developed 38.77% Level 2 - Somewhat Developed 32.21% Level 1 - Beginning Stage 14.23% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Increase access and opportunities for student achievement and success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30171

Source(s)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 2000 | Title I 5000-5999: Services And Other Operating Expenditures Teacher conferences, trainings and workshops that include: registration, transportation, and lodging |
| 5000 | Title I 1000-1999: Certificated Personnel Salaries Substitute Coverage |
| 1278 | Title I 3000-3999: Employee Benefits Employee benefits |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Student Recognition and Motivation

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 2500 | Title I 4000-4999: Books And Supplies Materials and supplies that support student academic achievement and student progress. |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Career and College Readiness

LEA/LCAP Goal

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

Goal 2

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

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

Identified Need

The data for the 2020-2021 school year was heavily affected by the COVID-19 pandemic and distance learning. We had a good amount of students who did not connect well or did not find the motivation to connect daily with school because of distance learning. When students returned in the 2021-2022 school year post-pandemic there were more social-emotional concerns that emerged as a priority and we had to address academic / credit recovery opportunities for students who had fallen behind. The 2020-2021 column in all of the charts below will serve as the new post COVID baseline data.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| AVID Enrollment | 2018-19 AVID Participation: 515 2019-20 AVID Participation: 557 2020-21 AVID Participation: 564 | The data for the 2020-2021 school year will be the newly established post-covid baseline. PHS will meet or exceed the 2020-2021 enrollment numbers. Unfortunately, some AVID students had to be dropped post-pandemic due to lack of participation. |
| FAFSA Completion | 2018-19 FAFSA Completion Rate: 81% | The data for the 2020-2021 school year will be the newly established post-covid |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------|--|---|
| | 2019-20 FAFSA Completion Rate: 93% 2020-21 FAFSA Completion Rate: 75% | baseline. Attendance and enrollment of Senior students affected our participation percentage in the 2021-2022 school year. We should reach 90% in the 2022-2023 school year. |
| A-G Completion | 2018-19 A-G Completion Rate: 32.77% 2019-20 A-G Completion Rate: 12.9% 2020-21 A-G Completion Rate: 30% | The data for the 2020-2021 school year will be the newly established post-covid baseline. Our goal will be to meet or exceed the 2020-2021 school year percentage. Students have fallen behind credit wise due to the pandemic and students are recovering credits during the school year or through summer school. |
| AP Enrollment | 2018-19 AP Enrollment: 246 2019-20 AP Enrollment: 412 2020-21 AP Enrollment: 391 | The data for the 2020-2021 school year will be the newly established post-covid baseline. Less students were enrolled in AP classes during distance learning. We would like to meet or exceed the 2020-2021 numbers. |
| CTE Pathway Completion | 2018-19 CTE Enrollment: 1593 Unduplicated CTE Enrollment: 232 2019-20 CTE Enrollment: 1507 Unduplicated CTE Enrollment: 504 2020-21 CTE Enrollment: TBD Unduplicated CTE Enrollment: 862 | The data for the 2020-2021 school year will be the newly established post-covid baseline. Students are re-engaging and re-enrolling in pathways and capstones programs. PHS will meet or exceed the 2020-2021 enrollment. |
| Graduation Rate | 2018-19 Graduation Rate:88.6% 2019-20 | The data for the 2020-2021 school year will be the newly established post-covid baseline. It is expected that we |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|--|
| | Graduation Rate: 90.4% 2020-21 Graduation Rate: 86.4% Note: in 2020-21 the State had PHS at 86.8% | should be able to reach our goal of 92-94% in 2022-2023 school year. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 5358 | Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Duty Pay |
| 1370 | Title I 3000-3999: Employee Benefits Extra Duty Employee Benefits |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 Software to support and enrich students academics

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)

6300

Title I
5000-5999: Services And Other Operating Expenditures
Software licensing

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

AVID Students

Strategy/Activity

2.3 Release period to provide additional individualized support (AVID)

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)

20386

Title I
1000-1999: Certificated Personnel Salaries
Financial support for teachers in BARR

