School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paso Robles High School	40754574035754	5/18/2020	6/9/2020

Purpose and Description

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

Additional Targeted Support and Improvement
The School Plan for Student Achievement (SPSA) is a school-level plan on how to implemented the

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

Paso Robles High School has analyzed and reflected on our school with the help and guidance of the ACS WASC Focus on Learning Self-Study Guide. Our process began with reflecting upon our progress in light of our prior action plan as an activity as an entire staff. From this discussion came the first iteration of our Critical Student Learning Needs (at that time based solely on our reflection from our six-year-old action plan). During the development of the WASC Goals, we have spent many hours of time discussing and refining our Critical Student Learning Needs as an Administrative Team, Leadership Team (comprised of department chairs), in Focus Groups, as an entire staff, and with students and parents. Our final identified Critical Student Learning Needs are the product of reflection on a myriad of data regarding PRHS, the Focus Group discussions that led to final Areas for Growth, input from all stakeholders based upon observation and anecdotal data, and reflection on our current school and district goals.

Through our collaborative process, we arrived at our Critical Student Learner Needs aligning closely with our District LCAP goals. This was not our intention or goal, but we realized through our process that our student needs truly were best addressed through adapting the LCAP Goals to address our site-specific student needs and methods of addressing those needs. For each Critical Student Learner Need, we have included the parallel LCAP Goal, the Student Learner Outcomes addressed in the CSLN, data that lead to the inclusion of the CSLN, and other pertinent information.

Critical Student Learner Need #1:

Every student at PRHS will be prepared for success in college, career, and community upon graduation.

Parallel LCAP Goal #1:
Paso Robles Joint Unified School District students will be college, career, and community ready when they graduate.

Student Learner Outcomes Addressed:
Prepared, Respectful, Integrity, Determined, and Engaged

Supporting Data:
A-G Approved Courses
California College Guidance Initiative program
AP Courses and Exam Results
Dual Enrollment Courses
CTE Pathway Completion
ACT, SAT, and CAASPP Data
College/Career Preparedness Data from California School Dashboard
Graduation Rate
CA Healthy Kids Survey
Community Service Records
Tutorial Guest Speaker Schedule
LCAP Survey Data

Rationale:
Despite the alignment of CSLN #1 and LCAP Goal #1, the CSLN will be addressed using additional tactics through the action plan as it is specific to PRHS and not PRJUSD overall. This is an area that has been a focus for PRJUSD and PRHS for a few years and in that time significant progress has been made.

Even with the progress of adding A-G approved courses, increasing the number and percent of students over the last four years who are prepared for College/Career through the California School Dashboard measurement, we desire continued growth in our programs as we seek to prepare every student for success after high school. According the California School Dashboard, 68.3% of students who graduated in 2018 were College/Career Ready. Our three largest subgroups of Hispanic, White, and Socioeconomically Disadvantaged students were all above 60%, while our smaller subgroups of English Learners, Students with Disabilities, and Homeless Students were at 37.3%, 40.7%, and 42.9% respectively. PRHS had an average overall graduation rate of 94.2% over the last five years. Despite having a significantly higher graduation rate than California as a whole, we continue to strive toward all of our students successfully graduating from PRHS.

Critical Student Learner Need #2:
Every student will have opportunities for success through systematic supports academically, behaviorally, and social/emotionally at PRHS.

Parallel LCAP Goal #2:
Paso Robles Joint Unified will increase all student success and achievement and provide highly qualified teachers and supports aligned to California standards.

Student Learner Outcomes Addressed:
Prepared, Respectful, Integrity, Determined, and Engaged

Supporting Data:
CAASPP and MAP Testing Data
Algebra 1 Pass Rate
SAT and ACT Performance
Master Schedule
Tutorial Block Week and Finals Schedule
Multi-Tiered Support System
Professional Development Plan
Pre-Intervention Tab
Office Referral Form
Non-Privilege List
Curriculum Calendars and Lesson Plans
Summer School Enrollment
Non-Promote 8th Grade Students
Attendance and Tardy Data
LCAP Survey Data

Rationale:
CSLN #2 and LCAP Goal #2 overlap significantly. The CSLN focuses on supporting student success academically, behaviorally, and social-emotionally. This expands upon the LCAP goal as the LCAP goal is more specifically focused on academic supports for students. We decided to broaden this CSLN as PRHS seeks, as a school, to further develop and systematize structures for student support in all three areas.

We desire to increase our systemic structures at PRHS to ensure all students are being supported. This process must begin with a comprehensive means of measuring student need for support and creating a system of sorting students into Tiers in the categories of academic, behavioral, and social/emotional needs. Once student needs are measured and flagged, then it is essential to have systems in place to support students with all variety of needs. We, at PRHS, have some areas where this is taking place, but it has not been formalized and organized in a manner that ensures all students who need support are receiving it. Thus there may be students who are slipping through the cracks in our current systems and we desire to ensure this is no longer the case.

