ScholarPlus Online Learning Academy
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	ScholarPlus Online Learning Academy
Street	418 West Ellis Avenue
City, State, Zip	Perris, CA 92570
Phone Number	(951) 657-7357 x 30116
Principal	Lee Alfred
Email Address	lee.alfred@puhsd.org
School Website	https://www.sola.puhsd.org
Grade Span	7-12
County-District-School (CDS) Code	33-67207-0134981

2024-25 District Contact Information

District Name	Perris Union High School District
Phone Number	(951) 943-6369 Ext. 80102
Superintendent	Dr. José Luis Araux
Email Address	jose.luis@puhsd.org
District Website	www.puhsd.org

2024-25 School Description and Mission Statement

The vision of ScholarPlus will be a caring, diverse, and supportive learning environment in which all are committed towards working in relationships to foster innovative and creative learning opportunities. The mission of ScholarPlus is to create high quality relevant learning opportunities for all in a safe and caring environment. We will develop a high quality, caring staff who will be dedicated to learning, and connect students to their education and potential goals. We will care for all students while developing a growth mindset through collaboration, creativity, communication, and critical thinking.

Our site has adopted four goals. The first goal is that all students will attain proficiency in all academic areas. The second goal

2024-25 School Description and Mission Statement

is that all students will graduate from high school prepared for post-secondary and career options. The third goal is that all departments and sites will provide a safe and positive learning environment for all students and staff. Our fourth goal is to secure and strengthen home-school-community connections and communications. All activities implemented fall under each goal.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	1
Grade 9	9
Grade 10	22
Grade 11	16
Grade 12	32
Total Enrollment	80

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	60
Male	40
Asian	1.3
Black or African American	8.8
Hispanic or Latino	63.8
Two or More Races	1.3
White	23.8
English Learners	11.3
Foster Youth	1.3
Homeless	8.8
Socioeconomically Disadvantaged	76.3
Students with Disabilities	22.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.90	49.87	345.00	78.61	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.20	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.10	2.08	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	15.06	13.70	3.14	12115.80	4.41
Unknown/Incomplete/NA	1.30	34.81	70.00	15.97	18854.30	6.86
Total Teaching Positions	3.80	100.00	438.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.80	79.59	341.20	74.79	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.20	1.16	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	20.21	11.30	2.48	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	97.90	21.46	15831.90	5.67
Total Teaching Positions	4.80	100.00	456.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.10	22.44	361.80	73.76	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	1.40	6.90	1.41	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	3.61	24.40	4.99	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.80	57.52	9.20	1.88	11746.90	4.23
Unknown/Incomplete/NA	0.70	14.83	88.00	17.95	14303.80	5.15
Total Teaching Positions	4.90	100.00	490.50	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.50	0.90	2.8
Total Out-of-Field Teachers	0.50	0.90	2.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Scholar Plus Online Learning Academy are aligned to the California Common Core Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On August 21, 2024, the Perris Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 5:11-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to
take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected	August 21, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Academic English Elective 7th-Eng 3D - English 3D-Course B-Volume 1 (Houghton Mifflin Harcourt) Academic English Elective 7th-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt) Basic English 10 - Literature: Reading & Language 10 (Pearson) Basic English 11 - The American Experience (Pearson) Basic English 12 - The British Tradition (Pearson)	Yes	0

Basic English 9 - Literature: Reading & Language 9 (Pearson)

AP Seminar - No primary Text listed only supplemental resources

Academic English Electives 8th - Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt)

Academic English Elective I - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC)

Academic English Elective II - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC)

Academic English Elective III - The Distance Between Us: A Memoir (Washington Square Press)

Academic English Elective IV - Never Fall Down, First they Killed My Famther: A Daughter of Cambodia, Remembers, Stay Alive My Son (Balzer & Bray, Harper Perennial, Touchstone, Reprint Edition)

Academic English I - ELD Companion Skills Practice Workbook Grade 9 (Savvas Learning Company LLC)

Academic English I - Edge Fundamental (National Geographic/Cengage Learning)

Academic English I - Edge Level A (National Geographic/Cengage Learning)

Adv English I - Literature: Reading & Language 9 (Pearson)

Adv English II - Literature: Reading & Language 10 (Pearson)

Adv Journalism - High School Journalism (Rosen Publishing Group)