5211

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

26557

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

3880

Title I
1000-1999: Certificated Personnel Salaries

| | |
|------|--|
| | Substitute Coverage |
| 992 | Title I 3000-3999: Employee Benefits Substitute Employee Benefits |
| 6000 | Title I 5800: Professional/Consulting Services And Operating Expenditures Consulting and Presenters |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

3. School Environment

LEA/LCAP Goal

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

Goal 3

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

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

Identified Need

The data for the 2020-2021 school year was heavily affected by the COVID-19 pandemic and distance learning. Since most of the students were home for distance learning we did not suspend or expel any students during the 2020-2021 school year.

When students returned in the 2021-2022 school year post-pandemic there were more social-emotional concerns that emerged as a priority and we had to address academic / credit recovery opportunities for students who had fallen behind. The 2020-2021 column in all of the charts below will serve as the new post COVID baseline data.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| Attendance Rate | 2018-19 S1 Attendance Rate: 94.26 2019-20 S1 Attendance Rate: 94.5 2020-21 S1 Attendance Rate: 72.3% Due to COVID-19 student attendance was taken differently. | The data for the 2020-2021 school year will be the newly established post-covid baseline. Absenteeism and truancies have been a huge factor in the 2021-2022 school year. The PHS goal for the 2022-2023 school year will be to improve to 75%. |
| Expulsion Rate | 2018-19 | The data for the 2020-2021 school year will be the newly |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------------------|--|---|
| | <p>Expulsion Rate: .08%; 2 expulsions</p> <p>2019-20 Expulsion Rate: TBD; 10 expulsions</p> <p>2020-21 Due to COVID-19 students were at home and no Expulsions happened.</p> | <p>established post-covid baseline. It is impossible to go below 0%. The 0% was caused because of distance learning and students not being in school. Our goal is to stay under 5 expulsions for the 2022-2023 school year.</p> |
| Overall Suspension Rate | <p>2018-19 Overall: 5.9% suspended at least once Declined 2.9% points over prior year</p> <p>2019-20 Overall: 6.2% suspended at least once</p> <p>2020-21 Due to COVID-19 students were at home and no Suspensions from school happened.</p> | <p>The data for the 2020-2021 school year will be the newly established post-covid baseline. It is impossible to go below 0%. The 0% was caused because of distance learning and students not being in school. Our goal for the 2022-2023 school year will be to not have more than a 5% suspension rate.</p> |
| SPED Suspension Rate | <p>2018-19 SPED: 13.8% suspended at least once</p> <p>2019-20 SPED: 12.1% suspended at least once</p> <p>2020-21 SPED: 0% suspended at least once Due to COVID-19 students were at home and no Suspensions from school happened.</p> | <p>The data for the 2020-2021 school year will be the newly established post-covid baseline. It is impossible to go below 0%. The 0% was caused because of distance learning and students not being in school. Our goal for the the 2022-2023 school year will be to reduce suspensions below 10%.</p> |
| African American Suspension Rate | <p>2018-19 African American: 15.3% suspended at least once</p> | <p>The data for the 2020-2021 school year will be the newly established post-covid baseline. It is impossible to go below 0%. The 0% was caused</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | <p>2019-20 African American: 14% suspended at least once</p> <p>2020-21 African American: 0% suspended at least once Due to COVID-19 students were at home and no Suspensions from school happened.</p> | <p>because of distance learning and students not being in school. Our goal for the the 2022-2023 school year will be to reduce suspensions below 10%.</p> |
| ELD Suspension Rate | <p>2018-19 ELD: 7.9% suspended at least once</p> <p>2019-20 ELD: 9.6% suspended at least once</p> <p>2020-21 ELD: 0% suspended at least once Due to COVID-19 students were at home and no Suspensions from school happened.</p> | <p>The data for the 2020-2021 school year will be the newly established post-covid baseline. It is impossible to go below 0%. The 0% was caused because of distance learning and students not being in school. Our goal for the the 2022-2023 school year will be to reduce suspensions below 8.5%.</p> |
| Socially and Economically Disadvantaged Suspension Rate | <p>2018-19 SED: 6.3% suspended at least once</p> <p>2019-20 SED: 6.3% suspended at least once</p> <p>2020-21 SED: 0% suspended at least once Due to COVID-19 students were at home and no Suspensions from school happened.</p> | <p>The data for the 2020-2021 school year will be the newly established post-covid baseline. It is impossible to go below 0%. The 0% was caused because of distance learning and students not being in school. Our goal for the the 2022-2023 school year will be to reduce suspensions below 5.3%.</p> |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.1: Paraeducator support for the Alternative to Suspension (ATS) program