Critical Student Learner Need #3:
English learners, foster youth, low-income students, and students with disabilities will be supported academically, behaviorally, and social-emotionally through equitable and strategic structures at PRHS.

Parallel LCAP Goal #3:
Paso Robles Joint Unified School District will provide additional services and supports to ensure social-emotional and academic growth for English Learners, Homeless, Low Income, Foster, and Students with Disabilities.

Student Learner Outcomes Addressed:

Prepared, Respectful, Integrity, Determined, and Engaged

Supporting Data:
Master Schedule
Subgroup performance data for CAASPP, MAP, and other tests
Subgroup Discipline and Attendance Data
Subgroup Graduation Rate and College/Career Preparedness
ELPAC Performance
EL Reclassification Rate
SPED Student Performance in Co-taught Classes

Rationale:
CSLN #3 and LCAP Goal #3 are nearly identical as they both focus on the subgroup of students at PRHS who require additional support to create equity. These student subgroups have lower test scores, higher discipline rates, lower attendance, and lower graduation rates that that of the overall school population. It is essential to provide additional support to these students to provide them a path to further success and growth.

English Learners, Homeless Students, Low Income Students, Foster Youth, and Students with Disabilities at PRHS often struggle compared with their classmates. PRHS desires to provide equitable supports for these students to ensure they receive the help they need to be able to meet all academic, behavioral, and social/emotional standards. The Action Plan contains multiple ideas for how to ensure these students receive the support they require. One method is to provide further structure around the existing IEPs, 504s, and EL Support Plans to ensure each plan is created collaboratively so each student receives the accommodations and modifications necessary. In addition, it is essential for logistical purposes that we implement a streamlined system for storing and sharing these support documents to provide all pertinent information to every teacher in a manner that is easily accessible.

Critical Student Learner Need #4:
PRHS will provide opportunities that support a culture of belonging and a positive climate for all students, families, and staff.

Parallel LCAP Goal #4:
Paso Robles Joint Unified School District will provide opportunities that support a culture of belonging and a positive climate for all students, families, and staff.

Student Learner Outcomes Addressed:
Respectful, Integrity, and Determined

Supporting Data:
Attendance and Tardy Rates
Suspension/Expulsion Rates
Discipline Data
Five Star Student engagement data
Student Participation in Extra and Co-Curricular Opportunities
Positive Behavioral Interventions and Supports (PBIS) program data
Tutorial Form Data

LCAP Survey Data

Rationale:
CSLN #4 and LCAP Goal #4 are identical as we observed a consistent need to build our school culture at PRHS through both anecdotal and numerical data. This observed need led to our goal, which notably seeks to build a culture of belonging among all stakeholders: students, families, and staff.

We desire students, families, and staff feel connected at PRHS as we develop a positive climate and culture of belonging. We would like to see an even higher rate of student connectivity to one another and to a caring adult at PRHS. We are actively pursuing this through our PBIS program, Tutorial systems and structures, and peer support. These programs are all relatively new and require continuing calibration and interconnection under our MTSS structure to ensure we build a strong school climate and culture in which all stakeholders feel connected.

Additional Target Support and Intervention Goal #5:
In alignment with the Additional Target Support and Intervention (ATSI) process, PRHS will support students with disabilities will be supported academically, behaviorally, and social-emotionally to close the achievement gaps seen in CAASPP Math, CAASPP ELA, Suspension Rate, Graduation Rate, and College/Career Readiness Rate.

Parallel LCAP Goal #3:
Paso Robles Joint Unified School District will provide additional services and supports to ensure social-emotional and academic growth for English Learners, Homeless, Low Income, Foster, and Students with Disabilities.

Student Learner Outcomes Addressed:
Prepared, Respectful, Integrity, Determined, and Engaged

Supporting Data:
Master Schedule
Students with Disabilities performance data for CAASPP, MAP, and other tests
Students with Disabilities Discipline and Attendance Data
Students with Disabilities Graduation Rate and College/Career Preparedness
SPED Student Performance in Co-taught Classes

Rationale:
As students with disabilities feel into the red and orange indicators on the California Dashboard in all areas PRHS will take a detailed look into the systems and structure that directly support these students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2019 WASC Self Study Results, 2017/2018 and 2018/2019 LCAP Survey for Students, Teachers, Parents, and Community Members, 2017/2018 and 2018/2019 Paso Robles Public Educator Survey, 2018/2019 and 2019/2020 California Health Kids Survey Results, 2018/2019 Tobacco Survey.

The results of these surveys are included in the rationale for each of our site goals:

Goal #1
Every student at PRHS will be prepared for success in college, career, and community upon graduation.

