

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Perris Lake Continuation High School	33-67207-3330172	May 14, 2025	June 18, 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 Lake Continuation 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 Lake Continuation 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 Lake 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 Lake 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 Lake Continuation 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 Lake 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.
- **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.

Not Applicable

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.

CA Dashboard

CCI Indicator (2023-24):

Student Group % Prepared (2024)

All Students 1%

Socioeconomically Disadvantaged 0.4%

English Learners 0%

Homeless Youth 0%

Students with Disabilities 1.4%

Hispanic 0.5%

African American students are not disaggregated in the CCI section of the Dashboard report. However, they are flagged elsewhere (Suspension Rate) as a high-need group. Other groups (e.g., Asian, White, Foster) are not reported due to small student size.

ELA

All Students -209.2

EL -198.1

Hispanic -200

LTEL -213.7

Socioeconomically Disadvantaged -270.7

Fewer than 11 students - data not displayed:

African American

Foster

Homeless Youth

SWD

White

Pacific Islander

Math

All Students -264.1

EL -288.5

Hispanic -248.1

LTEL -297.5

Socioeconomically Disadvantaged -197.3

Fewer than 11 students - data not displayed:

African American

Foster

Homeless Youth

SWD

White

Pacific Islander

Perris Lake High School

Student Group Graduation Rate (2024) Performance Level

All Students 93.7% Blue

Socioeconomically Disadvantaged 93.6% Blue

English Learners 92.4% Green

Long-Term English Learners 92.1% Green

Students with Disabilities 93.7%

Homeless Youth 92.9%

Hispanic 94.7%

African American 93.5%

White 91.4%

Two or More Races 94.7%

Not reported, No Performance Color (N<11)

Foster Youth

Filipino

Asian

American Indian

Student Group Suspension Rate (2024)

All Students 2.4%

African American 14.3%

Hispanic 1.8%

English Learners 1.4%

Socioeconomically Disadvantaged 2.6%

Students with Disabilities 3.7%

Homeless Youth 2.3%

White 0.0%

Two or More Races 0.0%

Asian, Filipino, and Foster Youth not reported due to small student size.

The Equity Multiplier goal aims to increase graduation rates, improve college/career readiness (CCI), and reduce disciplinary disproportionality. Focused actions include mental health counseling, academic interventions, and expanded access to CTE, credit recovery, and postsecondary preparation. Progress will be measured using the following Dashboard indicators:

Graduation Rate
College & Career Indicator (CCI)
Suspension Rate
English Learner Progress Indicator (ELPI)

PLHS:

CCI: Subgroups: All Students, SED, EL, LTEL, Hispanic, Homeless, SWD (Red)

ELPI: EL, LTEL (Red)

2023-24 CA Dashboard: Performance Level: Red

English Learner Progress:

EL: Very Low: 14.7% (-5.6%)

LTEL: Very Low: 13.8% (-7%)

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.

CA Dashboard 2023-2024: Performance Level: Red

CCI (Red): All Students, SED, EL, Homeless, SWD, and Hispanic — Only 1% of students identified as prepared for college or career.

English Learner Progress (Red): Only 14.7% of ELs made progress, a decline of 5.6%.

Suspension Rate (Red): African American students suspended at 14.3%, compared to an overall rate of 2.4%.

Other Needs

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

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 Lake Continuation 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	%	0.28%	0.72%		1	2
African American	%	5.88%	4.32%		21	12
Asian	%	0%	0.36%		0	1
Filipino	%	0%	0.36%		0	1
Hispanic/Latino	%	82.63%	83.45%		295	232
Pacific Islander	%	0.56%	%		2	
White	%	7%	6.83%		25	19
Two or More Races	%	3.64%	3.60%		13	10
Not Reported	%	0%	0.36%		0	
Total Enrollment					357	278

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 11		110	36
Grade 12		247	242
Total Enrollment		357	278

Conclusions based on this data:

- Enrollment decreased from 357 students in 2021–22 to 278 students in 2023–24, marking a reduction of approximately 22% over two years. This trend may reflect changes in referral practices, graduation rates, or retention strategies. As a continuation high school, enrollment is expected to fluctuate throughout the year due to mid-year graduations and student transfers from comprehensive high schools.
- Hispanic/Latino students continue to represent the overwhelming majority of the student population, comprising 83.45% in 2023–24. This consistent demographic trend underscores the need for culturally responsive programming and bilingual support services to ensure equitable access and engagement.

3. Enrollment in Grade 11 declined from 110 students in 2022–23 to just 36 in 2023–24, while Grade 12 enrollment stayed relatively steady (247 to 242). This shift may be the result of improved credit recovery or early graduations. It also highlights the fluid nature of continuation school enrollment, which is impacted by rolling admissions, student mobility, and completion timelines that differ from traditional semester structures.

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	58	75	66	25.4%	21.0%	23.7%
Fluent English Proficient (FEP)	74	101	80	32.5%	28.3%	28.8%

Conclusions based on this data:

1. In 2023–24, English Learners comprised 23.7% of the total student population, indicating that nearly one in four students at Perris Lake is classified as an EL. This significant proportion highlights the need for robust designated and integrated ELD supports, as well as staff training in scaffolding strategies tailored to language acquisition needs.
2. While there was a slight decrease in EL enrollment from 75 students in 2022–23 to 66 students in 2023–24, the percentage increased from 21.0% to 23.7% due to the overall drop in total school enrollment. This reflects continued demand for language development services, even as the school size changes.
3. Fluent English Proficient (FEP) students outnumber ELs each year, with 80 FEP students (28.8%) in 2023–24 compared to 66 ELs. This suggests that while many students are progressing beyond EL status, a focused effort is still needed to increase reclassification rates and support students transitioning out of ELD services.

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	131	169	145	109	145	124	109	144	124	83.2	85.8	85.5
All Grades	131	169	145	109	145	124	109	144	124	83.2	85.8	85.5

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	2443.	2462.	2431.	0.92	1.39	0.00	5.50	10.42	8.06	21.10	22.22	16.13	72.48	65.97	75.81
All Grades	N/A	N/A	N/A	0.92	1.39	0.00	5.50	10.42	8.06	21.10	22.22	16.13	72.48	65.97	75.81

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	1.83	2.78	1.61	53.21	56.25	45.16	44.95	40.97	53.23
All Grades	1.83	2.78	1.61	53.21	56.25	45.16	44.95	40.97	53.23

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	0.92	2.80	0.00	20.18	24.48	16.13	78.90	72.73	83.87
All Grades	0.92	2.80	0.00	20.18	24.48	16.13	78.90	72.73	83.87

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	3.67	6.25	4.03	62.39	67.36	62.10	33.94	26.39	33.87
All Grades	3.67	6.25	4.03	62.39	67.36	62.10	33.94	26.39	33.87

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	0.00	2.78	0.81	58.72	62.50	56.45	41.28	34.72	42.74
All Grades	0.00	2.78	0.81	58.72	62.50	56.45	41.28	34.72	42.74

Conclusions based on this data:

1. The percentage of students who met or exceeded the ELA standard decreased in 2023–24 compared to prior years. Only 8.06% of students met the standard, and 0% exceeded it, down from 10.42% meeting and 1.39% exceeding in 2022–23. Additionally, the percentage of students not meeting the standard rose to 75.81%, indicating a growing need for targeted interventions in foundational literacy skills.
2. Writing performance showed a sharp decline in 2023–24. 83.87% of students scored below standard, up from 72.73% the previous year. No students exceeded the standard in writing, and only 16.13% scored at or near standard. These figures suggest an urgent need to strengthen explicit instruction in academic writing and scaffolded practice across content areas.
3. In 2023–24, 53.23% of students scored below standard in reading, up from 40.97% in 2022–23. Similarly, 42.74% scored below standard in research/inquiry, up from 34.72% the previous year. The regression in both areas—key to comprehension and critical thinking—signals the need for increased literacy supports, including structured reading interventions and opportunities to analyze complex texts across disciplines.

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
Grade 11	131	168	145	106	145	125	106	145	125	80.9	86.3	86.2
All Grades	131	168	145	106	145	125	106	145	125	80.9	86.3	86.2

* 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	2391.	2393.	2402.	0.00	0.00	0.00	0.00	0.69	0.80	2.83	3.45	5.60	97.17	95.86	93.60
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.69	0.80	2.83	3.45	5.60	97.17	95.86	93.60

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
Grade 11	0.00	0.00	0.80	5.66	6.90	7.20	94.34	93.10	92.00
All Grades	0.00	0.00	0.80	5.66	6.90	7.20	94.34	93.10	92.00

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
Grade 11	0.00	0.00	0.00	47.17	51.03	49.60	52.83	48.97	50.40
All Grades	0.00	0.00	0.00	47.17	51.03	49.60	52.83	48.97	50.40

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	0.00	0.00	0.00	50.94	42.07	45.60	49.06	57.93	54.40
All Grades	0.00	0.00	0.00	50.94	42.07	45.60	49.06	57.93	54.40

Conclusions based on this data:

1. In 2023–24, 93.6% of students did not meet the math standard, a slight improvement from 95.86% the previous year. Still, only 0.8% met the standard, and 0% exceeded it, indicating that a substantial number of students are significantly below grade-level expectations in mathematics.

2. In 2023–24, 92% of students scored below standard in the Concepts & Procedures claim. Although there was a marginal increase in students scoring at or near standard over the past three years (5.66% in 2021–22 to 7.2% in 2023–24), the data suggests persistent gaps in students’ ability to apply fundamental mathematical skills.

3. While still low, there were small gains in the percentage of students scoring at or near standard in:
 Problem Solving & Modeling: 49.6% (up from 47.17% in 2021–22)
 Communicating Reasoning: 45.6% (up from 42.07% in 2022–23)
 These increases suggest potential impact from classroom strategies, though sustained intervention is necessary to shift more students into proficiency bands.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the 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
11	1529.3	1525.3	1527.7	1524.7	1519.5	1527.5	1533.5	1530.8	1527.4	25	23	22
12	1548.5	1516.5	1509.1	1549.6	1518.8	1506.6	1547.0	1513.6	1511.1	25	31	20
All Grades										50	54	42

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
11	0.00	0.00	0.00	16.00	21.74	22.73	76.00	43.48	59.09	8.00	34.78	18.18	25	23	22
12	21.74	3.45	0.00	13.04	17.24	21.05	43.48	41.38	31.58	21.74	37.93	47.37	23	29	19
All Grades	10.42	1.92	0.00	14.58	19.23	21.95	60.42	42.31	46.34	14.58	36.54	31.71	48	52	41

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
11	0.00	8.70	13.64	64.00	39.13	40.91	28.00	39.13	40.91	8.00	13.04	4.55	25	23	22
12	21.74	10.34	10.53	52.17	44.83	36.84	8.70	20.69	26.32	17.39	24.14	26.32	23	29	19
All Grades	10.42	9.62	12.20	58.33	42.31	39.02	18.75	28.85	34.15	12.50	19.23	14.63	48	52	41

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
11	0.00	4.35	0.00	8.00	4.35	4.55	44.00	30.43	36.36	48.00	60.87	59.09	25	23	22
12	0.00	0.00	0.00	13.04	10.34	5.26	60.87	24.14	15.79	26.09	65.52	78.95	23	29	19
All Grades	0.00	1.92	0.00	10.42	7.69	4.88	52.08	26.92	26.83	37.50	63.46	68.29	48	52	41

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
11	0.00	0.00	0.00	56.00	56.52	59.09	44.00	43.48	40.91	25	23	22
12	4.35	3.45	0.00	65.22	48.28	52.63	30.43	48.28	47.37	23	29	19
All Grades	2.08	1.92	0.00	60.42	51.92	56.10	37.50	46.15	43.90	48	52	41

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
11	65.22	52.17	68.18	30.43	47.83	27.27	4.35	0.00	4.55	23	23	22
12	75.00	57.14	44.44	18.75	35.71	50.00	6.25	7.14	5.56	16	28	18
All Grades	69.23	54.90	57.50	25.64	41.18	37.50	5.13	3.92	5.00	39	51	40

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
11	0.00	4.35	0.00	40.00	17.39	31.82	60.00	78.26	68.18	25	23	22
12	4.35	3.45	0.00	56.52	24.14	15.79	39.13	72.41	84.21	23	29	19
All Grades	2.08	3.85	0.00	47.92	21.15	24.39	50.00	75.00	75.61	48	52	41

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
11	0.00	4.35	0.00	72.00	69.57	72.73	28.00	26.09	27.27	25	23	22
12	4.35	3.45	5.26	78.26	65.52	57.89	17.39	31.03	36.84	23	29	19
All Grades	2.08	3.85	2.44	75.00	67.31	65.85	22.92	28.85	31.71	48	52	41

Conclusions based on this data:

- In 2023–24, 31.71% of tested English Learners scored at Level 1 (Beginning) on the Overall ELPAC, while only 12.20% reached Level 4 (Well Developed). Although the total number of students tested was low (only 41 students), the data still highlights a significant challenge in progressing toward reclassification. These figures emphasize the continued need for robust, individualized language development supports.
- Only 2.44% of tested students in 2023–24 scored Well Developed in Written Language, and 0% reached Well Developed in Reading. A majority—over 75%—scored at the Beginning level in Reading. Given the small test group size, each student's performance has a magnified impact on the overall percentages, but the patterns over three years still reveal a systemic need to improve expressive and receptive literacy skills among ELs.

3. While Speaking showed relative strength with 57.5% scoring Well Developed, Oral Language had only 12.2% scoring at Level 4, and 19.23% remained at Level 1. These inconsistencies—despite small sample sizes—suggest uneven progress across domains and highlight the importance of differentiated instruction that supports both expressive and receptive language, particularly in continuation settings where instructional time is limited and student enrollment is fluid.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
278	83.5%	23.7%	0.0%
Total Number of Students enrolled in Perris Lake Continuation 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	66	23.7%
Foster Youth	0	0.0%
Homeless	7	2.5%
Socioeconomically Disadvantaged	232	83.5%
Students with Disabilities	33	11.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	4.3%
American Indian	2	0.7%
Asian	1	0.4%
Filipino	1	0.4%
Hispanic	232	83.5%
Two or More Races	10	3.6%
Pacific Islander	0	0.0%
White	19	6.8%

Conclusions based on this data:

1. With 83.5% of students classified as Socioeconomically Disadvantaged, Perris Lake serves a student body that faces substantial barriers to academic success. These challenges are compounded by the school's continuation

model, where enrollment is fluid due to ongoing referrals, credit recovery needs, and early graduations. This underscores the importance of wraparound services, academic interventions, and flexible support structures.

2. 23.7% of the student body are English Learners, indicating that nearly one in four students require designated and integrated ELD instruction. In a continuation setting where students may enroll or exit mid-year, maintaining continuity in ELD services is essential for ensuring these students can make meaningful progress toward reclassification and graduation.
3. 83.5% of students identify as Hispanic, while other groups—such as African American (4.3%), White (6.8%), and multiracial students (3.6%)—represent smaller proportions. This demographic context, coupled with the migratory nature of the population, calls for culturally responsive practices and targeted engagement strategies that reflect the linguistic and cultural needs of the school community.

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



No Performance Color

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Green

Mathematics



No Performance Color

English Learner Progress



Red

College/Career



Red

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

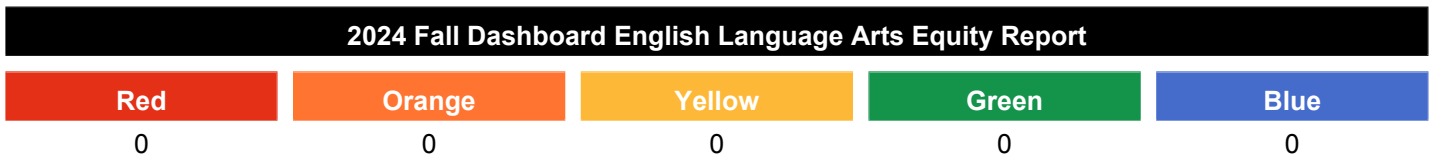
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This section provides number of student groups in each level.



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>All Students</p> <p></p> <p>No Performance Color</p> <p>209.2 points below standard</p> <p>Declined 47.6 points</p> <p>27 Students</p>	<p>English Learners</p> <p></p> <p>No Performance Color</p> <p>198.1 points below standard</p> <p>Declined 25.0 points</p> <p>12 Students</p>	<p>Long-Term English Learners</p> <p></p> <p>No Performance Color</p> <p>213.7 points below standard</p> <p>Declined 10.8 points</p> <p>12 Students</p>
<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>197.3 points below standard</p> <p>Declined 28.7 points</p> <p>23 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>7 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>200.0 points below standard</p> <p>Declined 40.4 points</p> <p>21 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students</p> <p>4 Students</p>

Conclusions based on this data:

1. The "All Students" group scored an average of 209.2 points below standard, with a decline of 47.6 points from the prior year. This includes just 27 tested students, reflecting the continuation school's small and shifting enrollment. Despite the limited sample size, the large negative distance from standard suggests a need for urgent academic intervention, particularly in foundational literacy.
2. English Learners scored 198.1 points below standard (12 students tested), and Long-Term English Learners scored 213.7 points below standard (also 12 students). Both subgroups experienced declines, indicating that language development supports are not yet translating into academic success in ELA. With such small cohorts, individual performance heavily impacts group data, but the consistent downward trend highlights systemic instructional gaps.
3. Socioeconomically Disadvantaged students (n=23) scored 197.3 points below standard, and Hispanic students (n=21) scored 200 points below standard, both showing sharp declines of 28.7 and 40.4 points, respectively. These figures confirm that underserved groups—who also represent the majority of the student population—require intensified literacy support aligned to their linguistic and cultural needs. The small number of test-takers amplifies these results and reinforces the importance of disaggregated progress monitoring.

School and Student Performance Data

Academic Performance Mathematics

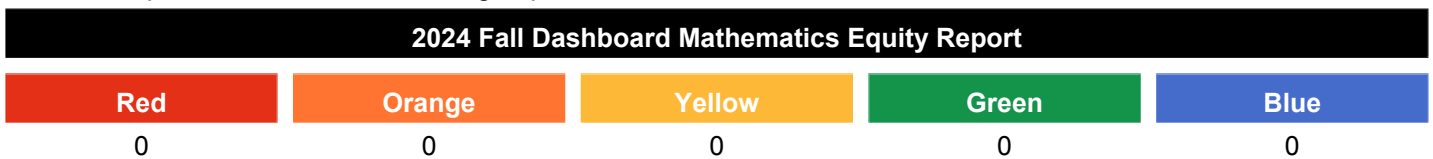
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This section provides number of student groups in each level.



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>All Students</p> <p></p> <p>No Performance Color</p> <p>264.1 points below standard</p> <p>Declined 19.4 points</p> <p>28 Students</p>	<p>English Learners</p> <p></p> <p>No Performance Color</p> <p>288.5 points below standard</p> <p>Declined 31.5 points</p> <p>11 Students</p>	<p>Long-Term English Learners</p> <p></p> <p>No Performance Color</p> <p>297.5 points below standard</p> <p>Declined 45.3 points</p> <p>11 Students</p>
<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>270.7 points below standard</p> <p>Declined 21.0 points</p> <p>23 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>7 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>248.1 points below standard</p> <p>Declined 4.1 points</p> <p>21 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students</p> <p>5 Students</p>

Conclusions based on this data:

1. With only 28 students tested, the "All Students" group scored an average of 264.1 points below standard, showing a decline of 19.4 points from the previous year. Though the small testing population limits generalizability, this data still reflects significant academic need in math among students who remain continuously enrolled long enough to be assessed.
2. English Learners (n=11) scored 288.5 points below standard, and Long-Term English Learners (n=11) fared even worse at 297.5 points below standard, both showing substantial declines (31.5 and 45.3 points, respectively). These trends suggest that EL students are not receiving adequate support in accessing rigorous math content, which may be compounded by language barriers and inconsistent instructional access due to the migratory nature of continuation school enrollment.
3. Socioeconomically Disadvantaged students (n=23) scored 270.7 points below standard, and Hispanic students (n=21) scored 248.1 points below standard—both with year-over-year declines. These subgroups represent the majority of Perris Lake's student population, indicating a systemic need for targeted, culturally responsive math instruction and intervention strategies, especially given the flexible and transitional nature of the continuation school environment.

School and Student Performance Data



Academic Performance English Learner Progress

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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	
English Learner Progress  Red 14.7% making progress. Number Students: 68 Students	Long-Term English Learner Progress  Red 13.8% making progress. Number Students: 65 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			
Decreased One ELPI Level 27.9%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 16.2%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 14.7%

Conclusions based on this data:

- Only 14.7% of English Learners and 13.8% of Long-Term English Learners (LTELs) made progress toward English proficiency, placing both groups in the Red performance level. With 68 EL students and 65 LTELs assessed, these results represent a substantial portion of the school's EL population and indicate a critical need for strengthened designated and integrated ELD instruction.
- 27.9% of EL students decreased one ELPI level, which is nearly double the percentage that progressed. This indicates that more students are losing ground than advancing in their language acquisition, raising concerns about instructional consistency, access to language support services, and the potential impact of mobility and mid-year enrollment on EL progress in a continuation school context.
- In 2023–24, 0% of students maintained ELPI Level 4, the threshold for potential reclassification. This highlights a gap in sustaining advanced language skills among students who may have once demonstrated proficiency. It also

reinforces the need for continued support even for higher-performing ELs to prevent backsliding and ensure they are college- and career-ready.

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.

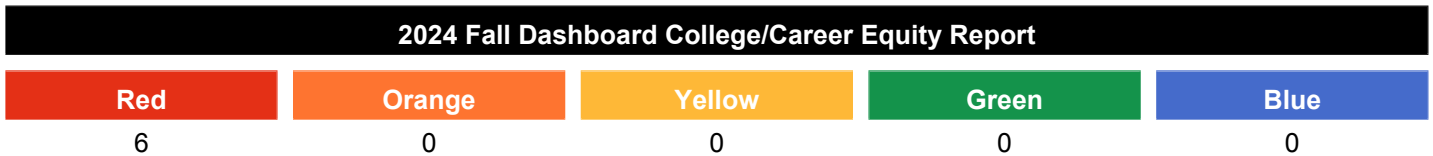
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












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>All Students</p> <p>Red</p> <p>1 Prepared</p> <p>Maintained 0.5</p> <p>488 Students</p>	<p>English Learners</p> <p>Red</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>129 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>124 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>10 Students</p>	<p>Homeless</p> <p>Red</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>67 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>0.4 Prepared</p> <p>Maintained 0.1</p> <p>464 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>1.4 Prepared</p> <p>Maintained 1.4</p> <p>74 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>6.7 Prepared</p> <p>Increased 6.7</p> <p>30 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Red</p> <p>0.5 Prepared</p> <p>Maintained 0.1</p> <p>375 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>1.7 Prepared</p> <p>Maintained 1.7</p> <p>58 Students</p>

Conclusions based on this data:

1. Only 1% of all students were classified as “Prepared” on the CCI, placing the school in the Red performance level. This includes 488 total students, and despite the size of the cohort, just a single student met readiness criteria, revealing a system-wide need to expand access to college- and career-aligned pathways such as dual enrollment, CTE, and A-G coursework completion.
2. Among 129 English Learners and 124 Long-Term English Learners, 0 students were considered prepared. This demonstrates a concerning gap in access to or success in completing CCI-aligned opportunities such as EAP, CTE pathway completion, or UC/CSU requirements. Without differentiated academic and counseling support, EL and LTEL students remain severely underrepresented in postsecondary readiness indicators.
3. The largest subgroups—Socioeconomically Disadvantaged (464 students) and Hispanic (375 students)—had CCI Prepared rates of just 0.4% and 0.5%, respectively. These groups mirror the school-wide trend of limited readiness and reinforce the importance of targeting Equity Multiplier efforts toward historically underserved populations, especially in alternative school environments where students often enter behind on credits.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

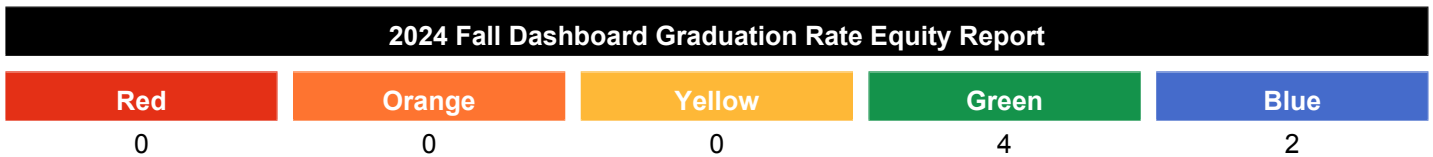
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This section provides number of student groups in each level.



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>All Students</p> <p> Blue</p> <p>93.7% graduated</p> <p>Increased 6.8%</p> <p>495 Students</p>	<p>English Learners</p> <p> Green</p> <p>92.4% graduated</p> <p>Increased 6.4%</p> <p>131 Students</p>	<p>Long-Term English Learners</p> <p> Green</p> <p>92.1% graduated</p> <p>Increased 5.5%</p> <p>126 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Homeless</p> <p> Green</p> <p>92.9% graduated</p> <p>Increased 14.1%</p> <p>70 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>93.6% graduated</p> <p>Increased 6.6%</p> <p>471 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>93.7% graduated</p> <p>Increased 7.4%</p> <p>79 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>93.5% graduated</p> <p>Increased 6%</p> <p>31 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>94.7% graduated</p> <p>Increased 8.2%</p> <p>379 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>94.7% graduated</p> <p>Increased 3.1%</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>91.4% graduated</p> <p>Increased 4.4%</p> <p>58 Students</p>

Conclusions based on this data:

1. With an overall graduation rate of 93.7% (Blue), Perris Lake is successfully re-engaging students who may have fallen behind at comprehensive sites. The continuation school's reduced graduation requirement of 185 credits—compared to 225 credits at traditional high schools—offers a more attainable pathway to a diploma for students who are credit-deficient, balancing academic rigor with accessibility.
2. Students identified as homeless or in foster care qualify for a 130-credit graduation track, per AB 1806 and McKinney-Vento provisions. While the number of Foster Youth is below the reportable threshold, Homeless students had a 92.9% graduation rate (Green), reflecting the impact of individualized graduation planning and supports that honor their unique barriers to school completion.
3. Notably, English Learners (92.4%), Students with Disabilities (93.7%), and Socioeconomically Disadvantaged students (93.6%) are all graduating at high rates—equal to or above the general student body. These outcomes affirm that Perris Lake's differentiated credit tracks, combined with counseling and intervention supports, are working to close opportunity gaps and ensure students complete high school despite complex personal and academic challenges.

School and Student Performance Data

Conditions & Climate Suspension Rate

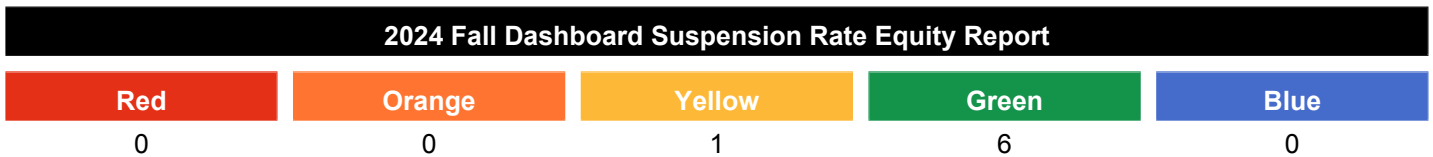
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>All Students</p> <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined 1.2%</p> <p>675 Students</p>	<p>English Learners</p> <p>Green</p> <p>2.6% suspended at least one day</p> <p>Declined 1%</p> <p>153 Students</p>	<p>Long-Term English Learners</p> <p>Green</p> <p>2.1% suspended at least one day</p> <p>Declined 1.8%</p> <p>145 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>3.8% suspended at least one day</p> <p>Declined 4.8%</p> <p>26 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.3% suspended at least one day</p> <p>Declined 1.2%</p> <p>554 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>5.5% suspended at least one day</p> <p>Declined 1.1%</p> <p>91 Students</p>	<p>African American</p>  <p>Green</p> <p>5% suspended at least one day</p> <p>Declined 9.3%</p> <p>40 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>2.3% suspended at least one day</p> <p>Maintained 0.2%</p> <p>528 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.5%</p> <p>26 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>2.8% suspended at least one day</p> <p>Declined 3.3%</p> <p>71 Students</p>

Conclusions based on this data:

1. The overall suspension rate declined to 2.4%, with a 1.2% year-over-year decrease, placing Perris Lake in the Green performance level. Notably, key subgroups such as English Learners (2.6%), Long-Term English Learners (2.1%), and Socioeconomically Disadvantaged students (2.3%) also performed in the Green range. These improvements suggest that school-wide efforts—such as restorative practices, SEL integration, and positive behavior supports—are having a measurable impact on school climate.
2. Although still classified as Green, Students with Disabilities (5.5%) and African American students (5%) were suspended at more than double the overall rate. While both groups saw declines from the previous year (-1.1% and -9.3%, respectively), this data highlights a continued equity concern and reinforces the need for differentiated Tier 2 and Tier 3 behavioral supports, including staff PD on trauma-informed and culturally responsive practices.
3. Hispanic students, who represent the majority of the school population (528 students), had a 2.3% suspension rate—the same as Socioeconomically Disadvantaged students—but were placed in the Yellow performance level due to no change from the prior year (+0.2%). This suggests a need for targeted, culturally relevant interventions to further reduce discipline referrals and ensure consistency in how behavioral expectations and supports are implemented.

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.

Academic Proficiency

By June 2026, Perris Lake High School, will increase the number of students meeting grade level standards on the Mathematics and ELA assessment as measured by CA Dashboard, as per the metrics below.

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 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.

An analysis of the 2023–2024 California School Dashboard and local assessment data indicates a critical need to improve student achievement in both English Language Arts (ELA) and Mathematics, particularly among English Learners (ELs), Long-Term English Learners (LTELs), and Socioeconomically Disadvantaged (SED) students.

In Mathematics, the schoolwide Distance from Standard (DFS) is -264.1. Subgroups are performing significantly below standard:

EL: -288.5

LTEL: -297.5

SED: -270.7

Hispanic: -248.1

In ELA, the overall DFS is -209.2, with subgroups also showing large gaps:

EL: -198.1

LTEL: -213.7

SED: -197.3

Hispanic: -200

Progress toward English language proficiency is also a key area of concern. Only 14.7% of ELs are making progress toward reclassification, which reflects a decline of 5.6%. Progress is even lower for LTELs at 13.8%, down 7% from previous years. These data indicate persistent and significant gaps in foundational literacy and language development.

To address these performance gaps, the following steps have been initiated:

- Strengthened implementation of integrated and designated ELD, aligned with the ELA/ELD Framework.
- Deployment of targeted intervention supports in reading and math for at-risk students during and after school hours.
- Professional development focused on evidence-based instructional strategies for English Learners and SED populations.
- Use of data teams and regular progress monitoring to inform instruction and accelerate growth.
- Increased access to small-group instruction, tutoring, and language development supports.
- These findings and actions will inform goal-setting, resource allocation, and strategy selection in this SPSA to support improved academic outcomes for all students, with a focus on closing performance gaps for high-need subgroups.

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 Indicator ELA (Grade 11)	CA Dashboard 2023-2024: Performance Level: No Performance Color Status only: Distance From Standard ELA: Overall Students: -209.2 (-47.6) Subgroups: -Hispanic: -200 (-40.4) -Socioeconomically Disadvantaged (SED): -197.3 (-28.7) -LTEL: -213.7 (-10.8) <ul style="list-style-type: none"> EL: -198.1 (-25) 	CA Dashboard 2024-2025: Performance Level: No Performance Color Status only: Distance From Standard ELA: Overall Students: Subgroups: -Hispanic: -175 -Socioeconomically Disadvantaged (SED): -155 -LTEL: -200 <ul style="list-style-type: none"> EL: -155
CA Dashboard Academic Indicator Math (Grade 11)	CA Dashboard 2023-2024: Performance Level: No Performance Color Status only: Distance From Standard Math: Overall Students: -264.1 (-19.4) Subgroups: -Hispanic: -248.1 (-4.1) -Socioeconomically Disadvantaged (SED): -270.7 (-21) <ul style="list-style-type: none"> EL: -288.5 (-31.5) -LTEL: -297.5 (-45.3)	CA Dashboard 2024-2025: Performance Level: No Performance Color Status only: Distance From Standard Math: Overall Students: -240 Subgroups: -Hispanic: -225 -Socioeconomically Disadvantaged (SED): -245 <ul style="list-style-type: none"> EL: -250 -LTEL: -275
English Language Proficiency Assessment (ELPAC)	CA Dashboard: 2023-2024 <ul style="list-style-type: none"> EL: 14.7% making progress towards English language proficiency (-5.6%) LTEL: 13.8% (-7%) 	CA Dashboard: 2024-2025 <ul style="list-style-type: none"> EL: 19%% making progress towards English language proficiency LTEL: 15%

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	Activities/Strategies: Professional development, assessment tools, intervention programs, and technology integration. Math and ELA Intervention and Supports focus on providing targeted assistance to students who struggle with mathematical concepts and skills. Recognizing that math and ELA skills are essential for academic success and future career opportunities, these interventions aim to ensure that all students can achieve proficiency in math.	All Students	10,000 LCFF SC 1000-1999: Certificated Personnel Salaries Teacher release time, sub cost, teacher extra duty for professional development 3,500 LCFF SC 3000-3999: Employee Benefits Benefits based on Object code: 1000s
1.5			

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 implemented strategies to support academic growth among English Learners (ELs) and low-performing students demonstrated moderate success. Notably, increased student participation in scaffolded class activities led to improvements on summative assessments and greater engagement during collaborative tasks. In English Language Development (ELD), students demonstrated growth by writing coherent paragraphs using sentence frames and structured English lessons, while in math, collaborative learning improved conceptual understanding.

Counselor and teacher coordination helped align schedules to better support ELs, and participation rates for state assessments increased to 91%. Furthermore, 14.7% of English Learners advanced at least one level on the English Learner Proficiency Indicator (ELPI), indicating movement in the right direction. These successes reflect the early effectiveness of targeted instruction, collaborative planning, and increased access to practice-based learning.

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

While planned instructional strategies were mostly implemented as intended, there were some gaps between the expected and actual outcomes:

Title III/EL Funds were designated for intervention support and tutoring, but participation in after-school supports was low, limiting their impact.

Absenteeism—especially in a condensed 9-week instructional cycle—hindered consistent instruction and student progress.

Foundational Gaps: An increasing number of lower-level English Learners are being placed at PLHS, requiring more intensive foundational instruction than initially projected.

Data Reporting: A discrepancy in CA Dashboard reporting (27 students tested not reflected) impacted accurate monitoring and evaluation.

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, PLHS will make the following adjustments:

Revised Strategies:

-Implement weekly writing practice and reading scaffolds to build consistent literacy habits.

-Utilize the RACE strategy for constructed responses in ELA and reflective problem-solving in math.

-Administer pre- and post-assessments in ELD to track growth and guide instruction.

-Provide regular reteaching opportunities and chapter quizzes to address missed concepts due to absenteeism.

-Facilitate peer review and presentation-based learning to strengthen oral and written communication skills.

-Refined Metrics and Outcomes:

-Increase EL reclassification rate from 6.1% to 10%.

-Raise ELPI progress from 14.7% to 38%, which would move the school from a No Color designation to Yellow on the CA Dashboard.

-Ensure 100% LPAC testing completion by targeting early testers and prioritizing pre-February completion.

-Resource Reallocation:

-Redirect a portion of Title III funds toward supplemental materials for scaffolded writing and language development.

-Increase promotion of tutoring supports and incentivize attendance through collaboration with site leadership and families.

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.

College and Career Readiness

By June 2026, Perris Lake High School aims to enhance college and career readiness by increasing participation in college-preparatory, improving overall completion rates for A-G requirements, boosting graduation rates, and elevating indicators of post-secondary readiness for all students. This goal reflects our commitment to equipping students with the skills and resources necessary for success in higher education and the workforce, as reflected by the metrics listed below.

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.

A review of the 2023–2024 California Dashboard reveals a critical need to improve postsecondary readiness at Perris Lake High School (PLHS). While the school has achieved a Blue performance level in Graduation Rate with a notable 93.7% graduation rate overall, College and Career Indicator (CCI) performance remains significantly low, with only 1% of students classified as "Prepared," resulting in a Red performance level. This gap indicates that although students are completing high school, they are not exiting with the academic or career-readiness skills necessary to succeed in postsecondary education, military service, or the workforce.

This challenge is particularly acute among subgroups, including Socioeconomically Disadvantaged (SED), English Learners (EL), Long-Term English Learners (LTEL), Hispanic, Homeless, and Students with Disabilities (SWD)—all of whom are also identified in the Red performance level for CCI. These data reflect a systemic equity gap in access to and completion of CCI-aligned activities such as A-G coursework, dual enrollment, CTE pathway completion, and industry certifications.

Contributing factors include limited counseling support—with only one counselor assigned to meet both the academic and postsecondary planning needs of all students—and the absence of a College and Career Clerk, a key support role available at other district sites but not at PLHS. These staffing limitations hinder consistent progress monitoring, targeted interventions, and student access to career exploration and postsecondary resources.

To address these disparities, PLHS has partnered with local colleges, military branches, trade programs, and workforce development agencies to expand opportunities. However, systemic and staffing constraints limit full implementation. Additional support structures, targeted outreach, and aligned staffing are needed to ensure all students—especially those in historically underserved subgroups—have equitable access to pathways that will increase their CCI readiness.

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
College and Career Indicator (CCI)	PLHS: CCI: Subgroups: All Students, SED, EL, LTEL, Hispanic, Homeless, SWD (Red) 2023-24 CA Dashboard: Performance Level: Red All Students: 1% Prepared (.5% maintained)	PLHS: CCI: Subgroups: All Students, SED, EL, LTEL, Hispanic, Homeless, SWD (Orange) 2024-25 CA Dashboard: Performance Level: Orange All Students: 2% Prepared
Graduation Rate	2023-2024 CA Dashboard: Performance Level: Blue Graduation Rate All Students: 93.7% (+6.8%) -English Learner: 92.4% (+6.4%) -Homeless: 92.9% (+14.1%) -SWD: 93.7% (7.4%)	2024-2025 CA Dashboard: Performance Level: Blue Graduation Rate All Students: 95% -English Learner: 94% -Homeless: 94% -SWD: 95%

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	Activities/Strategies: Individualized college and career counseling, expanding Career Technical Education (CTE) programs. Extracurricular activities focused on career development, early intervention for at-risk students, and academic support services such as tutoring and credit recovery are also crucial. Enhancing family and community engagement through workshops and partnerships, fostering a positive school climate with social-emotional learning (SEL) programs, and creating personalized learning plans for students further support these goals. These combined efforts aim to better prepare students for college and careers and improve overall graduation rates.	All students	2,000 Title I 4000-4999: Books And Supplies Materials and supplies that support activities, events, work shops that support college and career readiness. 8,000 Title I 5000-5999: Services And Other Operating Expenditures Transportation cost for field trips to colleges, apprenticeship programs, job shadow, internships 5,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Consultants: guest speakers

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.

PLHS has taken significant steps to increase postsecondary awareness and opportunities, especially for historically underserved groups, through robust partnerships with local colleges, trade unions, military branches, and workforce agencies. These initiatives contributed to a 93.7% graduation rate (Blue performance level) across all student groups, including English Learners, Homeless youth, and Students with Disabilities—demonstrating strong progress in ensuring students complete high school.

Field trips, career fairs, ASVAB testing, and financial aid workshops provided hands-on exposure to diverse career and college pathways. Collaboration with agencies like RCOE and Cal-SOAP has strengthened FAFSA/CADAA completion and student access to higher education planning tools.

However, despite these efforts, PLHS remains in the Red performance level for College and Career Indicator (CCI), with only 1% of students classified as “Prepared.” This indicates a disconnect between the school’s graduation success and actual readiness for postsecondary success, particularly for subgroups such as SED, EL, LTEL, Homeless, SWD, and Hispanic students.

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

The primary gap lies in personnel capacity to support the postsecondary planning process. Although partnerships were successfully cultivated, staffing limitations have hindered full implementation:

Only one counselor is currently available to serve the entire PLHS population, limiting the ability to provide individualized support for college/career planning, A-G tracking, and postsecondary goal-setting.

Absence of a College and Career Clerk at PLHS—unlike other high schools in the district—has resulted in reduced access to direct student services, such as internship matching, transcript management for dual enrollment, and guidance on CCI pathway completion.

While resources were allocated for student activities (e.g., college visits, fairs), the lack of a dedicated coordinator has made it difficult to scale or track participation in CCI-aligned opportunities (e.g., dual enrollment, industry certifications, CTE completion).

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.

To move out of Red on the College and Career Indicator and ensure equitable access to postsecondary readiness, the following changes will be made:

Strategic Staffing Adjustments:

- Advocate for the addition of a College and Career Clerk position to ensure students receive targeted support for college applications, CTE pathway completion, and internship placement.

- Explore funding or grant opportunities to add a second counselor or shared postsecondary advisor to meet the holistic needs of at-promise youth.

Expanded Student Support Programs:

- Implement a Peer Mentor Program, utilizing recent alumni to guide current students through FAFSA completion, CCI pathway navigation, and transition planning.

- Create a College and Career Readiness Task Force of students, staff, and community partners to improve systemic alignment with CCI requirements.

Enhanced Postsecondary Access:

- Strengthen existing partnerships (e.g., RCOE, Cal-SOAP, UTI, RCC) to increase student enrollment in dual enrollment, apprenticeship, and certification programs that count toward CCI Prepared status.

- Increase frequency and breadth of college and career field trips, ASVAB testing, and job readiness workshops to expose students to a wider range of postsecondary options.

Monitoring & Outcomes:

-Implement a tracking system for CCI indicators to identify which students are near “Prepared” status and provide targeted interventions (e.g., course enrollment, credit recovery, certificate completion).

-Aim to increase “Prepared” status from 1% to at least 10% by 2025–26, prioritizing outreach and enrollment into qualifying programs (CTE pathways, AP, IB, a–g completion, dual enrollment, etc.).

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.

Creating Safe and Secure Learning Environments

By June 2026, Perris Lake High School is committed to cultivating a positive school climate by implementing strategies to reduce suspension rates, enhance outcomes in the CA Healthy Kids Survey, mitigate chronic absenteeism, and improve overall attendance rates. This goal reflects our dedication to fostering an inclusive and supportive environment where every student feels valued and motivated to succeed, as reflected in the metric below.

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 learning environment for all 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.

A review of the 2023–24 CA Dashboard and local data reveals that while Perris Lake High School has made progress in reducing suspension rates (2.4%, down -1.2%) and maintaining a 0% expulsion rate, several areas still require significant improvement to ensure a safe, supportive, and inclusive school environment.

One key area of need is addressing staffing shortages, particularly the lack of sufficient clerical, counseling, and administrative personnel to meet the academic, behavioral, and emotional needs of the school's "at-promise" student population. PLHS is also the only high school in the district without a dedicated college and career clerk, limiting student access to critical postsecondary planning and support services.

Additionally, while overall school climate has improved through rapport-building and incentive programs like SOAR, there is a need for targeted professional development for teachers and staff focused on trauma-informed practices, de-escalation strategies, and relationship building—especially for Tier 3 students with complex needs.

The lack of a secure, monitored, single point-of-entry is another significant concern impacting the physical safety of the campus. Furthermore, the school does not currently have comprehensive data from the California Healthy Kids Survey (CHKS), which hinders the ability to measure student perceptions of safety, connectedness, and school climate trends over time.

To address these gaps, PLHS will:

- Advocate for increased site-level staffing and a career clerk position.
- Implement structured onboarding protocols to ensure staff are aware of incoming students' support needs.
- Provide ongoing PD focused on restorative practices and Tier 3 behavior interventions.
- Partner with district leadership to enhance campus safety infrastructure, including a secure entry point.
- Administer the CHKS in 2024–25 to obtain measurable feedback from students and guide future planning.

These steps are designed to reduce behavioral incidents, increase student connectedness, and improve support for historically underserved and vulnerable student groups, including Homeless, English Learner, and Students with Disabilities subgroups.

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
Expulsion Rate	2023-24 Expulsion Rate 0%	2024-25 Expulsion Rate: 0%
Suspension Rate	2023-24 CA Dashboard: Performance Level: No Red/Orange Subgroups All Students: 2.4% (-1.2%) -Hispanic: 2.3% (Yellow)	2024-25 CA Dashboard: Performance Level: No Red/Orange Subgroups All Students: 1.5%
CA Healthy Kids Student Survey	2024-25 CA Healthy Kids Survey: Core Module Respondents: Not administered Safety & Violence: Survey not administered	2025-26 CA Healthy Kids Survey: Core Module Respondents: 100 Safety & Violence Module: 100
Attendance Rate	2024-25: Attendance Rate: XX%	2025-26: Attendance Rate: XX%

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	Activities/Strategies: At Perris Lake High School, we engage students during lunchtime with a variety of activities that foster a positive and inclusive school environment. These activities could include monthly club fairs, Wellness Wednesdays with stress-relief and mindfulness sessions, talent showcases, and game days with board and video games. We will also celebrate diverse cultures through themed events, host trivia competitions, and provide craft stations for creative expression. Additionally, we can organize outdoor sports tournaments, student-teacher mixers, and career and college info booths. These initiatives, led by the counselor, staff, and administration, aimed to connect students, promote well-being, and enhance the overall school experience.	All Students	1,048 Title I 4000-4999: Books And Supplies Materials and supplies that support the emotional, social wellbeing of students
3.5			
3.6			
3.20			

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.

Perris Lake High School (PLHS) has made meaningful strides in promoting a positive school culture and safe learning environment. Strategies such as the implementation of SOAR Awards and student incentive programs have improved student engagement, attendance, and behavior. Strong communication between campus supervisors, site administration, and staff has allowed for timely interventions and proactive student support. Consistent and empathetic leadership has contributed to a stable, supportive climate. The school's 0% expulsion rate and improved suspension rate (2.4%, down -1.2%) further reflect the success of these interventions. Overall, current strategies are proving effective in fostering student connection, improving behavior, and maintaining school safety.

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

Despite successes, gaps exist between intended implementation and the actual capacity to deliver services. Budgeted positions such as additional clerical staff, mental health support, or a dedicated safety officer were either delayed or not filled, limiting the full implementation of Tier 2 and Tier 3 supports. Staff turnover and shortages have also impacted consistency in support systems. Moreover, although professional development was intended to include relationship-building strategies, the frequency and depth of PD focused on student rapport has not been sufficient to meet staff needs. Additionally, the absence of a secure, monitored single point-of-entry contradicts school safety goals outlined in site planning and facilities expenditure.

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 changes will be made to improve the implementation and outcomes of Goal 3:

- Professional Development: Increase PD opportunities focused on trauma-informed practices, building student rapport, and de-escalation techniques to better support the unique needs of the PLHS population.
- Staffing: Advocate for reinstating or hiring additional clerical and administrative support, as well as behavioral intervention staff to strengthen Tier 3 intervention services.
- Student Safety: Include the development of a secure, monitored single point-of-entry in facilities planning and coordinate with district leadership for implementation.
- Communication: Improve district-site communication channels to ensure the site receives timely updates, resources, and decision-making input on student services and safety protocols.
- Student Background Awareness: Implement a transition protocol to provide staff with timely and relevant information about new students' academic and behavioral backgrounds to support smooth integration.

These updates will be reflected in the metrics related to suspension rate, student connectedness (as measured by the CHKS in 2024–25), and Tier 2/Tier 3 intervention data tracked internally through student support logs and MTSS team records.

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.

Fostering Strong Home-School-Community Connections

By June 2026, Perris Lake High School aims to significantly increase opportunities for parent involvement and improve communication between the school and the community, as measured by the metrics below:

Increase Parent Participation by 10% (250)

Increase CSPS Respondents to 50

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.

Based on a review of local data, Perris Lake High School recognizes the need to enhance parent engagement and feedback mechanisms. Despite the 225 parents attending various workshops, training sessions, conferences, and school activities in 2023, only 8 parents responded to a survey. To address this discrepancy, the school will implement strategies such as enhancing communication methods, utilizing multiple platforms to reach parents, and eliciting feedback after parent events. These efforts aim to increase parent survey participation and ensure their valuable feedback is effectively captured for informing school improvements.

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	2024-25: Parent Participation: 225	2025-26: Parent Participation: 250
California School Parent Survey (CSPS)	2024-25 Survey Respondents: Not administered	2025-26 Survey Respondents: 50
Parent Square	Metrics: TBS	Metrics: TBS

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	Provide trainings and workshops for parents and community members to enhance their capacity and connections. By building skills and fostering connections, this equips parents to play a proactive	All students	479 Title I 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	role in their children education, promoting student success through collaborative efforts.		Materials and supplies to include but limited to: PELI, Parent Appreciation Week, National Parent Involvement Day, workshops, trainings, and conferences.
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.

Perris Lake High School has made meaningful strides in fostering parent engagement and building community partnerships. Through the implementation of ParentSquare and the use of a school podcast, communication with families has improved in both frequency and accessibility. Events such as SOAR Awards, FAFSA nights, and Senior Pinning have further connected families to the school community, despite the transient nature of the student population. Additionally, the school has strengthened relationships with local partners, including the City of Perris and Kia Motors, to establish internship and work-based learning pathways for students.

These strategies have been particularly effective in improving outreach and highlighting the value of attendance, academic engagement, and college and career readiness. The new partnership with the Perris Skills Center reflects growing post-secondary alignment, while the Kia Motors collaboration demonstrates a promising expansion into industry-linked training.

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 planned actions were implemented as intended, certain gaps emerged due to infrastructure limitations. The lack of a school site van or transportation support significantly limits students' ability to participate in off-site work-based learning or internship opportunities. Additionally, the absence of survey data from families in 2024–25 prevents a full evaluation of engagement impact. Fluctuations in student enrollment, caused by a high rate of transiency, have also made consistent parent and student participation difficult to sustain.

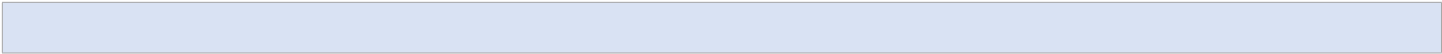
Budget limitations may have also contributed to the school's inability to hire staff or secure services (such as additional counseling or community liaisons) to support Tier 3 students and strengthen outreach to highly mobile families.

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.

To strengthen the effectiveness of parent engagement and community partnership strategies, PLHS will:

- Administer parent and student surveys in 2024–25 to gather actionable feedback.
- Increase targeted outreach to newly enrolled families to build stronger connections from enrollment onward.
- Secure funding for transportation (e.g., site van, travel stipends, or community partnerships) to improve access to off-site opportunities.
- Explore the addition of a dedicated parent/community liaison to help facilitate engagement and support events.
- Continue growing industry and college partnerships to provide meaningful, real-world experiences for all students, regardless of socio-economic background.

These updates aim to reduce participation barriers and improve alignment between family engagement efforts, student support, and postsecondary access.



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.

English Learner students and Students with Disabilities will attain grade level proficiency in English Language Arts and Mathematics.

The goal of PLHS is to increase academic achievement for all students, with a specific focus on closing achievement gaps among English Learners (EL), Long-Term English Learners (LTEL), and students with disabilities (SWD). This will be achieved by improving performance in ELA and Math, enhancing language acquisition for EL students, and ensuring that all students, particularly those from underrepresented subgroups, are prepared for postsecondary success. Strategies will include targeted interventions, professional development for staff, strengthened partnerships with community and postsecondary institutions, and a focus on both academic and socio-emotional supports to ensure that every student graduates prepared for college and career opportunities.

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 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 the 2023–24 CA Dashboard and local data, several areas at PLHS require significant improvement, particularly related to the performance of English Learners (EL), Long-Term English Learners (LTEL), and students with disabilities (SWD). These student groups demonstrate very low performance in both ELA and Math Academic Indicators. For instance, EL students would need to increase by 130.5 points in ELA and 199.8 points in Math to reach “High” status, while LTEs need an increase of 153.2 points in ELA and 221.2 points in Math, indicating persistent and substantial achievement gaps.

Despite a graduation rate exceeding 92% across subgroups, the College and Career Indicator (CCI) remains at 1% Prepared for all students, which is among the lowest performance levels (Red), suggesting a disconnect between graduation and postsecondary readiness. Additionally, the percentage of EL students making progress towards English proficiency is only 14.7%, significantly below expectations, further highlighting the need for robust academic and language development interventions.

To address these disparities, PLHS has implemented several strategic steps:

- An EL Teacher Lead was provided a four-period release to deliver classroom coaching and lead research-based professional development.
- Tier 3 supports are coordinated through the Alternative Placement Committee (APC), which includes admin, SPED staff, and counselors to ensure tailored services for incoming EL, homeless, and SPED students.
- Work-based learning classes are used as strategic placement opportunities for vulnerable students, integrating academic and career readiness goals.
- Ongoing community partnerships and targeted professional development are being developed to provide wraparound support and better prepare teachers to meet the needs of diverse learners.

While these actions have improved collaboration and support systems, sustained focus on increasing instructional consistency, staffing, and targeted intervention will be required to close the achievement gaps and improve Dashboard indicators for all student groups.

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
<p>ELA Academic Indicator</p>	<p>2025 ELA Academic Indicator EL- Blue- Increase by 130.5 points. High Status Green- Increase by 100.5 points. Medium Status. Yellow- Increase by 55.5 points. Low Status Orange- Increase by 3. Low Status (Goal to increase by 20)</p> <p>LTEL- “Very Low” status Blue- Increase by 153.2 points. High Status Green- Increase by 123.2 points. Medium Status. Yellow- Increase by 78.2 points. Low Status Orange- Increase by 3. Low Status (Goal to increase by 20)</p>	<p>2025 ELA Academic Indicator EL- Blue- Increase by 130.5 points. High Status Green- Increase by 100.5 points. Medium Status. Yellow- Increase by 55.5 points. Low Status Orange- Increase by 3. Low Status (Goal to increase by 20)</p> <p>LTEL- “Very Low” status Blue- Increase by 153.2 points. High Status Green- Increase by 123.2 points. Medium Status. Yellow- Increase by 78.2 points. Low Status Orange- Increase by 3. Low Status (Goal to increase by 20)</p>
<p>Math Academic Indicator</p>	<p>2025 Math Academic Indicator EL- Blue- Increase by 199.8 points. High Status Green- Increase by 139.8 points. Medium Status. Yellow- Increase by 84.8 points. Low Status Orange- Increase by 3. Low Status (Goal to increase by 20)</p> <p>LTEL- “Very Low” status Blue- Increase by 221.2 points. High Status Green- Increase by 161.2 points. Medium Status. Yellow- Increase by 106.2 points. Low Status Orange- Increase by 3. Low Status (Goal to increase by 20)</p>	<p>2025 Math Academic Indicator EL- Blue- Increase by 199.8 points. High Status Green- Increase by 139.8 points. Medium Status. Yellow- Increase by 84.8 points. Low Status Orange- Increase by 3. Low Status (Goal to increase by 20)</p> <p>LTEL- “Very Low” status Blue- Increase by 221.2 points. High Status Green- Increase by 161.2 points. Medium Status. Yellow- Increase by 106.2 points. Low Status Orange- Increase by 3. Low Status (Goal to increase by 20)</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
<p>5.1</p>	<p>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.</p>	<p>English Learners</p>	

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.

PLHS has taken a proactive and collaborative approach to supporting its English Learners, LTELs, homeless students, and students with disabilities through structured Tier 3 interventions. The Alternative Placement Committee (APC) meets regularly to assess incoming students' needs and facilitate smooth transitions, particularly for homeless youth and students with IEPs. These students are strategically placed in work-based learning environments that prioritize individualized support, and coordination between case carriers, administration, and instructional staff ensures that services align with both academic and social-emotional needs.

The EL Teacher Lead initiative has also played a significant role in building teacher capacity through professional development on research-based instructional strategies. This role provides both classroom coaching and targeted PD, helping increase instructional consistency for EL students. Workshops for staff on supporting homeless students and the collaboration with the incoming Special Education Director have improved awareness, compliance, and service delivery across departments.

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

While many planned strategies were effectively implemented, a few constraints have limited their full impact:

- Staffing shortages have slowed the scale-up of EL instructional supports and interventions for homeless and SPED students.
- The four-period release for the EL Teacher Lead has been effective, but additional capacity may be needed to extend coaching and support to more teachers.
- Resource gaps in supplemental supports (e.g., tutoring, mentorships, bilingual aides) persist, limiting the reach and intensity of interventions for LTELs and students with complex needs.
- Some community partnerships for homeless student supports are still in the development phase and not yet fully operational.
- Despite these challenges, the core structures are in place, and adjustments in resource allocation or additional staffing could significantly accelerate progress toward meeting the growth targets.

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.

To strengthen implementation and outcomes, PLHS will:

- Expand the EL Teacher Lead initiative by offering additional coaching time or training for peer teacher leaders.
- Increase collaboration between general education and special education staff to ensure inclusive instruction aligned with IEP goals.
- Strengthen community partnerships with agencies supporting foster, homeless, and socioeconomically disadvantaged students to broaden wraparound services.
- Implement a monitoring system to track student progress by subgroup (EL, LTEL, Homeless, SWD) more frequently and make instructional adjustments in real time.
- Prioritize early identification of at-risk EL and LTEL students using formative assessment data and provide targeted academic interventions tied to their language acquisition needs.
- Explore additional funding sources to supplement interventions, including Title III, Title I, and McKinney-Vento grants.

These adjustments will support the school's aim to increase EL and LTEL performance by at least 20 points in ELA and math, progressing from "Very Low" toward higher performance tiers (Orange or Yellow), and closing equity gaps across subgroups.

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	\$30,027.00
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	\$16,527.00

Subtotal of additional federal funds included for this school: \$16,527.00

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 (\$)
LCFF SC	\$13,500.00

Subtotal of state or local funds included for this school: \$13,500.00

Total of federal, state, and/or local funds for this school: \$30,027.00

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
LCFF SC	13,500.00
Title I	16,527.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,000.00
3000-3999: Employee Benefits	3,500.00
4000-4999: Books And Supplies	3,527.00
5000-5999: Services And Other Operating Expenditures	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF SC	10,000.00
3000-3999: Employee Benefits	LCFF SC	3,500.00
4000-4999: Books And Supplies	Title I	3,527.00
5000-5999: Services And Other Operating Expenditures	Title I	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,500.00
Goal 2	15,000.00
Goal 3	1,048.00

Goal 4

479.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Lee Alfred	Principal
Jonathan Huelsman	Classroom Teacher
Erica Hulstrom	Other School Staff
Adriana Garduno	Parent or Community Member
William Garduno	Parent or Community Member
TBD	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on June 3, 2021.

Attested:



Principal, Lee Alfred on May 30, 2024

SSC Chairperson, Jonathan Huelsman on May 30, 2024

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.

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.

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.

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/>

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