AP English Language and Composition - Language of Composition 2nd Ed (Bedford)

AP English Literature and Composition Adopted from: The College Board Advanced Placement Program - Introduction to Literature (Norton)

College Freshman Comp - Praxis: a brief rhetoric (Fountainhead)

Critical Thinking and Writing - World of Ideas (Bedford/St. Martin)

CSU Expos Reading & Writ - Consumable

English I - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 9 (Pearson My Perspective)

	English II - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 10 (Pearson)		
	English III - The Crucible: A Play in Four Acts (Penguin)		
	English IV - Literature: The British Tradition (Pearson)		
	English LA - 5 - Pearson Reading Street (Pearson)		
	English LA - 6 - California Collections (Houghton Mifflin)		
	Journalism I - Warriners English Grammar & Composition 5th (Prentice Hall 1985)		
	Lang Arts 7 - California Collections (Houghton Mifflin Harcourt)		
	Lang. Arts 8 - California Collections (Houghton Mifflin Harcourt)		
	Reading Intervention-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt)		
Mathematics	Advanced Algebra with Financial Application Essentials - Financial Algebra: Advanced Algebra with Financial Applications/South-Western (Cengage Learning)	Yes	0
	Algebra 1 Support - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)		
	Algebra 1A - Algebra 1 California Common Core (Pearson)		
	Algebra 1a Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)		
	Algebra 1B - Algebra 1 California Common Core (Pearson)		
	Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)		
	Algebra II/Trigonometry - Algebra 2 California Common Core (Pearson)		
	AP Calculus AB Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin)		
	AP Calculus BC Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin)		
	AP Statistics - The Practice of Statistics 5th (Freeman)		
	Basic Math 2-Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)		
	College Algebra - College Algebra (9th/e) (Pearson)		
	Consumer Math - Mathematics of Money with Algebra (Glencoe/McGraw Hill)		

	Geometry - Geometry California Common Core (Pearson)		
	Geometry Essentials - Geometry California Common Core (Pearson)		
	Math-5 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)		
	Math-6 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)		
	Math-7 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)		
	Math-8 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)		
	Math Analysis - Precalculus (Houghton Mifflin)		
	Math Analysis Honors - PRECALCULUS: with Limits Third Edition		
	Mathematical Thinking - Algebra 1 (Pearson/Savvas)		
	MSJC Elementary Algebra DE - Introductory Algebra (Hawkes Learning)		
	MSJC Intermediate Algebra DR - Intermediate Algebra (Pearson)		
	Pre Alg Strategies-CMI Edmentum (Online)		
	Pre Calculus DE - Precalculus, 7th (Cengage)		
	Statistics - Statistics Through Application (W.H. Freeman & Co.)		
	Technology Math - Elementary Technical Mathematics 10th (Brooks Cole Publishing)		
	Trigonometry - PreCalculus (Houghton Mifflin)		
Science	Advanced Biology - Biology (McDougal Littell)	Yes	0
	Anatomy and Physiology - Human Anatomy and Physiology (Pearson)		
	Anatomy and Physiology in Veterinary Science - Introduction to Veterinary Science (Delmar Learning)		
	AP BiologyAdopted from: The College Board Advanced Placement Program - Biology (10th AP Ed) (Pearson)		
	AP ChemistryAdopted from: The College Board Advanced Placement Program - Chemistry (9th AP Ed) Cengage Learning		

AP Environmental ScienceAdopted from: The College Board Advanced Placement Program - Environmental Science: a Global Concern (McGraw Hill)

AP Physics Part 1 - Physics for Scientists & Engineers w/Modern Physics (Pearson)

AP Physics Part 2 - Physics for Scientists & Engineers w/Modern Physics (Pearson)

Basic Earth Science - Earth Science (Holt)

Basic Life Science - Biology (McDougal Littel)

Basic Physical Science - Physical Science (Prentice Hall)

Biology - Biology (MCDOUGAL LITTEL)

Biosustainability - Online Resources Only

Chemistry - World of Chemistry (McDougal Littel)

Earth Science - Modern Earth Science (Holt Reinheart)

Environ. Science - Environmental Science or Environmental Science with Online Resouces (Holt)

Forensic Science - The Introduction to Forensic Science and Criminalists (McGraw Hill)

