

School Year: **2020-21**



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 1, 2020	June 17, 2020

Purpose and Description

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

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

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

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

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
- Stakeholder Involvement 4
- Resource Inequities 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 12
 - Student Population 15
 - Overall Performance 16
 - Academic Performance 17
 - Academic Engagement 24
 - Conditions & Climate..... 27
- Goals, Strategies, & Proposed Expenditures..... 29
 - Goal 1..... 29
 - Goal 2..... 35
 - Goal 3..... 41
 - Goal 4..... 46
- Budget Summary 51
 - Budget Summary 51
 - Other Federal, State, and Local Funds 51
- Budgeted Funds and Expenditures in this Plan..... 52
 - Funds Budgeted to the School by Funding Source..... 52
 - Expenditures by Funding Source 52
 - Expenditures by Budget Reference 52
 - Expenditures by Budget Reference and Funding Source 52
 - Expenditures by Goal..... 53
- School Site Council Membership 54
- Recommendations and Assurances 55
- Instructions..... 56
 - Instructions: Linked Table of Contents..... 56

Purpose and Description57
Stakeholder Involvement.....57
Resource Inequities57
Goals, Strategies, Expenditures, & Annual Review58
Annual Review59
Budget Summary60
Appendix A: Plan Requirements62
Appendix B:.....65
Appendix C: Select State and Federal Programs67

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.

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.13%	0.13%	0.14%	3	3	3
African American	6.03%	5.52%	5.38%	139	124	117
Asian	0.35%	0.45%	0.41%	8	10	9
Filipino	0.26%	0.27%	0.32%	6	6	7
Hispanic/Latino	89.81%	89.98%	90.9%	2071	2,020	1,977
Pacific Islander	0.22%	0.45%	0.05%	5	10	1
White	2.43%	2.41%	1.93%	56	54	42
Multiple/No Response	%	0.04%	0.83%		1	1
Total Enrollment				2306	2,245	2,175

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	592	581	566
Grade 10	595	604	582
Grade 11	565	548	596
Grade 12	554	512	431
Total Enrollment	2,306	2,245	2,175

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 90% and 6% respectively.
2. 28% of the student population at Perris High are ELL.
3. Grade 11 students have the highest enrollment at 596 students and grade 12 has the lowest enrollment with 431 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	698	782	616	30.3%	34.8%	28.3%
Fluent English Proficient (FEP)	991	836	954	43.0%	37.2%	43.9%
Reclassified Fluent English Proficient (RFEP)	75	35	120	10.9%	5.0%	15.3%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	594	544	501	560	516	479	559	515	479	94.3	94.9	95.6
All Grades	594	544	501	560	516	479	559	515	479	94.3	94.9	95.6

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.87	1.72	4.34	38.78	39.46	35.95	58.35	58.81	59.71
All Grades	2.87	1.72	4.34	38.78	39.46	35.95	58.35	58.81	59.71

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1560.9	1543.6	1568.7	1548.7	1552.5	1538.0	179	167
Grade 10	1582.7	1569.0	1592.8	1577.0	1572.3	1560.5	146	193
Grade 11	1587.8	1553.6	1594.0	1546.7	1581.1	1559.9	140	117
Grade 12	1554.3	1556.4	1549.9	1550.3	1558.1	1561.9	68	92
All Grades							533	569

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	33.52	14.37	36.87	34.13	22.91	33.53	6.70	17.96	179	167
10	48.63	26.94	29.45	34.20	16.44	25.91	*	12.95	146	193
11	42.86	19.66	40.00	35.90	10.00	23.93	*	20.51	140	117
12	29.41	20.65	41.18	38.04	*	25.00	*	16.30	68	92
All Grades	39.59	20.74	36.21	35.15	16.70	27.59	7.50	16.52	533	569

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	58.10	31.74	26.82	35.93	13.97	16.17	*	16.17	179	167
10	65.07	43.01	21.23	30.05	9.59	18.13	*	8.81	146	193
11	67.86	27.35	24.29	39.32	*	18.80	*	14.53	140	117
12	61.76	31.52	22.06	38.04	*	16.30	*	14.13	68	92
All Grades	63.04	34.62	24.02	34.97	9.57	17.40	3.38	13.01	533	569