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) |
|-----------|--|
| 38000 | Title I 2000-2999: Classified Personnel Salaries Data Release Period for Teacher |
| 15570 | Title I 3000-3999: Employee Benefits Employee Benefits for Data Release Teacher |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

4. Parent Involvement

LEA/LCAP Goal

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

Goal 4

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

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

Identified Need

The data for the 2020-2021 school year was heavily affected by the COVID-19 pandemic and distance learning. We were not able to host of any our parent engagement workshops in person and we adjusted to have them via google meet or zoom meetings. In some cases our Coffee with the Principal meetings attendance improved especially in the beginning of the year as parents were trying to understand distance learning. We did not have any parent volunteers for the 2020-2021 school year. In person parent workshops resumed in the 2021-2022 school year and we are building our parent participation back up.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------|--|--|
| Parent Participation | <p>Parent Participation at various events (Title 1 annual meeting, parent shadow day, coffee with the principal)</p> <p>2018-19 Participants: 433 Approved Parent Volunteers: 0</p> <p>2019-20 Participants: 791 Approved Parent Volunteers: 11</p> <p>2020-21</p> | <p>Expand trainings, workshops, courses for parents and community members to build capacity and connections that will empower, engage and connect parents to support academic achievement.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| | <p>Participants: 829 Approved Parent Volunteers: 0</p> | |
| Parent Engagement Group Participation Opportunities | <p>2020-21 Parent Engagement Leadership Institute, School Site Council, English Language Advisory Committee, African American Principal Advisory Committee, CABE Project to Inspire</p> | <p>Parent Engagement Leadership Institute, School Site Council, English Language Advisory Committee, African American Principal Advisory Committee, Stronger Together Family Engagement Program, and RCOE Parent Project</p> |
| IC Parent Portal | <p>2018-19 PHS provided support to parents in the form of a step by step brochure</p> <p>2019-20 PHS held trainings and provided individualized support to English speaking and Spanish parents in addition to providing parents the already established brochure.</p> <p>2020-21 Parent Accounts: 3521 Average Weekly logins: 2432</p> | <p>Expand trainings, workshops, for parents and community members to build capacity and connections that will empower, engage and connect parents to support academic achievement. Specifically, offer more workshops to help parents understand the information accessible to them through Infinite Campus.</p> |
| Social Media | <p>2018-19 PHS and various subgroups (e.g. ASB, AVID) have a presence across all major social media platforms (e.g. Facebook, Instagram, Twitter)</p> <p>2019-20 PHS and various subgroups (e.g. ASB, AVID) continue to have a presence across all major social media platforms (e.g. Facebook, Instagram, Twitter)</p> <p>2020-21 PHS and various subgroups (e.g. ASB, AVID) continue to</p> | <p>Ensure the school has multiple methods to facilitate two-way communication with staff, families, and community members on an ongoing and consistent basis.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------|---|--|
| | have a presence across all major social media platforms (e.g. Facebook, Instagram, Twitter) | |
| Blackboard Connect | <p>2019-20 Teachers and Administration is able to connect with PHS families via text, phone call or email on an every day basis by using the Blackboard connect capabilities.</p> <p>2020-21 Teachers and Administration is able to connect with PHS families via text, phone call or email on an every day basis by using the Blackboard connect capabilities.</p> | Teachers and Administration is able to connect with PHS families via text, phone call or email on an every day basis by using the Blackboard connect capabilities. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6750

Source(s)

Title I Part A: Parent Involvement
5000-5999: Services And Other Operating Expenditures
Parent workshops and training