Geography-Climate and Weather DE - Meteorology Today: An Introduction to Weather and the Environment (Brooks Cole)

Health - Glencoe Health

Human Body Systems - CK12 Biology (CK12)

Life Science - Life Science (Glencoe)

Marine Biology - Marine Biology (McGraw Hill)

Medical Interventions - None

MSJC Basic Elec. & Modern Physics - College Physics (Cengage)

MSJC Basic Physics: Energy in Motio - College Physics (Cengage)

Physical Science - Physical Science (Prentice Hall)

Physics - Holt Physics (Hougton Miffline Harcourt)

Physics Honors -n Holt Physics (Hougton Miffline Harcourt)

PLTW Biomedical Innovation

PLTW Civil Engin. & Archit

PLTW Prin. of Biomedical

	Science-5 - California Science 5 (Houghton Mifflin)		
	Science-6 - Earth Science (Holt)		
	Science-7 - Life Science (Holt)		
	Science-8 - Physical Science (Holt)		
History-Social Science	American Government/Civics - Magruder's American Government (Pearson/Savvas)	Yes	
	AP Economics - Economics 20th Ed (McGraw Hill)		
	AP European HistoryAdopted from: The College Board Advanced Placement Program - Western Heritage Since 1300 11th Ed. (Pearson)		
	AP Government - Government in America 16th Ed. (Pearson)		
	AP Human Geography - Human Geography for the AP Course (Bedford, Freeman & Worth)		
	AP Psychology - Myers' Psychology for AP (Worth Publishers)		
	AP US Hist/Geo - American Pageant 16th Ed (Cengage)		
	AP World History - Earth and its Peoples 6th Ed. (Cengage)		
	Basic Am Govt		
	Basic Economics - Economics (Pearson)		
	Basic US History - The Americans (McDougal Littel)		
	Basic World History - World History Modern Times (Glencoe)		
	CA Civil Procedures - Dual Enrollment MSJC - Fundamentals of California Litigation for Paralegals (Wolters Klewer)		
	Criminal Law-Admin Just 101 DE - California Criminal Law Concepts 13th Ed (Pearson)		
	Criminology - Criminal Justice (Scholastic Book Service)		
	Cultural Geography DE - Encounter Human Geography: Interactive Explorations (Prentice Hall)		
	Economics - Economics Principles in Action (Pearson/Savvas)		
	Foundations of the Legal Sys DE - Introduction to Paralegal Studies 4th Ed (Aspen)		
	Geography of California-Dual Enrollment MSJC - Rediscovering the Golden State of California (Wiley)		
	Geography of California DE - Rediscovering the Golden State of California (Wiley)		

	Government - Magruder's American Government (Pearson/Savvas) History West - None Immigration Law DE - U.S.Immigrations Made Easy (Nolo) Intro To Psych - Introduction to Psychology (ITP) Law Office Management DE - Law Office Management for Paralegals, 2nd Ed (Aspen) Political Science 101 - Living Democracy (Pearson) Political Science DE - Living Democracy (Pearson) Research and Writing for Legal Assistants - Dual Enrollment MSJC - Legal Research and Writing Handbook: A Basic Approach for Paralegals (Aspen) Social Studies-5 - United States History: Early Years (Houghton Mifflin) Social Studies-6 - World History: Ancient Civilizations (Holt) Sociology - Sociology-The Study of Human Relationships 5th Ed (Holt, Rinhart & Winston) U S History - US History Interactive: Reconstruction to the Present (Pearson/Savvas) US His 8 - United States History: Independence to 1914 (Holt) US History - to 1877 DE None US History 1877 to Present DE - The American People: Creating a Nation and a Society: vol. II (Longman) World Geography - Geography Alive!: Regions & People World His 7 - Medieval to Early Modern Times (Holt) World History - World History Interactive: The Modern Era (Pearson/Savvas) Youth and Law - Street Law 5th (West Publishing)		
Foreign Language	American Sign Language I - Learning American Sign Language (Prentice Hall Inc.) American Sign Language II - Learning American Sign Language For Hearing People Only (Not Provided) American Sign Language III Honors - Signing Naturally (Dawn Sign Press) American Sign Language IV Honors - Signing Naturally Levels 2 and 3 (Dawn Sign Press)	Yes	0