Rationale:
Even with the progress of adding A-G approved courses, increasing the number and percent of students over the last four years who are prepared for College/Career through the California School Dashboard measurement, we desire continued growth in our programs as we seek to prepare every student for success after high school. According the California School Dashboard, 68.3% of students who graduated in 2018 were College/Career Ready. Our three largest subgroups of Hispanic, White, and Socioeconomically Disadvantaged students were all above 60%, while our smaller subgroups of English Learners, Students with Disabilities, and Homeless Students were at 37.3%, 40.7%, and 42.9% respectively. PRHS had an average overall graduation rate of 94.2% over the last five years. Despite having a significantly higher graduation rate than California as a whole, we continue to strive toward all of our students successfully graduating from PRHS.

Goal #2
Every student will have opportunities for success through systematic supports academically, behaviorally, and social/emotionally at PRHS.

Rationale:
We desire to increase our systemic structures at PRHS to ensure all students are being supported. This process must begin with a comprehensive means of measuring student need for support and creating a system of sorting students into Tiers in the categories of academic, behavioral, and social/emotional needs. Once student needs are measured and flagged, then it is essential to have systems in place to support students with all variety of needs. We, at PRHS, have some areas where this is taking place, but it has not been formalized and organized in a manner that ensures all students who need support are receiving it. Thus there may be students who are slipping through the cracks in our current systems and we desire to ensure this is no longer the case.

Goal #3
English learners, foster youth, low-income students, and students with disabilities will be supported academically, behaviorally, and social-emotionally through equitable and strategic structures at PRHS.

Rationale:
English Learners, Homeless Students, Low Income Students, Foster Youth, and Students with Disabilities at PRHS often struggle compared with their classmates. PRHS desires to provide equitable supports for these students to ensure they receive the help they need to be able to meet all academic, behavioral, and social/emotional standards. The Action Plan contains multiple ideas for how to ensure these students receive the support they require. One method is to provide further structure around the existing IEPs, 504s, and EL Support Plans to ensure each plan is created collaboratively so each student receives the accommodations and modifications necessary. In addition, it is essential for logistical purposes that we implement a streamlined system for storing and sharing these support documents to provide all pertinent information to every teacher in a manner that is easily accessible.

Goal #4
PRHS will provide opportunities that support a culture of belonging and a positive climate for all students, families, and staff.

Rationale:
We desire students, families, and staff feel connected at PRHS as we develop a positive climate and culture of belonging. We would like to see an even higher rate of student connectivity to one another and to a caring adult at PRHS. We are actively pursuing this through our PBIS program, Tutorial systems and structures, and peer support. These programs are all relatively new and require continuing calibration and interconnection under our MTSS structure to ensure we build a strong school climate and culture in which all stakeholders feel connected.

Goal #5
In alignment with the Additional Target Support and Intervention process, PRHS will support students with disabilities will be supported academically, behaviorally, and social-emotionally to close the achievement gaps seen in CAASPP Math, CAASPP ELA, Suspension Rate, Graduation Rate, and College/Career Readiness Rate.

Rationale:
As students with disabilities feel into the red and orange indicators on the California Dashboard in all areas PRHS will take a detailed look into the systems and structure that directly support these students.

Classroom Observations

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

The purpose of classroom observation is to assure a consistent basis of instructional delivery with a focus on Best First Teaching that engages all learners.

Classrooms are visited regularly by the Principal or Assistant Principal for 5 to 10 minutes, they are also frequently visited informally. Currently, 6 teachers are probationary and have each had two informal and two formal observations completed where the observations last from 30 minutes to one hour. Currently, ## teachers have tenure status and are evaluated once every other year including one formal observation and one informal observation. Classroom observations provide an opportunity for teachers to receive productive feedback on their progress on the California Standards for the Teaching Profession (CSTP), continuum.

Observations further support:
1) District Professional Development and teacher growth in unit plans that include: Common Formative Assessment, Learning Intentions, Lesson Progressions and Success Criteria.
2) Site based professional development includes: standards and measurable language embedded objectives, common formative/summative assessment analyzed in structure professional learning communities, and differentiated instruction to meet the needs of all learners.

Summary of Findings:
Teachers are doing an admirable job of developing unit plans, providing clarity for teachers and students, and including language embedded objectives within lessons. Effective classroom management has also been observed. All teachers are working to include rigor and more support could be provided in this area as well as the "strategic" use of strategies for both engagement and differentiation in lessons.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Paso Robles High School uses state assessments, NWEA MAP, progress monitoring tools, curriculum based assessments, and additional formative assessments to inform instruction. Classroom teachers deliver core instruction and differentiate instruction for students of all performance abilities. Teachers collaborate to plan and organize curriculum to support these multiple performance levels. District pacing plans are revised as needed and MAP is given in the fall and winter. Professional Learning Communities meet weekly during collaboration time to analyze data, establish individual student goals and action plans.