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	6.15	1.80	31.84	15.57	35.20	44.31	26.82	38.32	179	167
10	18.49	6.74	41.78	32.64	23.97	35.75	15.75	24.87	146	193
11	22.86	10.26	25.00	23.93	37.14	36.75	15.00	29.06	140	117
12	*	7.61	25.00	26.09	42.65	43.48	25.00	22.83	68	92
All Grades	14.07	6.15	31.89	24.78	33.58	39.72	20.45	29.35	533	569

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	45.25	7.78	41.90	69.46	12.85	22.75	179	167	
10	55.48	12.44	35.62	68.39	8.90	19.17	146	193	
11	46.43	3.42	45.00	62.39	8.57	34.19	140	117	
12	30.88	2.17	47.06	67.39	22.06	30.43	68	92	
All Grades	46.53	7.56	41.65	67.31	11.82	25.13	533	569	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	77.65	71.26	22.35	16.17		12.57	179	167	
10	78.08	75.65	18.49	16.06	*	8.29	146	193	
11	86.43	65.81	10.71	23.08	*	11.11	140	117	
12	85.29	72.83	*	15.22	*	11.96	68	92	
All Grades	81.05	71.88	16.32	17.40	2.63	10.72	533	569	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	11.17	4.79	45.25	48.50	43.58	46.71	179	167	
10	23.97	12.95	50.00	54.92	26.03	32.12	146	193	
11	21.43	11.11	39.29	55.56	39.29	33.33	140	117	
12	*	7.61	47.06	59.78	47.06	32.61	68	92	
All Grades	16.70	9.31	45.22	53.95	38.09	36.73	533	569	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	16.76	2.40	76.54	76.65	6.70	20.96	179	167
10	26.03	11.40	68.49	72.54	*	16.06	146	193
11	40.71	11.11	52.14	71.79	*	17.09	140	117
12	39.71	13.04	51.47	73.91	*	13.04	68	92
All Grades	28.52	8.96	64.73	73.81	6.75	17.22	533	569

Conclusions based on this data:

1. Speaking and Oral Language are areas where our EL students thrive and perform the best at levels 3 & 4.
2. Reading and writing are areas where our students need more support.
3. Overall the 55% of EL students performed at level 3 & 4.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2245	92.1	34.8	0.4

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	782	34.8
Foster Youth	10	0.4
Homeless	223	9.9
Socioeconomically Disadvantaged	2067	92.1
Students with Disabilities	253	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	124	5.5
American Indian	3	0.1
Asian	10	0.4
Filipino	6	0.3
Hispanic	2020	90.0
Two or More Races	17	0.8
Pacific Islander	10	0.4
White	54	2.4

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 90% and 6% respectively.
2. 28% of the student population at Perris High are ELL.
3. PHS has a significant Socioeconomically Disadvantaged student population at 92.1%

School and Student Performance Data

Overall Performance

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. Math is an area where our school needs tremendous improvement.
2. A slight decrease in College and Career readiness. African American students, though the smallest group, have shown the most decline at 10.8%. Our Homeless group had a slight increase of 2.2%.
3. Suspension rates decreased across the board and within each subgroup during 2018-2019. Overall suspension rate decreased 3.5% in 2018-2019.

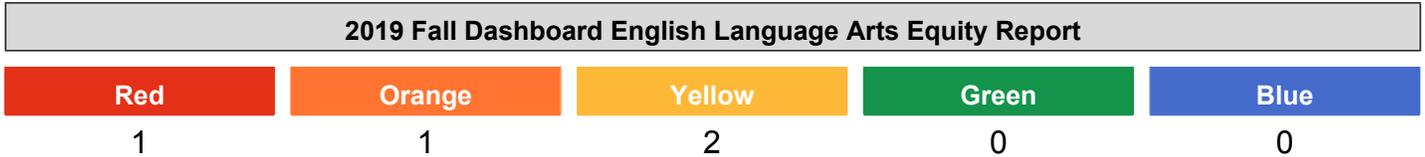
School and Student Performance Data

Academic Performance English Language Arts

The 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. 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.
2. There is room for growth in all areas specifically in the areas of reading and writing, but there is strength in the Research and Inquiry section of the report.
3. 76% of the students performed scored at near standard or above standard in Listening.