	AP Spanish IV - Tema (Vista Higher Learning)		
	AP Spanish V Lit - Abriendo puertas: Tomo I (McDougal Littel)		
	Chinese I (Mandarin) - Huanying Volume 1 (Cheng & Tsui Company)		
	Chinese II - Integrated Chinese Level 1 Part 1 & 2 (Cheng & Tsui Company)		
	French I - T'ES BRANCHE 2E 1 TEXT SE (T'es Branche)		
	French II - T'ES BRANCHE 2E 2 TEXT SE (T'es Branche)		
	French III Honors - T'ES BRANCHE 2E 3 TEXT SE (T'es Branche)		
	German I - Auf Deutsch! 1 (McDougal Littel)		
	German II - Auf Deutsch! 1 (McDougal Littel)		
	German II - Auf Deutsch! 2 (McDougal Littel)		
	German III Honors - Auf Deutsch! 3 (McDougal Littel)		
	Intro to Spanish - Descubre Level 1 (Vista Higher Learning)		
	Spanish I A - Descubre Level 1 (Vista Higher Learning)		
	Spanish I B - Descubre Level 1 (Vista Higher Learning)		
	Spanish III Hon - Descubre Level 3 (Vista Higher Learning)		
	Spanish Language Essentials - Descubre Level 1 (Vista Higher Learning)		
	Spanish SS I - Imagina 3e		
	Spanish SS II - Revista 4e		
Health	Health - Glencoe Health	Yes	0
Visual and Performing Arts	Adv Dance: Theory & Pract - Anatomy of Movement (Churchill Liningston)	Yes	0
	AP Art History - Art History (Pearson)		
	Art - Humor in Art (Davis Publishing)		
	Ceramics I - Experience Clay (Davis Publishing)		
	Ceramics II - Experience Clay (Davis Publishing)		
	Cinema Studies - Understanding Movies 11th Ed(Prentice Hall)		
	Dance Choreog & Production H - Dance Masters (Routledge)		

Drama I - Creative Communication 5th Edition (None Provided)	
Drama II - A Practical Handbook for the Actor (1986) (Vintage Books/Random House)	
Floral Design - The Principles of Floral Design (Goodheart)	
General Music - Music and You (MacMillan)	
Piano Keyboard - Piano for Adults: A Beginner Course: Lessons - Theory - Technic - Sight Reading (Kjos Music Press)	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	26	20	39	40	46	47
Mathematics (grades 3-8 and 11)	2	8	12	13	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	29	25	86.21	13.79	20.00
Female	20	17	85.00	15.00	17.65
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	19	90.48	9.52	26.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	19	86.36	13.64	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	29	25	86.21	13.79	8.00
Female	20	17	85.00	15.00	0.00
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	19	90.48	9.52	10.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	19	86.36	13.64	5.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.58	5.56	18.67	18.05	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	54	79.41	20.59	5.56
Female	43	36	83.72	16.28	2.78
Male	25	18	72.00	28.00	11.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	45	39	86.67	13.33	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	15	10	66.67	33.33	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	39	79.59	20.41	5.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	10	71.43	28.57	--

2023-24 Career Technical Education Programs

We offer a variety of programs and meaningful opportunities to support students' college and career development. Our site has contracted with Think Together to to hire a coordinator for the site. Our coordinator's primary responsibility is to provide daily work development workshops for all students. He provides workshops in resume writing, filling out job applications, dressing for the interview, and mock interviews. Students can also participate in work experience. Students are required to maintain a 2.0 GPA in order to acquire the work permit. Our Think Together Coordinator and a certificated staff member work with our students throughout the process.

Our site participates in the district-wide Kick off to College (KOTC) activities during October. This is a school-wide event and all students participate in all workshops scheduled. We partner with local businesses, community colleges, universities, and vocational programs to schedule guest speakers. Our local business guest speakers present pertinent information related to their field, the education and certification required, potential salaries, and job outlook. Our college and university speakers present information regarding the school, degree opportunities, and financial aid. We schedule monthly field trips to local colleges, universities, and vocational programs to provide students an opportunity to tour the campus, review degree programs, and meet with school representatives.