0000

4000-4999: Books And Supplies

| | |
|------|--|
| | Parent workshops and training |
| 2501 | Title I 4000-4999: Books And Supplies Materials and Supplies |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.2: Support parent leaders

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 3000 | Title I 1000-1999: Certificated Personnel Salaries Community Outreach events on campus, overtime and extended day pay for staff |
| 4180 | Title I |

| | |
|------|--|
| | 2000-2999: Classified Personnel Salaries Community Outreach events on campus, overtime and extended day pay for staff |
| 2521 | Title I 3000-3999: Employee Benefits Community Outreach events on campus, overtime and extended day employee benefits |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic and Language Proficiency Needs of English Learners

LEA/LCAP Goal

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

Goal 5

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

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

Identified Need

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

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

Level 4- 11.8%

Level 3- 35.7%

Level 2- 35.2%

Level 1- 27.2%

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-----------------------|---|---|
| Reclassification Rate | 20-21 RFEP Rate 5% | 2021-22 RFEP Rate 10% |
| ELPAC Results | ELPAC Results Level 4- 11.8% Level 3- 35.7% Level 2- 35.2% Level 1- 27.2% | 2022 ELPAC Level 4- 15.5% Level 3- 38.0% Level 2- 32.5 % Level 1- 14.0% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

75000

Source(s)

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

25000

LCFF SC
3000-3999: Employee Benefits
Employee Benefits for Released Teacher

Budget Summary

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

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$291,525.00 |

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 | \$184,775.00 |
| Title I Part A: Parent Involvement | \$6,750.00 |

Subtotal of additional federal funds included for this school: \$191,525.00

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 (\$) |
|-------------------------|-----------------|
| | \$0.00 |
| LCFF SC | \$100,000.00 |

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

Total of federal, state, and/or local funds for this school: \$291,525.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

| Funding Source | Amount |
|------------------------------------|------------|
| | 0.00 |
| LCFF SC | 100,000.00 |
| Title I | 184,775.00 |
| Title I Part A: Parent Involvement | 6,750.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000-1999: Certificated Personnel Salaries | 112,624.00 |
| 2000-2999: Classified Personnel Salaries | 42,180.00 |
| 3000-3999: Employee Benefits | 51,942.00 |
| 4000-4999: Books And Supplies | 36,172.00 |
| 5000-5999: Services And Other Operating Expenditures | 42,607.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 6,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|-----------|
| 4000-4999: Books And Supplies | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF SC | 75,000.00 |
| 3000-3999: Employee Benefits | LCFF SC | 25,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 37,624.00 |

| | | |
|---|------------------------------------|-----------|
| 2000-2999: Classified Personnel Salaries | Title I | 42,180.00 |
| 3000-3999: Employee Benefits | Title I | 26,942.00 |
| 4000-4999: Books And Supplies | Title I | 36,172.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 35,857.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 6,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Parent Involvement | 6,750.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 40,949.00 |
| Goal 2 | 76,054.00 |
| Goal 3 | 53,570.00 |
| Goal 4 | 20,952.00 |
| Goal 5 | 100,000.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|------------------------------|----------------------------|
| Hilda Nering | Parent or Community Member |
| Gloria Santacruz | Parent or Community Member |
| Jose "Christian" Diaz Moreno | Parent or Community Member |
| Miguel Carrillo | Secondary Student |
| Naomi Orozco | Secondary Student |
| Salvador Ramirez | Secondary Student |
| Chris Rabing | Classroom Teacher |
| Donna Goode | Classroom Teacher |
| Angelica Osuna | Classroom Teacher |
| Xochilt Almendarez | Classroom Teacher |
| Alejandra Tavarez | Other School Staff |
| Juan Santos | Principal |

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



Recommendations and Assurances

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

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

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

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



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

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

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

This SPSA was adopted by the SSC at a public meeting on June 7, 2022.

Attested:

| | |
|---|--|
|  | Principal, Juan Santos on June 7, 2022 |
|  | SSC Chairperson, Donna Goode on June 7, 2022 |