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

Departmental PLCs meet weekly to analyze data from common formative assessments and share best practices so that others can adopt strategies that have proven successful in supporting the wide range of learners in the classroom. Teams have been trained using the achievement team process. This process is being documented and monitored by the Academic Achievement Leadership Team. In addition, the behavior support team, led by our Assitant Principal and Lead Counseling Specialist, regularly monitors Check In/Check Out, office discipline referral, attendance, and other data to ensure behavior and social emotional tiered supports are working to keep students accessing and successful during core instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Paso Robles High School faculty is highly qualified with the exception of six teachers which utilized the teacher by special committee process to verify content competency in the areas of Health and Career Technical Education (Technical Theater). All teachers have begun the process to clear their health credential by the end of the 2020-2021 school year.

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

Teachers receive high-quality staff development at staff meetings, extended site collaboration monthly, as well on data retreat and staff development days. The focus of staff development this year was on social emotional learning (use of Second Step curriculum, trauma informed practices and restorative practice), culturally responsive teaching practices, the achievement team process and support for our English Learners (ELPAC test item types, instructional routines for development of academic vocabulary, and integrated ELD).

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

Staff development is planned to ensure classroom instruction is aligned with CCSS, effective teaching practice and results in increased learning for students. Professional Learning Communities use the achievement team data cycle process which focuses on analyzing student progress with priority standards and planning support that take place both in the general education classroom. Classroom observation occur at least once bi-weekly to provide instructional feedback on implementation of practices.

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

Administration supports teachers through formal observation and evaluations as well as informal observations. Mentors are provided for teachers in their first two years of teaching as they work to clear their preliminary teaching credentials.

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

Teachers collaborate sixty minutes per week in department level and targeted support professional learning communities (PLCs). Departments include ELA, Math, Science, Social Science, Visual and Performing Arts, Career Technical Education, Physical Education, Agriculture, and World Languages. Target PLCs include Co-Teach Support, English Language Learner Support, AVID, Grade Level Support (9-12), and Social/Emotional Support.

Teaching and Learning

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

PRJUSD has adopted California approved textbooks in the areas of English Language Arts, Mathematics, Science, and Social Studies. EL Achieve is used to support identified English Language Learners.

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

Not Applicable

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

The PRHS Master schedule includes intervention courses in the areas of Mathematics (6 sections of Algebra 1A and 1B), English Language Development (9 sections of Newcomers, ELD 1, ELD 2, and ELD 3), and Special Education (54 sections sections of Adaptive Learning Center, Therapeutic Learning Center, Special Academic Center, and Inclusive General Education Co-Taught Instruction).

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

State adopted curriculum and materials are available to all students as per the Williams Act.

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

All highly qualified teachers use all SBE-adopted and standards-aligned instructional materials for general education, interventions and special education.

Opportunity and Equal Educational Access

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

Students performing below grade level have access to state adopted curriculum and standards-based instruction daily. Teachers provide core instruction daily to meet the needs of students of all performance levels. English Learners receive daily designated ELD instruction as an elective class and are grouped by assessed language proficiency.

Evidence-based educational practices to raise student achievement

Teachers meet weekly in PLCs to discuss practices that are research-based and share strategies that have proved to be successful with their students. Interventions are formed based on assessment data and the analysis of that data that takes place during those PLCs. Research-based practices discussed include but are not limited to: direct instruction model, concept attainment, inquiry, and cooperative learning.

Parental Engagement

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

Inter agency services - The Link and SAFE referral
SST process
Instructional Assistants
Summer School
DELAC, ELAC, GATE, SSC Advisory Meetings
Back to School Night / Open House
Newsletters in English and Spanish
Bilingual Family Advocate

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

Back to School Night
Open House
Student Study Teams
Parent Volunteering
School Newsletters
School Website
Automated dialing system for communicating information
Emailing parents/families with information and events
After School Athletics and Extracurricular Activities
Booster Organizations (Athletics, Band, FFA, etc.)
Parents and community members are consistently invited and encouraged to serve on school site committees that support the overall goals for the school

Funding

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

PRHS does not receive any categorical funds.

Fiscal support (EPC)

LCAP services and general fund support student achievement

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Paso Robles High School (PRHS) completed a full WASC Accreditation process in the 2018/2019 school year in which a full range of stakeholder input was collected, site goals as aligned to the current LCAP were created, and action plan was created for the following six years. All stakeholder groups also participated in the LCAP input process, the data of which was a primary source of feedback in the development of this plan. The 2019/2020 School Plan for Student Achievement (SPSA) was built off of this work as PRHS did not have a SPSA in the 2018-2019 school year. In March of 2020, PRHS reformed a steering committee to restart School Site Council (SSC) approving the 2019/2020 SPSA, adjusting the PRHS SSC Bylaws, established the timeline for the development of the 2020/2021 SPSA and preparing for the 2020/2021 SSC election to be held in September of 2020. In May 2020, the English Learner Advisory Committee (ELAC) and Department Chair Team (DCT) reviewed and gave feedback on the 2019/2020 SPSA based on feedback from their stakeholder groups.

Resource Inequities

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

Based on the needs assessment we have discovered that resources have been allocated in an equitable manner for all of our different subgroups.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.42%	0.56%	0.41%	9	12	9
African American	1.68%	1.49%	1.47%	36	32	32
Asian	1.40%	1.26%	1.15%	30	27	25
Filipino	0.37%	0.51%	0.51%	8	11	11
Hispanic/Latino	49.51%	50%	52.14%	1061	1,075	1,135
Pacific Islander	0.42%	0.23%	0.28%	9	5	6
White	44.38%	43.63%	41.75%	951	938	909
Multiple/No Response	%	0.47%	1.84%		10	10
			Total Enrollment	2143	2,150	2,177

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	605	609	585
Grade 10	549	592	597
Grade 11	521	494	553
Grade 12	468	455	442
Total Enrollment	2,143	2,150	2,177

Conclusions based on this data:

1. PRHS experienced flat enrollment from the 17/18 to the 18/19 school year. As Paso Robles City has not experienced any growth, we believe that this is indicative of students staying in the district to attend PRHS.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	181	187	206	8.4%	8.7%	9.5%
Fluent English Proficient (FEP)	584	593	603	27.3%	27.6%	27.7%
Reclassified Fluent English Proficient (RFEP)	41	10	24	23.6%	5.5%	12.8%

Conclusions based on this data:

1. PRHS experienced a significant decline in the number of students that were reclassified in the 18-19 school year. This was following a significant shift in the model for designated EL instruction that continued into the 19/20 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	446	455	435	429	440	418	425	439	414	96.2	96.7	96.1
All Grades	446	455	435	429	440	418	425	439	414	96.2	96.7	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2629.	2610.	2599.	30.12	26.20	27.29	43.53	39.86	32.61	19.06	19.36	21.74	7.29	14.58	18.36
All Grades	N/A	N/A	N/A	30.12	26.20	27.29	43.53	39.86	32.61	19.06	19.36	21.74	7.29	14.58	18.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40.94	34.62	32.37	49.88	51.25	45.65	9.18	14.12	21.98
All Grades	40.94	34.62	32.37	49.88	51.25	45.65	9.18	14.12	21.98

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40.24	35.16	30.43	49.88	46.58	48.07	9.88	18.26	21.50
All Grades	40.24	35.16	30.43	49.88	46.58	48.07	9.88	18.26	21.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	26.12	25.51	20.05	65.41	62.64	67.39	8.47	11.85	12.56
All Grades	26.12	25.51	20.05	65.41	62.64	67.39	8.47	11.85	12.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40.00	36.67	34.06	51.53	48.52	48.79	8.47	14.81	17.15
All Grades	40.00	36.67	34.06	51.53	48.52	48.79	8.47	14.81	17.15

Conclusions based on this data:

1. PRHS experienced a decline in students meeting standard from the 16/17 to 18/19 school year in all areas including reading, writing, listening, and research/inquiry.
2. PRHS students are struggling the most with the area of listening.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	444	455	436	424	439	418	423	439	418	95.5	96.5	95.9
All Grades	444	455	436	424	439	418	423	439	418	95.5	96.5	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2593.	2586.	2590.	14.89	14.12	16.27	26.95	26.65	23.68	25.53	24.15	27.03	32.62	35.08	33.01
All Grades	N/A	N/A	N/A	14.89	14.12	16.27	26.95	26.65	23.68	25.53	24.15	27.03	32.62	35.08	33.01

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29.08	26.20	26.62	30.73	31.44	32.61	40.19	42.37	40.77
All Grades	29.08	26.20	26.62	30.73	31.44	32.61	40.19	42.37	40.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.33	18.00	18.94	46.34	49.89	47.96	33.33	32.12	33.09
All Grades	20.33	18.00	18.94	46.34	49.89	47.96	33.33	32.12	33.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.86	16.86	20.81	57.21	56.95	54.78	22.93	26.20	24.40
All Grades	19.86	16.86	20.81	57.21	56.95	54.78	22.93	26.20	24.40

Conclusions based on this data:

1. PRHS has seen a slight decline in the CAASPP Mathematics results overall from 16/17 to 18/19.

2. PRHS students declined in proficiency in the areas of concepts/procedures and problem solving/modeling/data analysis but improved in the area of communicating reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1485.6	1524.9	1481.5	1521.7	1489.2	1527.8	62	58
Grade 10	1510.5	1511.8	1493.5	1506.6	1527.1	1516.5	39	65
Grade 11	1517.4	1544.7	1515.2	1548.3	1519.2	1540.5	23	22
Grade 12	1511.7	1528.3	1484.8	1529.7	1538.1	1526.4	13	21
All Grades							137	166

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	10.34	19.35	39.66	25.81	20.69	43.55	29.31	62	58
10	*	18.46	*	21.54	33.33	18.46	28.21	41.54	39	65
11	*	4.55	*	27.27	*	45.45	*	22.73	23	22
12	*	9.52	*	14.29	*	57.14	*	19.05	13	21
All Grades	13.87	12.65	22.63	27.71	28.47	27.71	35.04	31.93	137	166

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	19.35	29.31	20.97	36.21	25.81	10.34	33.87	24.14	62	58
10	*	26.15	33.33	24.62	*	16.92	28.21	32.31	39	65
11	*	27.27	*	40.91	*	13.64	*	18.18	23	22
12	*	9.52	*	47.62	*	23.81	*	19.05	13	21
All Grades	23.36	25.30	28.47	33.73	20.44	15.06	27.74	25.90	137	166

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	1.72	*	20.69	25.81	44.83	54.84	32.76	62	58
10	*	1.54	*	16.92	38.46	35.38	43.59	46.15	39	65
11	*	0.00	*	9.09	*	54.55	52.17	36.36	23	22
12		4.76	*	9.52	*	47.62	*	38.10	13	21
All Grades	*	1.81	16.06	16.27	29.20	42.77	50.36	39.16	137	166

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	22.58	6.90	30.65	74.14	46.77	18.97	62	58
10	*	9.23	46.15	49.23	28.21	41.54	39	65
11	*	4.55	60.87	63.64	*	31.82	23	22
12	*	0.00	*	66.67	*	33.33	13	21
All Grades	23.36	6.63	43.07	62.05	33.58	31.33	137	166

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	29.03	63.79	51.61	13.79	19.35	22.41	62	58
10	28.21	52.31	51.28	16.92	*	30.77	39	65
11	60.87	63.64	*	13.64	*	22.73	23	22
12	*	66.67	*	19.05	*	14.29	13	21
All Grades	36.50	59.64	45.26	15.66	18.25	24.70	137	166

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	3.45	29.03	60.34	66.13	36.21	62	58
10	*	3.08	33.33	47.69	58.97	49.23	39	65
11	*	4.55	*	45.45	65.22	50.00	23	22
12		4.76	*	38.10	*	57.14	13	21
All Grades	*	3.61	33.58	50.60	61.31	45.78	137	166

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	6.90	64.52	63.79	32.26	29.31	62	58
10	*	4.62	66.67	56.92	28.21	38.46	39	65
11	*	0.00	65.22	81.82	*	18.18	23	22
12	*	0.00	*	71.43	*	28.57	13	21
All Grades	*	4.22	64.96	64.46	29.20	31.33	137	166

Conclusions based on this data:

1. Overall PRHS has more students performing at Level 1/2 than at 3/4.

2. PRHS students score better in the areas of oral language followed by listening followed by written language. Significant improvement in written language is needed.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2150	**44.1**	**8.7**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	187	8.7
Foster Youth	11	0.5
Homeless	36	1.7
Socioeconomically Disadvantaged	948	44.1
Students with Disabilities	241	11.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	32	1.5
American Indian	12	0.6
Asian	27	1.3
Filipino	11	0.5
Hispanic	1075	50.0
Two or More Races	40	1.9
Pacific Islander	5	0.2
White	938	43.6

Conclusions based on this data:

1. PRHS two largest race/ethnic student groups continue to be white and Hispanic.
2. PRHS largest all student groups is socioeconomically disadvantaged. The next two largest groups are students with disabilities and English learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Yellow	**Suspension Rate** Red
Mathematics Yellow		
College/Career Yellow		

Conclusions based on this data:

1. PRHS has room for growth in all areas but is performing on par with schools in our county and the state. PRHS needs to focus on suspension rate.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
16.2 points above standard	126.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -13 points	Declined Significantly -44 points	1
409	47	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
91.5 points below standard	24 points below standard	122.4 points below standard
Declined Significantly -108.6 points	Declined Significantly -28.3 points	Declined Significantly -25.8 points
19	172	53

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	2	8	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
19.9 points below standard	6.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	55.1 points above standard
Declined Significantly -27.9 points	13	2	Increased ++3.7 points
203			170

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
176.1 points below standard	98.9 points below standard	37.9 points above standard
Declined Significantly -48.5 points	Declined Significantly -45.7 points	Declined -7.4 points
17	30	265

Conclusions based on this data:

1. Overall, PRHS saw a decline in ELA performance across all subgroup areas. Significant declines were seen with English Learners, SWD, and SED students.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
35.3 points below standard	175.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.7 points	Declined Significantly -29.3 points	1
410	46	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
138.8 points below standard	81 points below standard	184.4 points below standard
Declined Significantly -71.1 points	Declined Significantly -16.7 points	Declined -5.8 points
18	172	52

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	2	8	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
76.1 points below standard	51.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	6.4 points above standard
Declined -9.7 points	13	2	Increased Significantly ++17.1 points
203			171

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
202.8 points below standard	161.5 points below standard	13.4 points below standard
Declined Significantly -18.9 points	Declined Significantly -39.5 points	Increased ++6.9 points
16	30	266

Conclusions based on this data:

1. Overall, PRHS maintained in the area of Math Performance however significant declines in SED and EL were seen.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
47.9 making progress towards English language proficiency
Number of EL Students: 146
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28	48	2	68

Conclusions based on this data:

1. 68% of students progressed while 28% of students regressed.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	1

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
61.6	24.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.7	Declined -14.1	5
438	41	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
38.2	53.8	19.7
Declined -6.6	Declined -6.6	Declined -21.1
34	240	61

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
10	3	8	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
51.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	72.3
Declined Significantly -11.8	4	2	Maintained -1.2
204			206

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	68.3 **Prepared**	61.6 **Prepared**
Approaching Prepared	12.8 **Approaching Prepared**	16.7 **Approaching Prepared**
Not Prepared	18.9 **Not Prepared**	21.7 **Not Prepared**

Conclusions based on this data:

1. Overall, PRHS saw a decline in the number of students that met the college and career indicators with an increase in students approaching prepared.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	0

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
91.9	78.6	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.3	Declined -4.5	5
442	42	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
82.4	89.7	68.3
Increased +3	Maintained +0.9	Declined -11.4
34	242	63

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
10	3	8	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
91.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	93.3
Declined -1.3	4	2	Maintained +0.3
206			208

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
93.2	91.9

Conclusions based on this data:

1. PRHS has seen an decline in graduation rates since 2017 to 2019.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
6	1	1	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Yellow	No Performance Color
12.4	15.6	22.7
Increased Significantly +3.1	Declined Significantly -2.2	Increased +0.5
2298	211	22

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Red	Red
21.5	14.4	19.4
Increased +12.7	Increased +2.9	Increased +1.2
107	1078	283

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
18.9	16.7	3.6	0
Increased +8.9	Increased +16.7	Declined -2.9	11
37	12	28	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Orange	No Performance Color	Red
12.9	18.5	Less than 11 Students - Data	11.7
Increased Significantly +3.2	Declined -2.9	6	Increased +3
1161	54		989

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	9.4	12.4

Conclusions based on this data:

1. Overall, PRHS has seen a significant increase in suspension rate from 2017-2019 concluding with a greater than 10% rate in 2019.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

This goal aligns with the district's LCAP and LEA Performance Goals #1.

Goal 1

Every student at PRHS will be prepared for success in college, career, and community upon graduation.

Identified Need

Goal #1 will be addressed using additional tactics through the action plan as it is specific to PRHS. This is an area that has been a focus for PRJUSD and PRHS for a few years and in that time significant progress has been made.

Even with the progress of adding A-G approved courses, increasing the number and percent of students over the last four years who are prepared for College/Career through the California School Dashboard measurement, we desire continued growth in our programs as we seek to prepare every student for success after high school. According to the California School Dashboard, 68.3% of students who graduated in 2018 were College/Career Ready which decreased to 61.6% in 2019. Our three largest subgroups of Hispanic, White, and Socioeconomically Disadvantaged students were all above 60%, while our smaller subgroups of English Learners, Students with Disabilities, and Homeless Students were at 37.3%, 40.7%, and 42.9% respectively. PRHS had an average overall graduation rate of 94.2% over the last five years. Despite having a significantly higher graduation rate than California as a whole, we continue to strive toward all of our students successfully graduating from PRHS.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	91.9% graduation rate in 18/19 with a 1.3% decline from 17/18	Increase to a 94% overall graduation rate in the 20/21 School Year
College/Career Preparedness Rate	61.6% graduation rate in 18/19 with a 6.7% decline from 17/18	Increase to a 65% or greater preparedness rate in the 20/21 School Year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase opportunities for students in our community through internships, job shadows, and career exploration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Expand and streamline tutorial guest speaker opportunities to expose students to a variety of college and career options. Invite Bearcat graduates with interesting and varied career paths to speak. Create school-wide buy-in on this program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase the number of PRHS students who graduate with college credit earned at PRHS through dual enrollment and advanced placement (AP) courses, and increase the average number of units per student. Re-evaluate all courses and their ability to be dual-enrolled.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

This goal aligns with the district's LCAP and LEA Performance Goals #2 and #4.