Upon enrollment, all students and parents meet with the counselor to complete a credit analysis and discuss post-graduate plans. All students general education, 504, and students with disabilities are monitored. Student progress is monitored throughout enrollment to ensure academic success of all students. Parent bi-weekly meetings are scheduled with the supervising teacher to monitor students' progress, identify areas of strength, and identify interventions if needed. 504s and

2023-24 Career Technical Education Programs

IEPs are reviewed annually and when needed.

Dian Martin, Director of Categorical Funding is the representative for district's CTE advisory committee. Industries represented on the committee include the Perris Union High School District and Judy Mountain, Perris Valley Printing serves as out Chairperson.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.73
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents involvement is a crucial component to our site. Parents and students are invited to a program orientation before enrollment. Administration will provide an overview of the program, review expectations, and answer questions. In addition, teachers will provide a demo lesson on the learning platform explaining log-in procedures, note taking, test taking expectations, assignment completion, and grading. Parents and students will then meet the counselor for a credit analysis, creation of a schedule, and post graduate planning.

Once the student is enrolled, parents are required to meet with their student's supervising teacher on a bi-weekly basis to review their student's progress. Parents may meet with the supervising teacher via: face-to-face, telephone, or via google hangout conferencing. Other opportunities for parent involvement include monthly meetings: Coffee with the Principal, the Western Association for Schools and Colleges (WASC), and Parent Engagement Leadership Involvement (PELI)/African American Parent Advisory Committee (AAPAC). Parents are also encouraged to attend field trips and onsite special events such as our Youth Mental Health First Aid Workshops and Night of Hope. These events provide students, parents, and families with the education and resources regarding mental health.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	31.5	30.8	10.0	5.2	6.2	4.2	7.8	8.2	8.9
Graduation Rate	65.8	65.4	90.0	91.9	91.9	94.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	20	18	90.0
Female	15	15	100.0
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	11	9	81.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	19	17	89.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	134	124	101	81.5
Female	83	75	57	76.0
Male	51	49	44	89.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	12	10	83.3
Filipino	--	--	--	--
Hispanic or Latino	91	83	68	81.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	24	23	18	78.3
English Learners	16	15	13	86.7
Foster Youth	--	--	--	--
Homeless	15	13	11	84.6
Socioeconomically Disadvantaged	104	94	77	81.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	28	25	25	100.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.16	0.00	0.00	7.25	6.31	3.27	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The school site plan includes four major sections which include; school and district philosophy statements, assessment of current status of school crime committed on school campus and at school related activities, identification of appropriate strategies and programs that provide or maintain a high level of school safety, and recommendations for improvement. The plan was rewritten in collaboration of staff and administration during the 2023-24 school year. The plan was reviewed with the staff and approved by the school site council in March of 2024. The plan was then presented to the board for final approval.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	42	2		4
Mathematics	15	11	2	2
Science	13	13	2	1
Social Science	43	2	1	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	24		
Mathematics	4	23		
Science	4	21		
Social Science	5	27		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	3	2	
Mathematics	12	2	1	
Science	11	2	1	
Social Science	1	2		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	160

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		$118,211
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$10,771	$105,265
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$72,920	$62,635
Mid-Range Teacher Salary	$110,866	$101,698
Highest Teacher Salary	$139,692	$128,982
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$179,355	$162,013
Average Principal Salary (High)	$182,346	$182,697
Superintendent Salary	$310,426	$298,748
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Our site's primary focus/major areas for staff development are our four site and district goals which include; student assessment, student data and interventions, post-secondary planning in college and career, safety, and family engagement. We also focus our training on standards for online learning, independent study, and personal/social student support.

Professional development opportunities are scheduled before and during the school year. In addition, professional growth opportunities are scheduled throughout the year at the Student Service Center and at the site. Staff is also provided

Professional Development

opportunities to attend workshops and conferences outside the district based on need and interest. All staff district wide participated in Professional Learning Community workshops each year. Other areas of training for the site included the annual California Consortium for Independent Study conference in November. Site visits to local online schools in Riverside and San Bernardino Counties were also scheduled during the first and second semester.

The staff is supported in their professional development throughout the year during professional learning communities (PLC), scheduled collaboration time, teacher-principal meetings, teacher-to-teacher collaboration, support staff-teacher meetings, and counselor-teacher collaboration. Student data is reviewed weekly during PLC to review student progress and identify student interventions to support student learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement			