



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Perris High School	33-67207-3335973	May 30, 2025	June 2, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Perris High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Perris High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

This Single Plan for Student Achievement (SPSA) is designed to guide Perris High School's efforts to meet the planning requirements outlined in the Every Student Succeeds Act (ESSA). The plan serves as the school's comprehensive blueprint for improving academic outcomes for all students, with an intentional focus on addressing the needs of historically underserved student groups, including English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged students, and other identified subgroups.

This plan is aligned with the Perris Union High School District's Local Control and Accountability Plan (LCAP) and is developed in coordination with other federal, state, and local programs to ensure coherence, maximize the use of available resources, and promote educational equity. It reflects a continuous improvement process grounded in analysis of California School Dashboard data, input from stakeholders, and an assessment of student needs and site priorities.

The SPSA outlines Perris High School's measurable goals, actions, services, and resource allocations designed to enhance student achievement, close opportunity gaps, and prepare all students for college, career, and civic life.

## Educational Partner Involvement

How, when, and with whom did Perris High 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

Perris High School engaged a broad range of educational partners in the development of the Single Plan for Student Achievement (SPSA) and the Annual Review and Update. Consultation occurred through a variety of structured meetings and engagement opportunities to gather feedback, review student performance data, and collaboratively identify site priorities.

Educational partners were engaged as follows:

- **School Site Council (SSC):** The SSC met regularly throughout the year to review schoolwide academic performance, approve Title I expenditures, and provide recommendations on interventions and supports. Based on SSC input, additional academic interventions and tutoring supports were prioritized for students not meeting grade-level standards in ELA and mathematics.
- **English Learner Advisory Committee (ELAC):** ELAC members reviewed ELPAC and English Learner Progress Indicator (ELPI) data and emphasized the need for enhanced designated ELD instruction and integrated supports. As a result, actions were incorporated into the SPSA to expand ELD services and professional development for teachers on supporting English Learners.
- **African American Parent Advisory Committee (AAPAC):** AAPAC discussions highlighted the importance of culturally responsive instruction, mentoring, and engagement activities for African American students. The SPSA reflects this input by including actions aimed at promoting equity, access to college readiness programs, and student mentorship initiatives.
- **Parent Engagement Leadership Institute (PELI):** PELI parent leaders shared feedback regarding barriers to parent involvement and access to school resources. In response, the SPSA includes strategies to increase family engagement opportunities, improve communication, and support parent education workshops.
- **Coffee with the Administrator:** Monthly meetings provided informal but valuable feedback about the need for stronger Tier 1 classroom instruction, expanded wellness services, and continued use of restorative practices.

These discussions influenced the SPSA goals around school climate, student wellness supports, and professional development for staff.

Impact of Educational Partner Input on the SPSA:

The feedback provided by educational partners directly shaped the development of SPSA goals, measurable outcomes, and site actions. Their input ensured that planned interventions are aligned with student needs, that resources are directed toward underserved student groups, and that strategies are designed to enhance both academic achievement and student wellness. Educational partners' engagement reinforced the school's commitment to a shared vision of equity, achievement, and continuous improvement.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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

Year 2021 SWD - Data and Assessments for the 2021 school year are limited due to the covid - 19 pandemic.

Year 2022 SWD - 5 or more indicators, the majority red

Year 2023 SWD – Two Indicators Red, One Indicator Orange, One indicator Yellow, and One Indicator Green

Year 2024 SWD - One indicator Red, Three indicators Orange, One indicator Yellow, and One Indicator Green

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

#### I. English Language Arts (ELA)

All Students: Yellow — 40.9 points below standard, Increased 11.3 points

Students with Disabilities: Red — 137.6 points below standard, Declined 7.4 points

English Learners: Orange — 100.5 points below standard, Increased 10.9 points

Long-Term English Learners: Orange — 123.2 points below standard, Increased 6.9 points

Hispanic: Yellow — 40.9 points below standard, Increased 12.6 points

Socioeconomically Disadvantaged: Yellow — 43.0 points below standard, Increased 11.0 points

#### II. Mathematics

All Students: Orange — 158.9 points below standard, Increased 13.8 points

Students with Disabilities: Red — 225.9 points below standard, Declined 13.6 points

English Learners: Orange — 199.8 points below standard, Increased 13.8 points

Long-Term English Learners: Orange — 221.2 points below standard, Increased 3.0 points

Hispanic: Orange — 160.0 points below standard, Increased 11.7 points

Socioeconomically Disadvantaged: Orange — 160.1 points below standard, Increased 15.2 points

#### III. English Learner Progress Indicator (ELPI)

All Students: Red — 28.8% making progress, Declined 5.5%  
English Learners: Red — 28.8% making progress, Declined 5.5%  
Long-Term English Learners: Red — 29.7% making progress, Declined 5.9%  
IV. College and Career Indicator (CCI)  
All Students: Orange — 31.1% prepared, Declined 5.8%  
English Learners, LTEL, SED, Hispanic: Orange  
Students with Disabilities, Homeless: Yellow

V. Graduation Rate  
All Students: Orange — 89.4% graduation rate, Declined 1.8%  
Students with Disabilities: Red  
English Learners, SED, Hispanic: Orange or Yellow

VI. Suspension Rate  
All Students: Green — 4.3% suspended at least one day, Declined 1.7%  
African American: Orange  
Other subgroups (Hispanic, SWD, Homeless, EL): Yellow or Green

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance:  
Mathematics:

Students with Disabilities (Red) compared to All Students (Orange)  
LTEL (Orange), EL (Orange), SED (Orange) significantly below All Student performance

ELA:  
Students with Disabilities (Red) and LTEL (Orange) scored significantly below the All Student group (Yellow)

ELPI:  
Both EL and LTEL performed in the Red performance level, indicating significant gaps in English language acquisition relative to the All Students cohort

Steps Taken to Address Areas of Need:  
Academic Support Expansion:  
Before/after school tutoring and Saturday school programs  
Targeted Tier 2 and Tier 3 academic interventions

Instructional Improvements:  
Co-teaching and inclusive classroom practices for SWD  
Designated and Integrated ELD instruction for English Learners and LTELs  
Ongoing PD, differentiation, and academic discourse  
Monitoring & Collaboration:  
6-week data cycles, benchmark and interim assessments  
Weekly department Professional Learning Teams (PLTs)

College & Career Readiness:  
Expansion of dual enrollment and CTE pathway opportunities  
Monitoring A-G completion data and increasing student participation in college-prep activities

Stakeholder Engagement:

Regular meetings with SSC, ELAC, AAPAC, and PELI  
Stakeholder feedback integrated into SPSA goal development and action steps  
Monthly Coffee with the Administrator meetings used to inform SPSA revisions

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

2023-24 CA Dashboard:  
1. English Language Arts (ELA)  
All Students: Yellow — 40.9 points below standard

Students with Disabilities (SWD): Red — 137.6 points below standard (?7.4 points)  
? Difference in performance level: 2 levels below  
? Performance gap: 96.7 points

## 2. Mathematics

All Students: Orange — 158.9 points below standard

Students with Disabilities (SWD): Red — 225.9 points below standard (?13.6 points)  
? Difference in performance level: 2 levels below  
? Performance gap: 67 points

## 3. Graduation Rate

All Students: Orange — 89.4% graduation rate (?1.8%)

Students with Disabilities (SWD): Red — specific rate not provided in summary, but categorized as Red  
? Difference in performance level: 2 levels below  
? Status comparison: SWD graduation rate is significantly lower than all students (Orange)

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Perris High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.1%	0.27%	0.14%	4	6	3
African American	4.6%	5.08%	5.18%	94	114	109
Asian	0.4%	0.58%	0.66%	9	13	14
Filipino	0.1%	0.22%	0.28%	4	5	6
Hispanic/Latino	92.0%	90.99%	90.84%	1894	2041	1913
Pacific Islander	0.0%	0%	0.05%	0	0	1
White	1.6%	1.52%	1.57%	33	34	33
Two or More Races	1.0%	1.34%	1.19%	20	30	25
Not Reported	%	0%	0.09%		0	
<b>Total Enrollment</b>				2058	2243	2106

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	531	564	485
Grade 10	584	578	551
Grade 11	517	637	573
Grade 12	426	464	497
<b>Total Enrollment</b>	2058	2,243	2,106

#### Conclusions based on this data:

1. In 2023–24, Hispanic/Latino students made up 90.84% of the total enrollment (1,913 out of 2,106 students). Although this is a slight decline from 92.0% in 2021–22, it confirms that the school continues to serve a predominantly Hispanic student population. This demographic trend reinforces the importance of culturally responsive instruction and bilingual family engagement strategies.

2. Student enrollment decreased from school year 2023-2024 when compared to 2022-2023 school year. Ninth through eleventh grade enrollment decreased. Twelfth grade is the only grade where enrollment increased in 2023-2024.

3. African American students increased from 94 (4.6%) in 2021–22 to 109 (5.18%) in 2023–24.

Asian students also increased from 9 (0.4%) to 14 (0.66%) over the same period. Though small in proportion, these increases indicate a trend toward slightly greater racial diversity, suggesting opportunities to strengthen inclusion, representation, and culturally relevant programming for historically underrepresented groups.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	666	669	598	30.3%	29.8%	28.4%
Fluent English Proficient (FEP)	852	850	831	38.8%	37.9%	39.5%
Reclassified Fluent English Proficient (RFEP)	114	83		17%	12%	

### Conclusions based on this data:

1. RFEP students fell from 17% in 2021–22 to 12% in 2022–23. The absence of 2023–24 RFEP data limits full analysis, but the decline suggests potential barriers to reclassification or gaps in instruction. Perris High School should prioritize tracking RFEP outcomes and addressing instructional or systemic factors delaying reclassification.
2. EL enrollment decreased from 666 students (30.3%) in 2021–22 to 598 students (28.4%) in 2023–24, reflecting a 1.9 percentage point drop. This downward trend suggests a need to monitor reclassification rates, assess support structures for ELs, and ensure that language development programs are aligned with student needs.
3. FEP students rose from 37.9% in 2022–23 to 39.5% in 2023–24, indicating a modest increase in language proficiency outcomes. This trend may reflect progress in English language acquisition but also calls for disaggregated analysis of Long-Term English Learners (LTELs) to ensure equitable reclassification opportunities.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	507	573	522	472	553	491	468	553	491	93.1	96.5	94.1
All Grades	507	573	522	472	553	491	468	553	491	93.1	96.5	94.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2502.	2525.	2541.	5.34	8.86	9.98	19.23	23.33	31.16	28.63	29.48	25.25	46.79	38.34	33.60
All Grades	N/A	N/A	N/A	5.34	8.86	9.98	19.23	23.33	31.16	28.63	29.48	25.25	46.79	38.34	33.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.71	10.67	11.20	51.18	54.25	57.03	38.12	35.08	31.77
All Grades	10.71	10.67	11.20	51.18	54.25	57.03	38.12	35.08	31.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	7.96	8.14	10.59	43.01	53.35	54.58	49.03	38.52	34.83
All Grades	7.96	8.14	10.59	43.01	53.35	54.58	49.03	38.52	34.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.91	5.79	9.16	66.88	71.97	73.52	28.21	22.24	17.31
All Grades	4.91	5.79	9.16	66.88	71.97	73.52	28.21	22.24	17.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.20	12.12	17.72	65.81	62.57	60.69	27.99	25.32	21.59
All Grades	6.20	12.12	17.72	65.81	62.57	60.69	27.99	25.32	21.59

**Conclusions based on this data:**

1. Reading score percentages for the 2023-2024 school year increased at the % Above Standard and % at or Near Standard for the last two consecutive years. The % below standard decreased for the second consecutive year.
2. Writing and Listening score percentages for the 2023-2024 school year increased at the % Above Standard and % at or Near Standard for the last two consecutive years. The % below standard decreased for the second consecutive year.
3. Overall achievement of students demonstrates an increase in the 2023-2024 school year in % Above Standard and the % At or Near Standard. There was a decrease in % standard nearly met and % below standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	508	572	522	476	552	496	475	552	496	93.7	96.5	95
<b>All Grades</b>	508	572	522	476	552	496	475	552	496	93.7	96.5	95

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	2453.	2449.	2468.	0.84	0.18	1.41	5.47	5.98	5.44	11.58	12.50	15.52	82.11	81.34	77.62
<b>All Grades</b>	N/A	N/A	N/A	0.84	0.18	1.41	5.47	5.98	5.44	11.58	12.50	15.52	82.11	81.34	77.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	2.95	1.27	1.41	19.58	17.03	23.79	77.47	81.70	74.80
<b>All Grades</b>	2.95	1.27	1.41	19.58	17.03	23.79	77.47	81.70	74.80

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	1.05	1.09	2.82	49.79	53.80	56.65	49.16	45.11	40.52
<b>All Grades</b>	1.05	1.09	2.82	49.79	53.80	56.65	49.16	45.11	40.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	1.47	1.81	2.82	58.53	53.62	55.24	40.00	44.57	41.94
All Grades	1.47	1.81	2.82	58.53	53.62	55.24	40.00	44.57	41.94

**Conclusions based on this data:**

- While performance remains low, there has been consistent improvement over the past three years. The mean scale score increased from 2453.2 (2021–22) to 2468.2 (2023–24). The percentage of students meeting or exceeding the standard rose from 6.31% (0.84% + 5.47%) in 2021–22 to 6.85% (1.41% + 5.44%) in 2023–24. The percentage of students not meeting the standard decreased from 82.11% in 2021–22 to 77.62% in 2023–24.

Progress is occurring gradually, but the majority of students (over three-quarters) are still not meeting grade-level expectations in math.
- Growth is strongest in problem solving and mathematical reasoning, but foundational skills still lag. Problem Solving & Modeling/Data Analysis: “Above Standard” increased from 1.05% (2021–22) to 2.82% (2023–24). “Below Standard” decreased from 49.16% to 40.52% over three years.

Communicating Reasoning: “Above Standard” grew from 1.47% to 2.82%, and “Below Standard” dropped from 40.00% to 41.94%.

Concepts & Procedures (Foundational Skills): Only 1.41% of students scored “Above Standard” in 2023–24. 74.8% remain Below Standard, indicating this is the most persistent area of weakness.

Students are beginning to improve in higher-order thinking (problem solving and reasoning), but significant gaps remain in core procedural fluency.
- Participation rates remain strong, supporting reliable data trends. In 2023–24, 95% of enrolled Grade 11 students completed the math assessment, consistent with prior years (96.5% in 2022–23 and 93.7% in 2021–22).

High testing participation ensures the data accurately reflects the full student population and can reliably inform instructional planning and intervention.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1536.4	1523.3	1517.0	1529.8	1517.4	1513.2	1542.5	1528.6	1520.2	157	165	143
10	1543.2	1548.4	1524.7	1537.7	1545.9	1512.7	1548.1	1550.5	1536.0	189	169	167
11	1540.6	1533.2	1528.1	1534.7	1532.6	1519.7	1546.0	1533.3	1536.1	140	186	138
12	1560.7	1538.6	1520.8	1561.1	1538.1	1511.5	1559.9	1538.5	1529.5	102	93	109
All Grades										588	613	557

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	9.55	3.66	2.84	33.12	32.93	24.82	38.22	35.98	41.84	19.11	27.44	30.50	157	164	141
10	11.83	16.57	9.04	38.17	38.46	33.13	32.26	26.63	31.93	17.74	18.34	25.90	186	169	166
11	6.52	7.53	6.52	34.06	24.73	27.54	37.68	40.86	36.23	21.74	26.88	29.71	138	186	138
12	16.00	14.13	8.26	41.00	19.57	20.18	33.00	43.48	34.86	10.00	22.83	36.70	100	92	109
All Grades	10.67	9.98	6.68	36.32	29.95	27.08	35.28	36.01	36.10	17.73	24.06	30.14	581	611	554

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	16.56	17.68	12.77	45.86	35.98	37.59	24.20	29.88	32.62	13.38	16.46	17.02	157	164	141
10	25.81	27.22	17.47	41.40	39.64	38.55	20.97	21.30	22.89	11.83	11.83	21.08	186	169	166
11	18.12	19.89	21.01	46.38	39.78	32.61	22.46	21.51	21.01	13.04	18.82	25.36	138	186	138
12	41.00	21.74	12.84	38.00	42.39	34.86	15.00	19.57	28.44	6.00	16.30	23.85	100	92	109
All Grades	24.10	21.60	16.25	43.20	39.12	36.10	21.17	23.40	25.99	11.53	15.88	21.66	581	611	554

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	6.37	1.83	0.00	19.75	14.02	9.22	38.22	39.63	38.30	35.67	44.51	52.48	157	164	141
<b>10</b>	5.38	8.28	3.61	24.19	20.71	21.08	37.10	42.60	40.36	33.33	28.40	34.94	186	169	166
<b>11</b>	3.62	1.61	1.45	13.77	12.37	12.32	42.75	36.56	43.48	39.86	49.46	42.75	138	186	138
<b>12</b>	2.00	3.26	0.92	26.00	11.96	8.26	48.00	46.74	35.78	24.00	38.04	55.05	100	92	109
<b>All Grades</b>	4.65	3.76	1.62	20.83	15.06	13.36	40.62	40.59	39.71	33.91	40.59	45.31	581	611	554

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	5.10	4.88	2.84	78.98	66.46	58.16	15.92	28.66	39.01	157	164	141
<b>10</b>	5.38	13.61	3.61	73.12	68.05	59.64	21.51	18.34	36.75	186	169	166
<b>11</b>	1.45	6.99	5.07	60.87	54.84	57.25	37.68	38.17	37.68	138	186	138
<b>12</b>	6.00	4.35	2.75	72.00	63.04	38.53	22.00	32.61	58.72	100	92	109
<b>All Grades</b>	4.48	7.86	3.61	71.60	62.85	54.51	23.92	29.30	41.88	581	611	554

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	55.56	66.67	52.86	30.72	17.90	38.57	13.73	15.43	8.57	153	162	140
<b>10</b>	65.93	72.78	57.23	27.47	15.98	24.10	6.59	11.24	18.67	182	169	166
<b>11</b>	64.71	61.08	47.06	25.74	26.49	32.35	9.56	12.43	20.59	136	185	136
<b>12</b>	78.35	61.96	59.63	18.56	27.17	25.69	3.09	10.87	14.68	97	92	109
<b>All Grades</b>	64.96	65.95	54.08	26.41	21.38	30.13	8.63	12.66	15.79	568	608	551

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	9.55	4.27	0.71	40.13	43.90	37.59	50.32	51.83	61.70	157	164	141
<b>10</b>	14.52	14.79	8.43	39.78	46.15	46.99	45.70	39.05	44.58	186	169	166
<b>11</b>	6.52	4.30	2.90	42.03	30.11	44.20	51.45	65.59	52.90	138	186	138
<b>12</b>	6.00	5.43	2.75	58.00	33.70	32.11	36.00	60.87	65.14	100	92	109
<b>All Grades</b>	9.81	7.36	3.97	43.55	38.79	40.97	46.64	53.85	55.05	581	611	554

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	1.27	1.22	0.00	75.80	70.73	65.25	22.93	28.05	34.75	157	164	141
<b>10</b>	2.16	2.96	1.20	71.35	81.07	69.28	26.49	15.98	29.52	185	169	166
<b>11</b>	5.07	4.84	5.07	67.39	67.20	65.22	27.54	27.96	29.71	138	186	138
<b>12</b>	9.00	3.26	3.67	71.00	70.65	61.47	20.00	26.09	34.86	100	92	109
<b>All Grades</b>	3.79	3.11	2.35	71.55	72.50	65.70	24.66	24.39	31.95	580	611	554

**Conclusions based on this data:**

- A large proportion of English Learners are performing at the lowest levels of language proficiency, with urgent needs across all language domains. In 2023–24, 24.06% of EL students scored at Level 1 (Minimally Developed) on the Overall Language indicator, indicating that nearly one in four English Learners are at the earliest stages of English acquisition. This is further reflected in domain-level data:

55.05% of students were at the Beginning level in the Reading domain.  
31.95% were at the Beginning level in Writing.  
In Oral Language, 15.88% scored at Level 1, with only 16.25% reaching Level 4.

Implication: Foundational English language skills remain underdeveloped for the majority of ELs. Targeted instruction in designated ELD, scaffolded support in core content classes, and integrated academic language strategies are essential to accelerate language development and access to the curriculum.
- Written Language and Reading are the most underdeveloped domains, with proficiency levels declining over time. In the Writing domain, the percentage of students scoring “Well Developed” dropped from 3.79% in 2021–22 to 2.35% in 2023–24, while the percentage of students at the Beginning level increased from 24.66% to 31.95%.

In Reading, Beginning-level performance rose significantly from 46.64% to 55.05%, while only 3.97% of students scored at the Well Developed level in 2023–24.

Implication: The lack of growth in expressive and receptive academic language—particularly reading comprehension and writing fluency—signals the need for embedded language scaffolds, structured academic discourse, and writing development opportunities in all content areas.
- Speaking remains a relative strength for English Learners, but proficiency has declined over time and plateaus in upper grades. In 2023–24, 54.08% of EL students were rated “Well Developed” in Speaking—the highest across all four domains. However, this represents a 10% decline from 2021–22, when 64.96% were Well Developed.

Speaking scores plateau or decline in upper grades (Grades 11–12), where academic oral language demands increase.

Implication: While early-stage oral fluency is a strength, upper-grade ELs need continued access to structured opportunities for academic conversation, presentations, and oral collaboration to retain and elevate their oral proficiency.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,106	94.3%	28.4%	0.4%
Total Number of Students enrolled in Perris High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	598	28.4%
Foster Youth	8	0.4%
Homeless	137	6.5%
Socioeconomically Disadvantaged	1,987	94.3%
Students with Disabilities	336	16%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	109	5.2%
American Indian	3	0.1%
Asian	14	0.7%
Filipino	6	0.3%
Hispanic	1,913	90.8%
Two or More Races	25	1.2%
Pacific Islander	1	0%
White	33	1.6%

### Conclusions based on this data:

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

2. 28.4% of the student population at Perris High are ELL.
3. 94.3% of the student population is considered Socioeconomically disadvantaged at Perris High School.

# School and Student Performance Data

## Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Graduation Rate



Orange

#### Conditions & Climate

##### Suspension Rate



Green

##### Mathematics



Orange

##### English Learner Progress



Red

##### College/Career



Orange

**Conclusions based on this data:**

1. The prior year showed Math is an area where our school needs tremendous improvement.
2. The suspension rate / the conditions and climate continues to be the best indicator overall for Perris High School.
3. English Learner progress is the only category in the red and requires much more attention.

# School and Student Performance Data

## Academic Performance English Language Arts

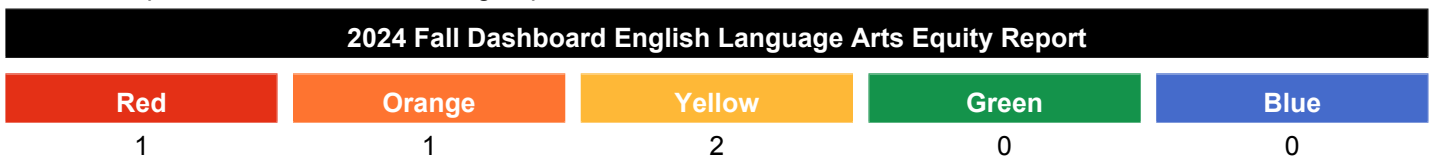
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>40.9 points below standard</p> <p>Increased 11.3 points</p> <p>465 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>100.5 points below standard</p> <p>Increased 10.9 points</p> <p>173 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>123.2 points below standard</p> <p>Increased 6.9 points</p> <p>90 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>49.8 points below standard</p> <p>Declined 8.1 points</p> <p>28 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>43.0 points below standard</p> <p>Increased 11.0 points</p> <p>444 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>137.6 points below standard</p> <p>Declined 7.4 points</p> <p>81 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>66.8 points below standard</p> <p>Increased 12.5 points</p> <p>26 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>40.9 points below standard</p> <p>Increased 12.6 points</p> <p>421 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>

**Conclusions based on this data:**

- All student groups performed below standard in ELA, with English Learners and Students with Disabilities showing the greatest need for support. English Learners scored 100.5 points below standard (Orange) with an increase of 10.9 points. Long-Term English Learners (LTELs) scored even lower at 123.2 points below standard (Orange) despite gaining 6.9 points. Students with Disabilities (SWD) scored 137.6 points below standard (Red) and declined by 7.4 points—the only group with both a Red rating and negative growth.

These subgroups are not making sufficient academic progress and require targeted intervention, scaffolding, and differentiated instruction to access grade-level ELA standards.
- The overall student population showed improvement, but the majority remain below grade level. All Students scored 40.9 points below standard (Yellow), improving by 11.3 points over the previous year. Socioeconomically Disadvantaged (SED) students also landed in Yellow at 43.0 points below standard, improving by 11.0 points. Hispanic students, the school's largest ethnic group, also scored 40.9 points below standard (Yellow) and improved by 12.6 points.

While progress is evident in the general student population, continued growth is needed to move these groups closer to meeting standards. Gains must be sustained through strengthened Tier 1 instruction and inclusive literacy practices.

3. Equity gaps persist between higher-need subgroups and the overall population, especially for SWD and LTELs. SWD scored 96.7 points lower than the All Students average. LTELs scored 82.3 points lower than All Students. In contrast, SED and Hispanic students performed similarly to the All Students group and showed comparable gains.

The widest performance gaps exist for students requiring the most support—specifically Students with Disabilities and Long-Term English Learners. These students would benefit from expanded academic language development, co-teaching models, and integrated ELD supports within content instruction.

# School and Student Performance Data

## Academic Performance Mathematics

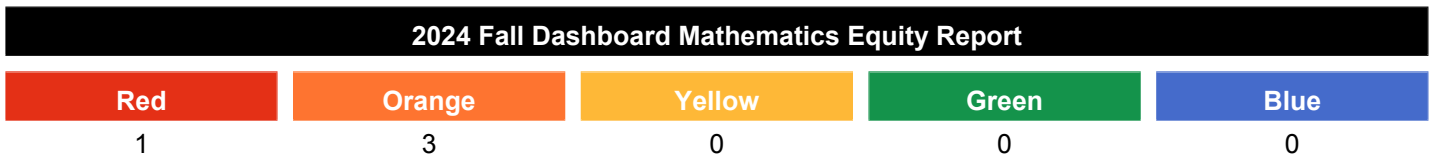
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>158.9 points below standard</p> <p>Increased 13.8 points</p> <p>468 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>199.8 points below standard</p> <p>Increased 13.8 points</p> <p>179 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>221.2 points below standard</p> <p>Increased 3.0 points</p> <p>90 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>162.3 points below standard</p> <p>Increased 4.8 points</p> <p>28 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>160.1 points below standard</p> <p>Increased 15.2 points</p> <p>447 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>225.9 points below standard</p> <p>Declined 13.6 points</p> <p>81 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>182.7 points below standard</p> <p>Increased 44.9 points</p> <p>26 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>160.0 points below standard</p> <p>Increased 11.7 points</p> <p>424 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>

**Conclusions based on this data:**

- All student groups are performing below standard in math, with Students with Disabilities showing the most significant need. All Students scored 158.9 points below standard (Orange) and improved by 13.8 points. Students with Disabilities (SWD) performed in the Red with 225.9 points below standard and declined 13.6 points—the only group to decline. Long-Term English Learners (LTELs) and English Learners (ELs) both scored in the Orange range with scores 221.2 and 199.8 points below standard, respectively.

While overall math scores are improving, Students with Disabilities are not benefiting from current supports and require immediate and intensified intervention. EL and LTEL groups also require continued support through scaffolded math instruction and integrated language development.
- Several high-need student groups made academic gains in math, but performance gaps persist. Socioeconomically Disadvantaged (SED) students improved by 15.2 points and scored 160.1 points below standard (Orange). Hispanic students improved by 11.7 points (Orange, 160.0 points below standard). Homeless students improved by 4.8 points but are still 162.3 points below standard. African American students had the largest single-year gain, improving by 44.9 points, yet remain 182.7 points below standard.

Although some groups are showing progress, their performance remains well below grade level. Instructional practices must continue to evolve to close persistent equity gaps, especially for students experiencing poverty, homelessness, and those in historically underserved racial subgroups.

**3.** Systemic performance gaps remain severe between SWD and the general population, despite growth among most other groups.

All Students improved, but SWD declined by 13.6 points, with the largest distance from standard (225.9 points). The gap between All Students and SWD now exceeds 67 points, and between SWD and SED students exceeds 65 points, despite SED improvements.

These widening disparities signal a need for specialized support models for SWD—such as co-teaching, math-specific IEP goals, and enhanced Tier 2/3 intervention that is standards-aligned and data-driven.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 28.8% making progress. Number Students: 507 Students	<b>Long-Term English Learner Progress</b>  Red 29.7% making progress. Number Students: 418 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
31%	38.7%	0.2%	27.2%

### Conclusions based on this data:

- The majority of English Learners are not making adequate progress toward English language proficiency. Only 28.8% of English Learners and 29.7% of Long-Term English Learners (LTELs) made progress toward English proficiency in 2024. Both groups are in the Red performance level, indicating the lowest statewide classification. With over 500 students assessed, this trend is both statistically significant and concerning.

Current designated and integrated ELD strategies are not yielding sufficient language development. Instructional practices must be strengthened, and progress monitoring tools such as ELlevation and formative assessments must be used more consistently to guide instruction and interventions.
- Nearly one-third of English Learners are regressing in language proficiency. According to the English Language Acquisition data, 31% of students decreased at least one ELPI level from the prior year. This is higher than the 27.2% who improved, and only 0.2% maintained ELPI Level 4 (the highest level of English language development).

Not only is growth limited, but many students are falling behind. This suggests the need for urgent and differentiated supports, particularly for those stuck at intermediate levels or at risk of becoming LTELs.

3. A large percentage of students are stagnating at lower levels of English proficiency. 38.7% of English Learners maintained a lower ELPI level (e.g., Level 1, 2L, 3L, or 3H), indicating that while they did not regress, they are not showing expected growth either. Combined with those who decreased, almost 70% of ELs are not advancing their proficiency levels.

The plateauing of language development highlights a systemic issue. Instructional strategies must emphasize structured academic language, increased opportunities for verbal output, and integration of language objectives across content areas to promote movement toward reclassification.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

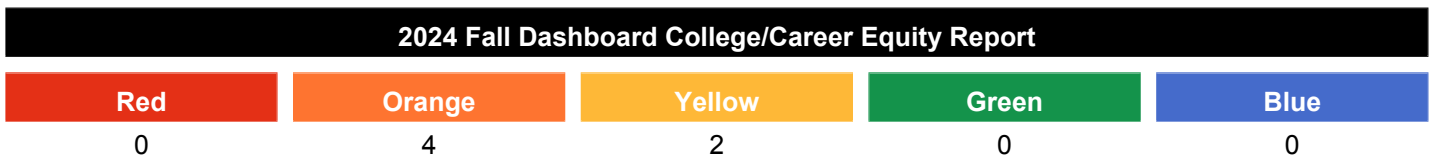
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>31.1 Prepared</p> <p>Declined 5.8</p> <p>460 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>13.4 Prepared</p> <p>Declined 5.1</p> <p>172 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>15.3 Prepared</p> <p>Declined 2.8</p> <p>131 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p>	<p><b>Homeless</b></p> <p>Yellow</p> <p>25.8 Prepared</p> <p>Increased 6.2</p> <p>66 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>31.1 Prepared</p> <p>Declined 5.5</p> <p>456 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>12 Prepared</p> <p>Increased 5.5</p> <p>75 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>30 Prepared</p> <p>Increased 10</p> <p>20 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>31.7 Prepared</p> <p>Declined 5.7</p> <p>426 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>8 Students</p>

**Conclusions based on this data:**

- College and Career Readiness is low overall, with most student groups in the Orange performance level. Only 31.1% of All Students are classified as “Prepared” for college or career—placing the school in the Orange performance level. English Learners (13.4%), Long-Term English Learners (15.3%), Socioeconomically Disadvantaged (31.1%), and Hispanic students (31.7%) are also in Orange.

This suggests that the majority of students graduate without completing a-g requirements, CTE pathways, dual enrollment, or other measures of postsecondary readiness.

There is an urgent need to expand access to rigorous coursework, including a-g aligned courses, dual enrollment, CTE pathways, and work-based learning to improve preparedness for postsecondary success.
- Significant gaps exist for English Learners and LTELs, whose CCI rates are well below the schoolwide average. English Learners: 13.4% Prepared (?5.1% from previous year)  
LTELs: 15.3% Prepared (?2.8%)  
Both are nearly 16–18 percentage points below the schoolwide average of 31.1%.

EL and LTEL students face systemic barriers to completing college/career readiness criteria. Interventions must include targeted academic counseling, language development aligned to a-g/CTE pathways, and support for completing pathway milestones like CTE capstones or EAP participation.

**3.** Some high-need student groups are showing improvement, suggesting targeted strategies may be working.  
Students with Disabilities (SWD): Increased to 12% Prepared (?5.5%), improving from prior year and reaching Yellow.

Homeless students: 25.8% Prepared (?6.2%), also placing in Yellow.

African American students: Improved to 30% Prepared (?10%).

Although readiness remains low for these groups, the upward trend may reflect the positive impact of recent supports like case management, individual counseling, or CTE engagement. Continued investment in wraparound and academic services could accelerate progress.

# School and Student Performance Data

## Academic Engagement Graduation Rate

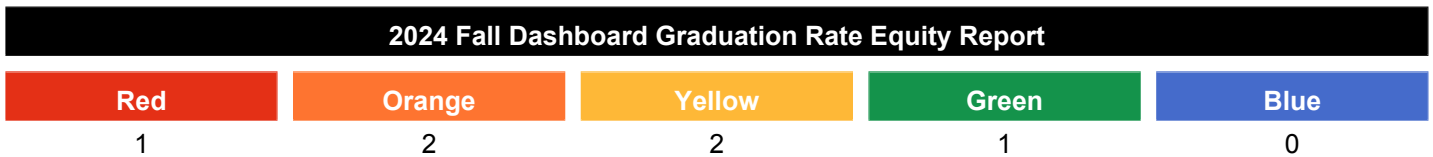
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>89.4% graduated</p> <p>Declined 1.8%</p> <p>462 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>79.3% graduated</p> <p>Declined 5.5%</p> <p>174 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Yellow</p> <p>88.5% graduated</p> <p>Maintained 0.8%</p> <p>131 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Homeless</b></p> <p>Green</p> <p>92.4% graduated</p> <p>Increased 16.8%</p> <p>66 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>89.7% graduated</p> <p>Declined 1.4%</p> <p>458 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>78.7% graduated</p> <p>Increased 3.3%</p> <p>75 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>95% graduated</p> <p>Increased 25%</p> <p>20 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>89.5% graduated</p> <p>Declined 2.8%</p> <p>428 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>

**Conclusions based on this data:**

1. The overall graduation rate declined and remains in the Orange performance level. 89.4% of All Students graduated, a decline of 1.8%, keeping the school in Orange.  
Socioeconomically Disadvantaged (89.7%) and Hispanic (89.5%) students also declined, reflecting a broad schoolwide trend.
2. English Learners remain the most at risk for not graduating. English Learners graduated at a rate of 79.3% (Red) and declined by 5.5%.  
Long-Term English Learners (88.5%) are in Yellow, but with no growth.
3. Some high-need subgroups showed significant improvement. Homeless students improved by 16.8% and reached the Green level at 92.4%. African American students increased by 25% to a 95% graduation rate. Students with Disabilities improved to 78.7% (Yellow), up 3.3% from the previous year.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

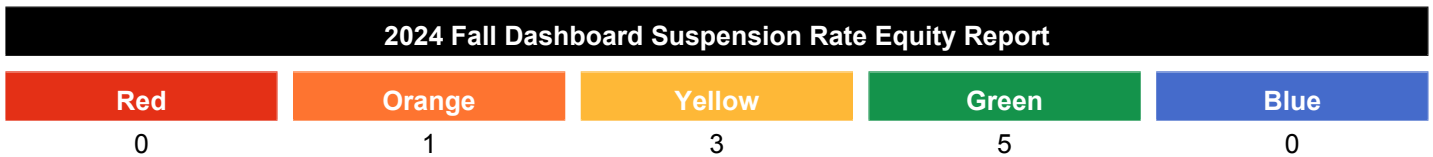
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>4.3% suspended at least one day</p> <p>Declined 1.7%</p> <p>2408 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>5.6% suspended at least one day</p> <p>Declined 1.6%</p> <p>732 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Yellow</p> <p>6.5% suspended at least one day</p> <p>Declined 1.8%</p> <p>567 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>9.5% suspended at least one day</p> <p>Declined 13.1%</p> <p>21 Students</p>	<p><b>Homeless</b></p> <p>Green</p> <p>5.4% suspended at least one day</p> <p>Declined 1.4%</p> <p>167 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>4.4% suspended at least one day</p> <p>Declined 1.6%</p> <p>2251 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>8% suspended at least one day</p> <p>Declined 0.7%</p> <p>389 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>10.8% suspended at least one day</p> <p>Declined 4%</p> <p>130 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Declined 0.5%</p> <p>14 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>3.8% suspended at least one day</p> <p>Declined 1.6%</p> <p>2179 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined 0.3%</p> <p>37 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Yellow</p> <p>8.1% suspended at least one day</p> <p>Declined 1.2%</p> <p>37 Students</p>

**Conclusions based on this data:**

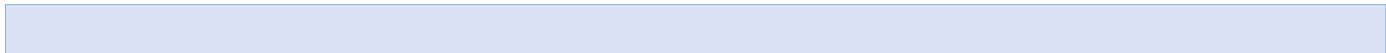
- The overall suspension rate improved and is now in the Green performance level. 4.3% of students were suspended at least once in 2024, a decline of 1.7% from the prior year.

This improvement places All Students, Hispanic, Socioeconomically Disadvantaged, and Homeless students in the Green category, indicating strong performance in school climate and student behavior management.

Restorative practices, social-emotional learning supports, and intervention strategies are having a positive effect schoolwide and should be continued and expanded.
- Suspension rates remain disproportionately high for African American and Students with Disabilities (SWD). African American students are in the Orange with a 10.8% suspension rate, despite a 4% improvement.

SWD and White students are both in the Yellow, suspended at rates of 8.0% and 8.1% respectively. Continued efforts toward bias training, inclusive behavior interventions, and MTSS frameworks are necessary to reduce exclusionary discipline for these subgroups.
- Several high-need student groups saw meaningful reductions in suspension. Foster Youth saw a 13.1% drop in suspension, though no performance level was reported due to low enrollment. Long-Term English Learners (LTELs) also declined by 1.8% and are now in the Yellow performance level. Homeless students declined 1.4%, earning Green status.

Positive behavior supports and wraparound services may be effectively reaching vulnerable populations, and ongoing support should be maintained and evaluated for scalability.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Improved Academic Achievement

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

(ELA) When we compare overall student achievement percentages from last year our performance in the categories of percentage standard exceeded, percentage standard met and percentage standard nearly met have increased and percentage standard not met has decreased. 2021-22 data suggests that students are struggles to improve in reading and writing as compared to the prior year but in the 2022-23 and 2023-2024 data where they had a significant improvement. There were more students that moved from below standard to near standard. In addition, the data shows that students performing below standard have decreased significantly in the last two school year.

(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) (----) % 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 percentage standard nearly met have decreased and percentage standard not met has increased. 2021-22 data suggests that students continue to struggle in Concepts & Procedures as compared to the prior year but in the 2022-23 and 203-24 data we do show a 5 percent change in students from the below standard to near standard. In addition, the data shows that students performing showed the students had a similar growth in Problem solving & modeling.

(Math) Our largest area of difficulty and focus for the coming years will be in Concepts & Procedures

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Performance ELA (Grade 11)	<p>2022-2023: CA Dashboard: Distance from Standard (DFS)  All Students - 77.5  English Learners - 139.7  Hispanic - 77.6  Homeless - 118.6  Socio' Disadvantages - 77.7  Students with Disabilities - 143.7</p> <p>2023-2024: CA Dashboard: Distance from Standard (DFS)  All Students - 40.9  English Learners - 100.5  Hispanic - 40.9  Socio' Disadvantages - 43  Students with Disabilities - 137.6</p>	<p>With the continued improvement in all significant subgroups in ELA the following are our targets for next year. Note: homeless is not significant subgroup for the 2023-24 so they are not being reported.</p> <p>2024-2025: CA Dashboard: Distance from Standard (DFS)  All Students - 35  English Learners - 90  Hispanic - 35  Socio' Disadvantages - 35  Students with Disabilities - 125</p>
CA Dashboard Academic Performance Math (Grade 11)	<p>2022-2023: CA Dashboard: Distance from Standard (DFS)  All Students - 169.5  English Learners - 214.4  Hispanic - 170.8  Homeless - 217.4  Socio' Disadvantages - 170.3  Students with Disabilities - 209.1</p> <p>2023-2024: CA Dashboard: Distance from Standard (DFS)  All Students - 158.9  English Learners - 199.8  Hispanic - 160  Socio' Disadvantages - 160.1  Students with Disabilities - 225.9</p>	<p>We had improvement in all significant subgroups in Math except the Students with Disabilities subgroup. We will be targeting that group for improvement along with the following targets for next year. Note: homeless is not significant subgroup for the 2023-24 so they are not being reported.</p> <p>2024-2025: CA Dashboard: Distance from Standard (DFS)  All Students - 148  English Learners - 189  Hispanic - 150  Socio' Disadvantages - 150  Students with Disabilities - 200</p>
English Language Proficiency Assessment for CA (ELPAC)	<p>2021-2022: CA Dashboard: Distance from Standard (DFS)  Student's English Language Acquisition Results  Students Decreased at least One ELPI Level - 21.8%  Students that Maintained ELPI Level - 33.2%  Students Progressed at least One ELPI Level - 45%</p> <p>2022-2023: CA Dashboard: Distance from Standard (DFS)  Student's English Language Acquisition Results  Students Decreased at least One ELPI Level - 27.4%  Students that Maintained ELPI Level - 38.1%  Students Progressed at least One ELPI Level - 34.5%</p>	<p>2024-2025: CA Dashboard: ELPAC  Level 4- 14%  Level 3- 35%  Level 2- 41%  Level 1- 30%</p>

	2023-2024: CA Dashboard: Distance from Standard (DFS) Student's English Language Acquisition Results Students Decreased at least One ELPI Level - 28.2% Students that Maintained ELPI Level - 39.8% Students Progressed at least One ELPI Level - 31.9%	
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**Strategies/Activities**

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Increase access and opportunities for student achievement and success.	All Students	5000 Title I 4000-4999: Books And Supplies Material and supplies that support student academic achievement and progress that includes but limited to: interactive notebooks, planners, ancillary materials that support core content classes.
1.2	1.2 Increase opportunities for professional development improving instructional practices and strategies.	All Students	5000 Title I 5000-5999: Services And Other Operating Expenditures Teacher conferences, trainings and workshops that include: registration, transportation, and lodging  3000 Title I 1000-1999: Certificated Personnel Salaries Substitute Coverage  0 Title I 3000-3999: Employee Benefits Employee benefits
1.3	1.3 Student Recognition and Motivation	All Students	1000 Title I 4000-4999: Books And Supplies Materials and supplies that support student academic achievement and student progress including commitment.

# Annual Review

## SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The implementation of strategies under Goal 1 focused on improving academic achievement in ELA, mathematics, and English language development through instructional materials, professional development, and student motivation efforts. These strategies were generally implemented as planned. Materials supporting core content instruction, such as interactive notebooks and planners, were provided to students, and professional development for teachers emphasized evidence-based instructional practices. Additionally, systems for student recognition were in place to support engagement.

These efforts contributed to measurable improvements in several key metrics:

ELA DFS improved for All Students (?36.6 points), ELs (?39.2), Hispanic (?36.7), and SED (?34.7).

Math DFS improved in all groups except SWD, with significant gains for ELs (?14.6) and SED (?10.3).

ELPAC data showed a slight decline in ELPI movement, though ELPI Level 4 maintenance improved.

Overall, implementation was effective in accelerating progress for most subgroups, with the exception of Students with Disabilities and LTELs, who continue to require additional support.

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

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

Most expenditures aligned to the strategies were implemented as budgeted; however, a few adjustments occurred:

The professional development funds were underutilized due to limited availability of substitute coverage during high-demand periods, which impacted participation in off-site training.

Some Title I funds allocated for student recognition were reallocated or not fully used due to delays in ordering or shifts in schoolwide recognition events.

Instructional materials funding was used as intended, but there may have been variance in actual supply costs compared to budgeted estimates.

These differences did not significantly impact overall goal progress but suggest the need for improved coordination in PD scheduling and student incentive planning.

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.

Based on the 2024–25 data analysis, the following changes will be made to this goal:

Updated targets for Dashboard indicators have been adjusted (see Annual Measurable Outcomes section) to reflect more ambitious, yet realistic, gains in DFS for ELs, Hispanic, SED, and SWD students in both ELA and math.

ELPAC targets were revised to reflect a shift in focus to reduce the proportion of students in ELPI Levels 1–2 while increasing ELPI 3 and 4.

An additional strategy will be added under Goal 1 to specifically target Long-Term English Learners (LTELs) and Students with Disabilities. This will include expanded access to integrated language supports in core content areas and the use of data cycles for targeted Tier 2 instruction.

Funding for substitute coverage to support teacher PD will be reviewed to ensure greater accessibility.

These changes are reflected in the revised Annual Measurable Outcomes table and will be incorporated into updated strategies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Career and College Readiness

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Over the last several years we have found students are struggling to connect well or are not motivated to connect daily with school because of prior learning behaviors. When students returned in the 2021-2022 school year post-pandemic there were more social-emotional concerns that emerged as a priority and we had to address academic / credit recovery opportunities for students who had fallen behind.. Supporting initiatives in the 2022-2023 school year, which enabled students to take more field trips in order for them to better connect to post-secondary options. Our college and career center clerk created opportunities for field trips, brought speakers to the college and career center, and organized college visitation field trips. Over the last several years we have been strengthening this support in both AVID programs and for the general population of students at Perris High School. Building more academic enrichment has provided students to better connect with the school and our staff advisors.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Enrollment	2021-22 AVID Participation: 446  2022-23 AVID Participation: 414  2023-24 AVID Participation: 389	Unfortunately, some AVID students had to be dropped due to lack of participation. With promotion, we would like to increase involvement.
FAFSA Completion	2021-22 FAFSA Completion Rate: 78.24%  2022-23	Attendance and enrollment of Senior students affected our participation percentage in the 2023-2024 school

	<p>FAFSA Completion Rate: 87%</p> <p>2023-24 FAFSA Completion Rate: 72.8%</p>	<p>year. We should reach 90% in the 2024-2025 school year.</p>
A-G Completion	<p>2020-21 A-G Completion Rate: 21.17%</p> <p>2022-23 A-G Completion Rate: 33.5%</p> <p>2023-24 A-G Completion Rate: 32.6%%</p>	<p>Our goal will be to meet or exceed the 2021-2022 school year percentage. Students have fallen behind credit-wise due to the pandemic and students are recovering credits during the school year or through summer school.</p>
AP Enrollment	<p>2020-21 AP Enrollment: 439</p> <p>2021-22 AP Enrollment: 3366</p> <p>2022-23 AP Enrollment: 441</p> <p>2023-24 AP Enrollment: 439</p>	<p>We have met our 2020-2021 numbers and now plan to exceed them next year with continued promotion of our AP programs.</p>
CTE Pathway Completion	<p>2021-22 CTE Enrollment: 956 Unduplicated CTE Enrollment: 851 CTE Pathway Completers: 49</p> <p>2022-23 CTE Enrollment: TBD Unduplicated CTE Enrollment:TBD CTE Pathway Completers: 150</p> <p>2023-24 CTE Enrollment: TBD Unduplicated CTE Enrollment:TBD CTE Pathway Completers: 52</p>	<p>Students are re-engaging and re-enrolling in pathways and capstone programs. PHS will meet or exceed the 2021-2022 enrollment.</p>
Graduation Rate	<p>2022-23 CA Dashboard: Graduation Rates: Overall: 91.2% (- 3.6%) English Learner: 84.8% (-5%) Homeless: 75.6% (-21.2%) SWD: 75.3% (-18.4%)</p> <p>2023-24 CA Dashboard: Graduation Rates: Overall: 89.4% (-0.8%) English Learner: 79.3% (-5.2%) Homeless: 92.4% (+16.8%) SWD: 78.% (+3.4%)</p>	<p>2024-25 CA Dashboard: Graduation Rates: Overall: 92% English Learner: 85% Homeless: 95% SWD: 83%</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Extra Duty pay for providing additional individualized support (e.g. college applications, job applications, FAFSA application, etc.)	All Students	8000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Duty Pay  5429 Title I 3000-3999: Employee Benefits Extra Duty Employee Benefits
2.2	2.2 Software to support and enrich students academics	All Students	5000 Title I 5000-5999: Services And Other Operating Expenditures Software licensing
2.3	2.3 Release period to provide additional individualized support (AVID)	AVID Students	Title I 1000-1999: Certificated Personnel Salaries     Title I 3000-3999: Employee Benefits
2.4	2.4 Extended Day Academics	All Students	4226 Title I 1000-1999: Certificated Personnel Salaries Summer School Section     Title I 3000-3999: Employee Benefits Summer School Benefits
2.5	2.5 Enrichment for academics (e.g. AVID / JROTC field trips)	All students	9896 Title I 5000-5999: Services And Other Operating Expenditures Registration, Transportation and Lodging     3000 Title I 1000-1999: Certificated Personnel Salaries Substitute Coverage     Title I 3000-3999: Employee Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Substitute Employee Benefits  2000 Title I 5800: Professional/Consulting Services And Operating Expenditures Consulting and Presenters  2500 Title I 4000-4999: Books And Supplies Material and supplies that support student enrichment activities as well as classroom supplies that support material above and beyond the adopted curriculum.

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The implementation of Goal 2 was largely effective in supporting career and college readiness. Key strategies—such as extra duty for FAFSA and college application support (2.1), AVID class support (2.3), software for academic enrichment (2.2), extended day academics (2.4), and enrichment experiences like AVID/JROTC field trips (2.5)—were all implemented and contributed to tangible outcomes.

Notable areas of progress include:

CTE Pathway Completions increased from 49 in 2021–22 to 52 in 2023–24.

AP Enrollment remained consistent, holding at 439 students (up from 3366 in 2021–22).

Students with Disabilities graduation rate increased by 3.4% (78.7%).

Homeless student graduation rate increased by 16.8%, reaching 92.4% and achieving a Green Dashboard status.

However, some challenges persisted. AVID enrollment declined each year (446 ? 389), and FAFSA completion dropped from 87% to 72.8%. The A-G completion rate also slightly declined from 33.5% to 32.6%, signaling continued barriers for college-preparedness, especially post-pandemic.

Overall, the strategies effectively supported re-engagement and enrichment, but greater attention is needed on academic planning and completion tracking.

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

While most expenditures were implemented as budgeted, several differences occurred:

AVID participation decreased, likely affecting the impact of AVID-specific expenditures under 2.3. While the release period was provided, lower student engagement reduced program reach.

FAFSA and college/career support (2.1) encountered attendance challenges among seniors, which likely contributed to the drop in FAFSA completion and reduced use of extra duty support.

Field trip and enrichment expenditures (2.5) were fully implemented but may need better alignment with target academic goals like A-G or AP engagement.

Despite these differences, funding was used effectively to maintain program access and re-engagement opportunities for students, particularly those needing extended academic and social-emotional support.

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.

As a result of this analysis, the following adjustments will be made:

**Annual Outcome Adjustments:**

Update FAFSA completion target to realistically reflect recent declines while continuing to aim for 90% (see "Expected Outcome" in Annual Measurable Outcomes).

Set new AVID enrollment goals tied to increased promotion and intervention for students at risk of being dropped.

**Strategy Revisions:**

Add a supplemental strategy (2.6) targeting A-G course completion, such as offering online credit recovery during the year, after school, or through intersessions.

Enhance monitoring and outreach systems for seniors to support FAFSA completion and college application tracking (update in Strategy 2.1).

Refine AVID recruitment and retention strategies, with a potential update to Strategy 2.3 to include student mentorship or peer support models.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### 3. School Environment

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 suspendable incidents and days of suspension for students by 3%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

When students returned in the 2021-2022 school year post-pandemic there were more social-emotional concerns that emerged as a priority and we had to address academic / credit recovery opportunities for students who had fallen behind. Our overall goal for the 2023-2024 school year is to increase attendance participation and reduce suspensions and expulsions for all students, given the support and resources that we have through school personnel, programs, and incentives. Supporting our Wellness-Center and our Alternative to Suspension Program will also positively influence student attendance providing more time students are in class and learning. Students have shown to attend school more when they feel safe and have supports.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2021-22 S1 Attendance Rate: 84.10%  2022-2023 S1 Attendance Rate: 84.28%  2023-2024 S1 Attendance Rate: 89.44%	Absenteeism and truancies have been a huge factor since the 2021-2022 school year. As we put our Attendance, the PHS goal for the 2024-2025 school year will be to improve to 91%.
Expulsion Rate	2021-22 Expulsion Rate: 0.0016% Expulsions: 4  2022-2023 Expulsion Rate: .4% Expulsion: 1  2023-24	Or goal for the upcoming year is to maintain a zero expulsion rate.

	Expulsion Rate: 0 % Expulsion: 0	
Overall Suspension Rate	2021-22 Overall: 7.1 % suspended at least once  2022-2023 Overall: 6.2% suspended at least once  2023-2024 Overall: 4.3 % suspended at least once	Through increased support and interventions, our goal for the the 2024-2025 school year will be to reduce all suspensions below 3.5%.
SPED Suspension Rate	2021-22 SPED: 10.7% suspended at least once  2022-2023 SPED: 8.7% suspended at least once  2023-2024 SPED: 8% suspended at least once	Through increased support and interventions with our students with disabilities, our goal for the the 2024-2025 school year will be to reduce suspensions below 6%.
African American Suspension Rate	2021-22 African American:18.8 % suspended at least once  2022-2023 African American: 14.8% suspended at least once  2023-2024 African American: 10.8% suspended at least once	Through increased support and interventions with our African American students, our goal for the the 2024-2025 school year will be to reduce suspensions below 8%.
ELD Suspension Rate	2021-22 ELD: 6.3 % suspended at least once  2022-2023 ELD: 7.2% suspended at least once  2023-2024 ELD: 5.6% suspended at least once	Through increased support of our ELD students, our goal for the the 2024-2025 school year will be to reduce suspensions below 4%.
Socially and Economically Disadvantaged Suspension Rate	2021-22 SED: 7.2% suspended at least once  2022-2023 SED: 6% suspended at least once  2023-2024 SED: 4.4% suspended at least once	Through increased support of our SED students, our goal for the the 2024-2025 school year will be to reduce suspensions below 3%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Support for the Alternative to Suspension room (ATS Program)	All students	750 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies  Title I 5800: Professional/Consulting Services And Operating Expenditures
3.2	3.2 Support for Wellness Center and other Mental Heath supports	All Students	750 Title I 4000-4999: Books And Supplies  Title I 5800: Professional/Consulting Services And Operating Expenditures
3.3	3.3 Home Visits and other community outreach	All Students	Title I 1000-1999: Certificated Personnel Salaries Home Visits and other ways teachers are out int eh community  Title I 3000-3999: Employee Benefits
3.4	3.4 Attendance Intervention and Support	all	Title I 1000-1999: Certificated Personnel Salaries Sub coverage and extra Duty for Teachers  Title I 3000-3999: Employee Benefits Benefits  500 Title I 4000-4999: Books And Supplies Incentives, Materials, and Supplies

## Annual Review

## SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The strategies under Goal 3 were effectively implemented and contributed to improvements in the school's climate, attendance, and suspension rates. The following strategies were key:

- 3.1: Alternative to Suspension (ATS) Room was used consistently to provide an in-school option for discipline, helping students stay on campus and continue learning.
- 3.2: Wellness Center Support expanded mental health access and was well-utilized by students experiencing social-emotional challenges.
- 3.3: Home Visits and Community Outreach improved contact with hard-to-reach families and reinforced school-home partnerships.
- 3.4: Attendance Intervention and Incentives helped address chronic absenteeism and boosted engagement.

The strategies supported significant improvements:

Overall Suspension Rate decreased from 7.1% (2021–22) to 4.3% (2023–24).

Expulsion Rate remained at 0% in 2023–24.

Attendance Rate improved to 89.44%, up from 84.28%.

Suspension rates for key groups (ELD, SED, SWD, African American) also declined.

These gains show that supports were both proactive and responsive, and that positive behavior systems are beginning to shift student outcomes.

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

Most planned expenditures were implemented as intended; however, there were minor variances:

Some ATS supplies and consulting services were underspent due to unused vendor hours or leftover materials from the prior year.

Home visit staffing (3.3) faced scheduling challenges, and fewer staff participated than originally projected, leading to a slight underspend on salaries and benefits.

Incentives under attendance support (3.4) were implemented later in the year, slightly delaying their impact on attendance gains.

Despite these differences, all funds remained aligned to their intended purpose, and services were delivered effectively.

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.

Several updates will be made to Goal 3 based on this year's data and implementation review:

Metrics and Targets:

Suspension rate goals for SWD and African American students will be adjusted to reflect more ambitious, but still attainable, targets for 2024–25 (see Annual Measurable Outcomes).

The attendance goal will be updated to 91%, up from the current 89.44%, based on recent gains.

Strategies/Activities:

3.3 Home Visits will be expanded to include a structured outreach calendar and clearer incentives for teacher participation.

3.4 Attendance Intervention will include more consistent early-warning systems and targeted messaging to families.

These changes are reflected in the updated metrics and activities section of the SPSA under Goal 3.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### 4. Parent Involvement

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

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In-person parent workshops resumed in the 2021-2022 school year, and we are building our parent participation back up. We experienced a resurgence of parents engaging in the school year 2022-2023 and the 2023-2024 school years. Parents became not just involved in the committee work but some of the parents specialized and provided more support to our arts, sports and extracurricular programs. We still would like to find more ways to engage more parents who have students who struggle academically along with reinforce the importance of attendance. Students that are not in class are not able to learn, our ongoing focus will be sharing the importance of coming to school and showing up to class.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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>2021-22 Participants: 1907 Approved Parent Volunteers: 10</p> <p>2022-23 Participants: 1933 Approved Parent Volunteers: 12</p> <p>2023-24 Participants: Approved Parent Volunteers:</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.
Parent Engagement Group Participation Opportunities	<p>2021-22 Parent Engagement Leadership Institute, School Site Council, English Language Advisory Committee, African American Principal Advisory Committee, CAFE Project to Inspire</p> <p>2022-23 Parent Engagement Leadership Institute, School Site Council, English Language Advisory Committee, African American Principal Advisory Committee, CAFE Project to Inspire</p> <p>2023-24 Parent Engagement Leadership Institute, School Site Council, English Language Advisory Committee, African American Principal Advisory Committee, Love4Life Stronger Together</p>	Parent Engagement Leadership Institute, School Site Council, English Language Advisory Committee, African American Principal Advisory Committee, Stronger Together Family Engagement Program, and RCOE Parent Project.
IC Parent Portal	<p>2021-22 Parent Accounts: 8468 Average Weekly logins: 1683</p> <p>2022-2023 PHS held IC Parent Portal trainings and provided individualized support to English-speaking and Spanish-speaking parents.</p> <p>2023-2024 PHS held IC Parent Portal trainings and provided individualized support to English-speaking and Spanish-speaking parents.</p>	Expand trainings, workshops, for parents and community members to build capacity and connections that will empower, engage and connect parents to support academic achievement. Specifically, offer more workshops to help parents understand the information accessible to them through Infinite Campus.
Social Media	2021-22 PHS and various subgroups (e.g. ASB, AVID) continue to have a presence	Ensure the school has multiple methods to facilitate two-way communication with staff, families, and

	<p>across all major social media platforms (e.g. Facebook, Instagram, Twitter)</p> <p>2022-2023 PHS and various subgroups (e.g. ASB, AVID) continue to have a presence across all major social media platforms (e.g. Facebook, Instagram, Twitter)</p> <p>2023-2024 PHS and various subgroups (e.g. ASB, AVID, counseling) have a presence across all major social media platforms (e.g. Facebook, Instagram, Twitter)</p>	community members on an ongoing and consistent basis.
Blackboard Connect	<p>2021-22 Teachers and Administration is able to connect with PHS families via text, phone call or email on an every day basis by using the Parent Square capabilities.</p> <p>2022-2023 Teachers and Administration is able to connect with PHS families via text, phone call or email on an every day basis by using the Parent Square capabilities.</p> <p>2023-2024 Teachers and Administration are able to connect with PHS families via text, phone call, or email on an everyday basis by using the Parent Square capabilities.</p>	Teachers and Administration is able to connect with PHS families via text, phone call or email on an every day basis by using the Blackboard connect capabilities.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1: Conduct and support a variety of parent meetings (e.g. Title 1 Annual Meeting, Coffee with the principal, ELAC, SSC, etc.)	All students	<p>6210 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent workshops and training</p> <p>Title I 4000-4999: Books And Supplies Parent workshops and training</p> <p>Title I 4000-4999: Books And Supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Materials and Supplies
4.2	4.2: Support parent leaders	All students	Title I 5000-5999: Services And Other Operating Expenditures Parent workshops and training  Title I 4000-4999: Books And Supplies Materials and Supplies
4.3	4.3: Identify and incorporate resources and services within the community to strengthen school programs within the community and in Athletics	All students	Title I 1000-1999: Certificated Personnel Salaries Community Outreach events on campus, overtime and extended day pay for staff  Title I 2000-2999: Classified Personnel Salaries Community Outreach events on campus, overtime and extended day pay for staff  Title I 3000-3999: Employee Benefits Community Outreach events on campus, overtime and extended day employee benefits
4.20			

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

strategies/activities to achieve the articulated goal.

The strategies under Goal 4 were implemented effectively and resulted in steady improvement in family engagement and communication between the school and home. Key activities included:

4.1: Parent meetings (e.g., Title I Annual Meeting, Coffee with the Principal, ELAC, SSC) were held consistently, drawing participation across diverse parent groups.

4.2: Support for parent leaders helped maintain strong involvement in leadership structures such as School Site Council, ELAC, and African American Parent Advisory Committee.

4.3: Community outreach events and collaboration with athletics and extracurriculars strengthened relationships between families and the school.

These efforts led to:

An increase in overall parent participation from 1907 in 2021–22 to 1933 in 2022–23, and continued offerings in 2023–24.

Continued delivery of IC Parent Portal trainings for English- and Spanish-speaking families.

Robust use of Parent Squared and social media to maintain two-way communication with families on a daily basis.

Parent feedback and visible involvement in schoolwide events suggest that the strategies are having a meaningful impact, especially in fostering school pride and reinforcing the importance of attendance and academic engagement.

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

Overall, the implementation of Goal 4 strategies stayed on track with minimal deviation from planned expenditures. However:

Some parent workshop sessions were modified based on attendance patterns. Evening and bilingual sessions were added mid-year to better meet parent availability and needs.

Materials and supplies expenditures under Strategies 4.1 and 4.2 were adjusted slightly due to variations in event attendance and cost fluctuations for food, supplies, and printed materials.

Staffing expenditures for community outreach (4.3) were adjusted to accommodate additional after-hours events and overtime pay for classified staff, which was not initially anticipated in full.

These differences were minor and did not impact the success of goal implementation.

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.

The following changes will be made for the 2025-26 school year:

Expanded use of the IC Parent Portal: Strategy 4.1 will be enhanced to include workshops specifically designed to help parents understand how to monitor grades and attendance in Infinite Campus.

Increased promotion of parent volunteerism: Strategy 4.2 will be revised to focus on recruiting more volunteers, especially parents of students who are academically at risk or chronically absent.

Addition of new metrics: Under Annual Measurable Outcomes, metrics related to the number of parents attending workshops focused on academic support (e.g., tutoring, intervention nights) will be added.

These updates will be reflected in revised language for Strategies 4.1 and 4.2 and the corresponding measurable outcomes table in the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic and Language Proficiency Needs of English Learners

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

Increase the rate of English Learners Reclassifying to Fluent English Proficient from 9.2% to 14%.

Increase the percentage of students making progress on the English Learner Proficiency Indicator (ELPI) by 17.4% bringing the school to a status of 46.% bringing the school ELPI to a dashboard designation of Green.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on district estimates, PHS had an RFEP Rate of 9.2%.

2024 ELPI- ELs who progressed 1 Level or maintained a Level 4- 28.8%

Academic Indicators for ELA and Math were in the Very Low Status

Based on PHS ELAC Needs Assessment, the following needs were identified:

Qualitative data from the 2025 EL Needs Assessment shows:

A large majority of respondents are concerned about the academic progress of their child

Respondents believe the role of instructors that motivate their students is key to the success of ELL students.

A need for a continued focus on teaching students self advocacy skills, asking for help, so they will request help when struggling academically, attend tutoring, and request retake opportunities on assignments when they encounter challenges learning.

Respondents believe use of electronics in the learning environment negatively affects student academic and linguistic progress

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	22-23 RFEP Rate 17.1% 23-24 RFEP Rate 9.2%	2024-25 RFEP Rate 14%
English Learner Progress Indicator (ELPI) Results	ELs- 28% of ELs increased an ELPI level, or maintained a Level 4. Decrease of 5.7% from previous ELPI. N= 507  LTEL- 29.5% of LTELS increased or maintained a level. N= 407	The EL Subgroup will achieve a “Green” designation with 45% increasing an ELPI level or maintaining an ELPI Level of 4  The LTEL Subgroup will achieve a “Green” designation with 45% increasing an ELPI level or maintaining an ELPI Level of 4
Academic Indicator (ELA)	EL- “Very Low” status (Orange) Increased 9.8 pts to -101.7 dfs N= 171  LTEL- “Very Low” status (Red) Decreased 2.7 pts to -137.8 dfs N= 70	The EL Subgroup will achieve a “Yellow” designation by increasing by 57 points (Low Status).  The LTEL Subgroup will achieve a “Yellow” designation by increasing by 93 points (Low Status).
Academic Indicator (Math)	EL- “Very Low” status (Orange) Increased 14.5 pts to -199 dfs N= 174  LTEL- “Very Low” status (Red) Decreased 11.6 pts to -233.8 dfs N= 70	The EL Subgroup will achieve a “Yellow” designation by increasing by 57 points (Low Status).  The LTEL Subgroup will achieve a “Yellow” designation by increasing by 93 points (Low Status).

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Provide a four period release for an English Learner teacher lead to design and conduct professional development sessions using effective research-based strategies to support English learners and provide instructional support to teachers in the classroom.	English Learners	82304 Title I 1000-1999: Certificated Personnel Salaries Four Release Periods to Support English Learners.  Title I 3000-3999: Employee Benefits Employee Benefits for Released Teacher

# Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The implementation of Goal 5 was highly effective in supporting English Learners' academic and linguistic development. The primary strategy—providing four release periods for an English Learner teacher lead—was implemented with fidelity and yielded strong outcomes. The EL teacher lead delivered targeted professional development, supported instructional planning, and provided direct academic and linguistic support to English Learners.

Her role was instrumental in achieving a 95% student participation rate in ELPAC, and she supported classroom teachers in delivering standards-aligned, scaffolded instruction. Although ELPI growth showed some decline (from 33.2% to 28.8% of students progressing), the structure and support provided by this position laid a strong foundation for future gains, particularly as schoolwide capacity continues to increase.

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

There were no major differences between the intended implementation and the actual budgeted expenditures for the 2024-25 school year. Funds were appropriately used to support the release time for the designated EL teacher lead, including salary and employee benefits under LCFF SC.

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.

No changes are planned for the upcoming year. The services provided through this goal remain critical to helping English Learners access rigorous academic instruction and extracurricular opportunities. The existing strategy will continue as designed, and the school will monitor ELPI and reclassification metrics to assess ongoing impact. Any revisions, if necessary, will be documented in the Strategy 5.1 section of the SPSA.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$144,565.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$138,355.00
Title I Part A: Parent Involvement	\$6,210.00

Subtotal of additional federal funds included for this school: \$144,565.00

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

Total of federal, state, and/or local funds for this school: \$144,565.00

# 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	138,355.00
Title I Part A: Parent Involvement	6,210.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	100,530.00
3000-3999: Employee Benefits	5,429.00
4000-4999: Books And Supplies	10,500.00
5000-5999: Services And Other Operating Expenditures	26,106.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	100,530.00
3000-3999: Employee Benefits	Title I	5,429.00
4000-4999: Books And Supplies	Title I	10,500.00
5000-5999: Services And Other Operating Expenditures	Title I	19,896.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	6,210.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,000.00

Goal 2	40,051.00
Goal 3	2,000.00
Goal 4	6,210.00
Goal 5	82,304.00

# 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
Nancy Roman Martinez	Parent or Community Member
Elizabeth Ureta	Parent or Community Member
Vacant	Parent or Community Member
Alyssa Chuop	Secondary Student
Arlette Soto	Secondary Student
Elizabeth Vargas	Secondary Student
Theresa Gonzales	Classroom Teacher
Mike VanWinkle	Classroom Teacher
Norma Carrillo	Classroom Teacher
Xochilt Almendarez	Classroom Teacher
Marcus Buckley	Other School Staff
Juan Santos	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Other: African American Parent Advisory Council - (AAPAC)

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

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

This SPSA was adopted by the SSC at a public meeting on May 30, 2025.

Attested:

Principal, Juan Santos on May 30, 2025

SSC Chairperson, Alyssa Chuop on May 30, 2025

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023