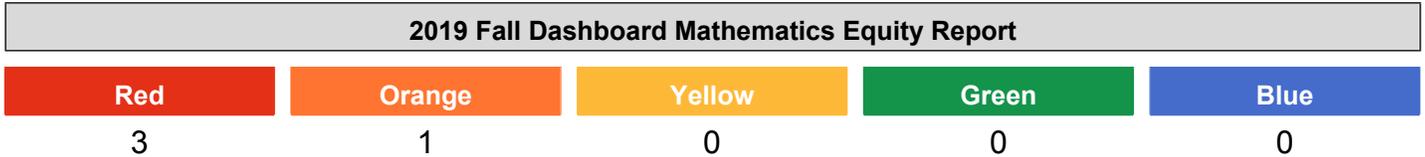
School and Student Performance Data

Academic Performance Mathematics

The 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:

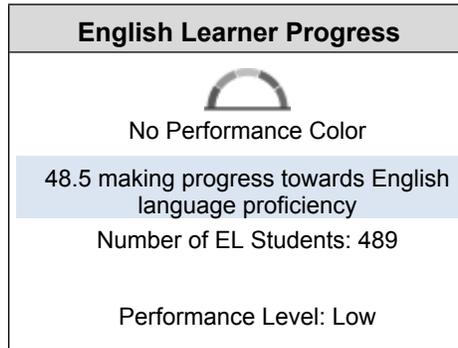
1. When we compare overall student achievement percentages from Last Year our performance has in the categories of % standard exceeded, % standard met and % standard nearly met have decreased and % standard not met has increased. 2018-19 data suggests that students continue to struggle in Concepts & 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

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
121	131	39	198

Conclusions based on this data:

1. The academic Performance of our EL students is showing consistent progress and growth.
2. English Learners showing growth in the area of English Language Arts is a positive and encouraging sign.

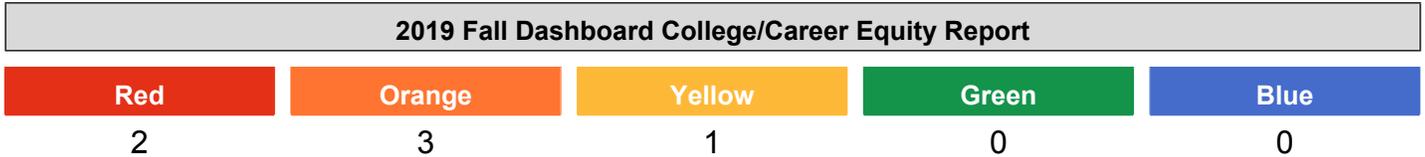
School and Student Performance Data

Academic Performance College/Career

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Orange 25.7 Declined -2.2 495	<p>English Learners</p>  Orange 11 Maintained +1.5 164	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<p>Homeless</p>  Yellow 25.5 Increased +2.2 55	<p>Socioeconomically Disadvantaged</p>  Orange 25.8 Maintained -1.3 480	<p>Students with Disabilities</p>  Red 1.9 Declined -2.1 53

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 6.7 Declined -10.8 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 26.8 Declined -2.9 440	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 16.7 Increased Significantly +16.7 12

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

2019 Fall Dashboard College/Career 3-Year Performance

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

Conclusions based on this data:

1. A slight decrease in College and Career readiness.
2. When we look at three year growth, students who are prepared have decreased 2.2%. Students approaching Prepared have seen roughly 4.1% decline. Students Not Prepared have seen a 7% decrease.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

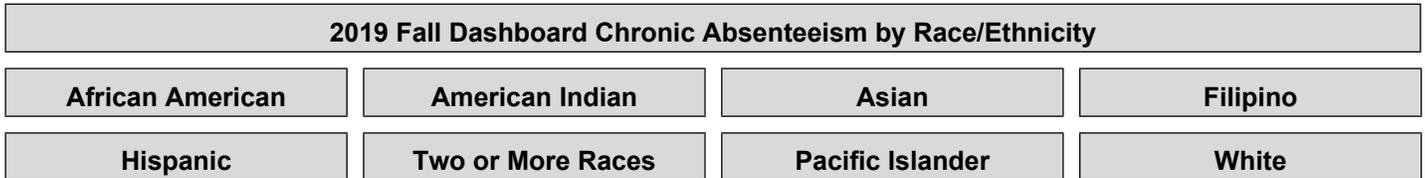
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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

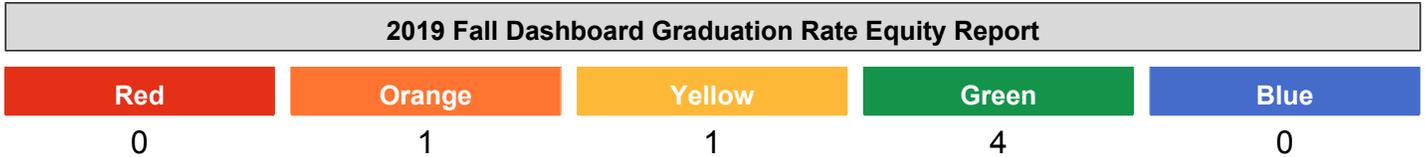
School and Student Performance Data

Academic Engagement Graduation Rate

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
88.9	90.4

Conclusions based on this data:

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

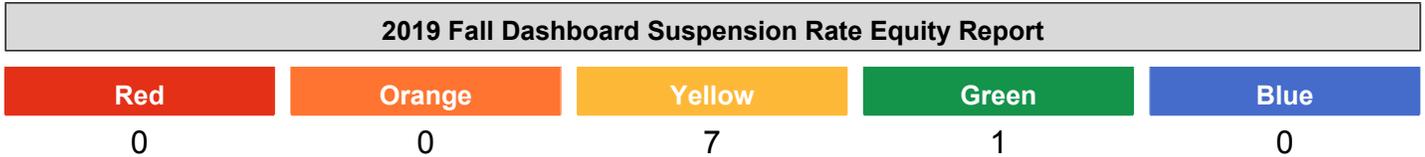
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>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 rates decreased across the board and within each subgroup during 2018-2019. Overall suspension rate decreased 3.5% in 2018-2019.
2. The largest decreases were seen within the following subgroups: African American - 5.4% decrease, Students with Disabilities - 4.9% decrease and Foster Youth - 21.3% decrease.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improved Academic Achievement

LEA/LCAP Goal

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

Goal 1

English/Language Arts and mathematics

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

Identified Need

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

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

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Increase access and opportunities for student achievement and success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

27377

Source(s)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Teacher conferences, trainings and workshops that include: registration, transportation, and lodging
4000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute Coverage
2500	Title I Part A: Allocation 3000-3999: Employee Benefits Employee benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Student Recognition and Motivation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I Part A: Allocation 4000-4999: Books And Supplies Materials and supplies that support student academic achievement and student progress.
1000	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Motivational speakers.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

During 2019-20, PHS allocated funds to reduce class size in certain math classes in an effort to provide more opportunities for individualized support to students. PHS adopted some AVID teaching strategies (WICOR) and provided professional development and time for collaboration throughout the school year. Instructional coaches in the areas of ELA, Math, and Technology worked tirelessly to support effective teaching strategies. Subgroups of teachers had an opportunity to collaborate on the creation, implementation, and analysis of common formative assessments. Additionally, some of the subgroups went through a reteaching cycle. PHS would like to continue providing these opportunities as the preliminary data is promising.

1.1 Increase access and opportunities for student achievement and success.

Money was allocated to pay for materials and supplies. Student Planners were provided to all students, Interactive Notebooks were made available to all classes. Various software access was purchased (Math XL). Overall, these items provided positive support to our students. Teacher feedback and student feedback has been positive. PHS will continue to provide these support to our students, although items like Student Planner and Interactive Notebooks will be made available to students and staff that are interested in utilizing these tools. PHS would like to reduce the amount of misuse or waste that was observed this year as a result of providing them to each student without asking.

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

Money was allocated to support the following areas of focus at PHS:

Friday Collaboration

Professional Learning Communities

WASC

AVID/WICOR

AP Training

Teacher Clarity

Common Assessments and Reteaching Cycles

PHS will continue to provide professional development on an ongoing basis on-site but PHS will also provide access to certain outside training, workshops and conferences that align with our school's focus areas.

1.3 Enrichment for academics

Money was allocated to support the following:

Field trips, admission to venues, to supplement and enrich the academic program

PHS will continue to support academic enrichment but will be moving this into Goal 2 to support College and Career Readiness as well.

1.4 Student Recognition and Motivation

Money was allocated to support the following:

Awards, Certificates, and Guest Speakers

PHS will continue to support student recognition and motivation. Our students work very hard and they deserve to be recognized.

1.5 Extending learning time for learning beyond the classroom

Money was allocated to support the following:

Material and Supplies for Maker Space

PHS offers many opportunities for students to learn beyond the classroom through a variety of activities, clubs, sports, and Think Together. Additional monetary support is not needed at this time.

1.6 Class size reduction in the math department

Money was allocated to support the following:

Two algebra class size reduction for semester one and semester two

PHS will be redirecting funds to support the new BARR program in order to support more students across many subject areas.

Due to the COVID-19 pandemic, we will not have some comparable data points during 2019-2020 like CAASP scores and updated Dashboard indicators. PHS will need to use other indicators to attempt an analysis of the effectiveness of some of the strategies/activities.

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

SPSA Goal #1:

Budget: \$35,250

Estimated Actuals: \$34,699.76

Net: (\$550.24)

Major Difference include:

- Materials and supplies for student recognition and student incentives (Due to school closure from COVID-19)

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

Changes to goal: No changes will be made to the goal.

Metrics: No change in metrics

Changes to Actions and Services: No changes to Actions/Services

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Career and College Readiness

LEA/LCAP Goal

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

Goal 2

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

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

Identified Need

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

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

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

There was a slight decrease in CTE enrollment.

Annual Measurable Outcomes

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

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Teacher Extra Duty Pay

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

AVID Students

Strategy/Activity

2.2 AVID team collaboration to complete certification requirements

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)

7200

Source(s)

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

2500

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

BARR Students

Strategy/Activity

2.3 BARR teacher support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20000

Source(s)

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

5000

Title I Part A: Allocation
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)

AP students

Strategy/Activity

2.4 Software to support Advanced Placement students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4200

Source(s)

Title I Part A: Allocation
5800: Professional/Consulting Services And
Operating Expenditures
Purchase of software: Albert I.O.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10392	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Registration, Transportation and Lodging
2500	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute Coverage

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

2.1 Release period for AVID Coordinator

PHS allocated money to support :

An extra release period for our AVID coordinator to provide students more individualized support with college applications, FAFSA submission, to have additional time to complete certification tasks and to plan professional development for WICOR Fridays.

PHS will continue to support these efforts but it will be done in the form of extra-duty pay instead of a release period.

2.2 Software for AP Readiness and Review

PHS allocated money to support:

Albert IO software access

PHS will continue to purchase this software license based on teacher and student feedback.

CollegeBoard has now started providing access to various online supports but Albert IO is still a better resource at this time.

2.3 Career Center: provide students with resources for career options

PHS allocated money for materials and supplies for our Career Center (standardized test prep books, career/college informational brochures, etc.)

Many of these resources are already made readily available to students through other means so PHS will no longer allocate funds specifically for this purpose.

Based on the various data points, the overall effectiveness of the strategies and activities is positive and successful. PHS will continue to strive for additional increases in 2020-21. AVID enrollment,

Dual Enrollment numbers, FAFSA Completion, and AP enrollment all have had a significant increase compared to 2018-19.

The positive growth can be attributed to numerous strategies that were implemented during the 2019-2020 school year. PHS allocated funds to provide an additional release period to our AVID coordinator. This provided additional time to provide individualized support to students while completing tasks such as a Dual Enrollment application, FAFSA application, college applications, etc. PHS will continue to support these efforts through extra-duty pay instead of an additional release period. This is due partly to many of the supports being needed after normal work hours.

Professional development opportunities were provided in order to build the capacity of our AP programs. PHS will now offer an additional AP course during the 2020-21 school year.

Various parent meetings were held to provide specific information in regards to college and career readiness. The information that was provided correlates with the numerous tasks that our students need to complete in order to provide themselves the best opportunity for success after high school. PHS will continue to hold informational events at various times next school year.

Due to the COVID-19 pandemic, we will not have some comparable data points during 2019-2020 like Dashboard indicators. PHS will need to use other indicators to attempt an analysis of the effectiveness of some of the strategies/activities.

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

SPSA Goal #2:
Budget: \$25,648
Estimated Actuals: \$25,648
Net: \$0

Major Difference include:

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

Changes to goal: No changes will be made to the goal.

Metrics: No change in metrics

Changes to Actions and Services: No changes to Actions/Services

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

3. School Environment

LEA/LCAP Goal

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

Goal 3

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

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

Identified Need

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

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	<p>2017-18 Overall: 8.8% suspended at least once Increased 1.6% Points Dashboard Performance: Orange</p> <p>2018-19 Overall: 5.9% suspended at least once Declined 2.9% Points</p>	<p>2020-21 Overall: decrease students suspended at least once by 3% Dashboard Performance: Green</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Dashboard Performance: Green	
Expulsion Rate	2018-19 Expulsion Rate: .08%; 2 expulsions 2019-20 Expulsion Rate: TBD; 10 expulsions	2020-21 Decrease Expulsion Rate by 3%
Attendance Rate	2018-19 S1 Attendance Rate: 94.26 2019-20 S1 Attendance Rate: 94.5	2020-21 Increase Attendance Rate by 2.5%
CA Healthy Kids Survey	2019-20 CA Healthy Kids Survey: no survey due to school closure COVID-19	2020-21 Increase CA Healthy Kids Student Survey responses by 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.1: 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)

47676

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Alternative to Suspension (ATS) Paraeducator

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.2: Support team building and positive school climate efforts (e.g. field trips, conferences, and other events for clubs like Link Crew, PLUS, ASB, 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)

6500

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

500

Title I Part A: Allocation
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

3.3: Peer mentoring, motivation and student incentives

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 Part A: Allocation
4000-4999: Books And Supplies
Materials and Supplies

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

3.1 Building and school climate improvement including LINK Crew, PLUS Leadership, ASB, and other clubs

PHS allocated funds to support the following:

PLUS program online subscription including direction survey

LINK CREW conference registration

CADA School Leadership Conference for ASB

Materials and Supplies for PLUS

Materials and Supplies (Pins and Buttons) for FNL - Friday Night Live

Rotary RYLA Camp

PHS will continue to support the above-mentioned groups and activities. There is a positive residual impact from having students take part in these activities.

3.2 PBIS - Peer Mentoring and Motivation, Incentives

PHS allocated funds to support the following:

WICOR buttons for Panther Camp

Tote bags for Panther Camp teachers

P.R.I.D.E. Posters

5 Star mobile app license renewal

Student Headphones for Panther Camp

WICOR buttons for ongoing motivation

Panther Camp is a yearly activity to start off the new year in a positive and exciting manner. Due to COVID-19, PHS may need to move away from this activity but other methods of mentoring and motivation will be sought.

3.3 Alternative to Suspension: Paraeducator

PHS allocated funds to support the following:

ATS Paraeducator

The Alternative to Suspension (ATS) program has been an additional means of intervention and PHS will continue its implementation during the 2020-2021 school year.

Due to the COVID-19 pandemic, we will not have comparable data points during 2019-2020 like updated Dashboard data and CA Healthy Kids Survey data. PHS will need to use other indicators to attempt an analysis of the effectiveness of some of the strategies/activities.

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

SPSA Goal #3:

Budget: \$11,250

Estimated Actuals: \$11,809.25

Net: (\$559.25)

Major Difference include:

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

Changes to goal: No changes will be made to the goal.

Metrics: No change in metrics

Changes to Actions and Services: No changes to Actions/Services

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

4. Parent Involvement

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Title I Part A: Parent Involvement
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)

500

Source(s)

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
Materials and Supplies

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

4.1 Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved
PHS allocated funds for the following:
Materials and Supplies for annual parent meetings; parent elections

4.2 Offer a flexible number of meetings
PHS allocated funds for the following:
Coffee with the Principal, School Site Council, PELI, AAPAC, ELAC, CABE
Materials and Supplies: Pinback buttons

4.3 Building capacity through parent engagement

PHS allocated funds for the following:

Provide materials and training to aid parents in improving student achievement

Pay reasonable expenses to ensure parental involvement through home visits

Parent professional development

PA system for parent training

Tablecloths for parent workshops

Schoolwide goal banner for meetings

The above-noted strategies that were implemented this past year resulted in a higher percentage of student and parent engagement. This can be seen through the list of participants at various activities like Coffee with the Principal, Parent Shadow Day, ELAC, SSC, etc. Also the level of participation at school functions like Back to School, 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.

The various data point all indicate that our efforts have resulted in positive increases. PHS will continue to support efforts that will increase the connection between school, home, and community.

PHS will continue to ensure that parent meetings are held at different times of the day to account for parents that are working and/or caring for loved ones at various times of the day. This will support our efforts to draw more parent participants.

PHS allocated funds towards building capacity among our parents. Conferences and training were provided and we now have parents that are certified to train other parents. PHS will now support these parent leaders as they step in and become trainers.

Due to the COVID-19 pandemic, we will not have some comparable data points during 2019-2020 like Dashboard indicators or CA Health Kids Survey data. PHS will need to use other indicators to attempt an analysis of the effectiveness of some of the strategies/activities.

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

SPSA Goal #4:

Budget: \$4,465

Estimated Actuals: \$3,171.41

Net: \$1,293.59

Major Difference include:

- Materials and supplies for parent engagement and outreach. (Due to school closure from COVID-19)

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

Changes to goal: No changes will be made to the goal.

Metrics: No change in metrics

Changes to Actions and Services: No changes to Actions/Services

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	\$159,345.00

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 Part A: Allocation	\$157,345.00
Title I Part A: Parent Involvement	\$2,000.00

Subtotal of additional federal funds included for this school: \$159,345.00

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

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

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

Total of federal, state, and/or local funds for this school: \$159,345.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	157,345.00
Title I Part A: Parent Involvement	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	37,700.00
2000-2999: Classified Personnel Salaries	47,676.00
3000-3999: Employee Benefits	10,000.00
4000-4999: Books And Supplies	33,877.00
5000-5999: Services And Other Operating Expenditures	24,892.00
5800: Professional/Consulting Services And Operating Expenditures	5,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	37,700.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	47,676.00
3000-3999: Employee Benefits	Title I Part A: Allocation	10,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	31,877.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	24,892.00

5800: Professional/Consulting Services And Operating Expenditures

4000-4999: Books And Supplies

Title I Part A: Allocation

Title I Part A: Parent Involvement

5,200.00

2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,877.00
Goal 2	55,792.00
Goal 3	56,676.00
Goal 4	2,000.00

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
Tenicka Missouri	Parent or Community Member
Cynthia Avila-Medina	Parent or Community Member
Cynthia Placencia	Parent or Community Member
Marizaa Jones	Secondary Student
Jordan Anderson	Secondary Student
George Lopez	Secondary Student
Heather Avila	Classroom Teacher
Donna Goode	Classroom Teacher
Justin Anderson	Classroom Teacher
Jose Topete	Other School Staff
LaTasha Anderson	Parent or Community Member
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 1, 2020.

Attested:



Principal, Juan Santos on June 1, 2020

SSC Chairperson, Donna Goode on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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