Goal 2

Every student will have opportunities for success through systematic supports academically, behaviorally, and social/emotionally at PRHS.

Identified Need

Goal #2 focuses on supporting student success academically, behaviorally, and social/emotionally. This expands upon the LCAP goal as the LCAP goal is more specifically focused on academic supports for students. We decided to broaden this CSLN as PRHS seeks, as a school, to further develop and systematize structures for student support in all three areas.

We desire to increase our systemic structures at PRHS to ensure all students are being supported. This process must begin with a comprehensive means of measuring student need for support and creating a system of sorting students into Tiers in the categories of academic, behavioral, and social/emotional need. Once student needs are measured and flagged, then it is essential to have systems in place to support students with all variety of needs. We, at PRHS, have some areas where this is taking place, but it has not been formalized and organized in a manner that ensures all students who need support are receiving it. Thus there may be students who are slipping through the cracks in our current systems and we desire to ensure this is no longer the case.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP	Student scored 16.2 points above standard in 18/19, a 13 points decline from 17/18	Overall increase or significantly increase in 20/21
Mathematics CAASPP	Student scored 35.3 points below standard in 18/19, a 2.7 points growth from 17/18	Overall increase or significantly increase in 20/21
Student Accountability Report Data	18/19 Semester 1 Data Number of No Privilege Items 2485 Number of Unique Students on No Privilege List 709 Discipline 30 Attendance 48 GPA 516 1.50-2.00 (Eligible for Probation) 188 Below 1.50 328	Consistent implementation of the Student Accountability report and No Privilege List. Reduce the number of students or number of instances by 5% in semester 2 of 20/21.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	F 950 Library 477 ASB 1 Saturday School 446 18/19 Semester 2 Data Number of No Privilege Items 3308 Number of Unique Students on No Privilege List 694 Discipline 24 Attendance 196 GPA 610 1.50-2.00 (Eligible for Probation) 223 Below 1.50 387 F 1247 Library 301 ASB 1 Saturday School 585 19/20 Semester 1 Data Number of No Privilege Items 2680 Number of Unique Students on No Privilege List 827 Discipline 42 Attendance 307 GPA 525 1.50-2.00 (Eligible for Probation) 186 Below 1.50 339 F 1058 Library 684 ASB 1 Saturday School 22	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide academic interventions outside of the school day including after-school tutoring in math (and other subjects as needed through survey and attendance records) and Saturday school interventions.

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

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide social/emotional interventions both inside/outside of school day including: Family issues, stress/anger management, conflict resolution, grief group, etc.

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Travel Tutorial will be more prescriptive through use of a better sign-in/sign-out process, assigning travel for students with Ds and Fs, limiting travel to enrolled classes, and organizing specific supports as necessary.

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

Amount(s)	Source(s)

0	

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

This goal aligns with the district's LCAP and LEA Performance Goals #3.

Goal 3

English learners, foster youth, low income students, and students with disabilities will be supported academically, behaviorally, and social/emotionally through equitable and strategic structures at PRHS.

Identified Need

CSLN #3 and LCAP Goal #3 are nearly identical as they both focus on the subgroup of students at PRHS who require additional support to create equity. These student subgroups have lower test scores, higher discipline rates, lower attendance, and lower graduation rates that that of the overall school population. It is essential to provide additional support to these students to provide them a path to further success and growth.

English Learners, Homeless Students, Low Income Students, Foster Youth, and Students with Disabilities at PRHS often struggle compared with their classmates. PRHS desires to provide equitable supports for these students to ensure they receive the help they need to be able to meet all academic, behavioral, and social/emotional standards. The Action Plan contains multiple ideas for how to ensure these students receive the support they require. One method is to provide further structure around the existing IEPs, 504s, and EL Support Plans to ensure each plan is created collaboratively so each student receives the accommodations and modifications necessary. In addition, it is essential for logistical purposes that we implement a streamlined system for storing and sharing these support documents to provide all pertinent information to every teacher in a manner which is easily accessible.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Socioeconomically Disadvantaged CA Dashboard Indicators	ELA - 24 points below standard in 18/19, a 28.3 points decline from 17/18 MATH - 81 points below standard in 18/19, a 16.7 points decline from 17/18 GRAD RATE - 89.5% in 18/19, a .9% increase from 17/18 CCR - 53.8% in 18/19, a 6.6% decrease from 17/18	Point increase in ELA/Math in 20/21 Increase the graduation rate to 90% in 20/21 and 91% in 21/22 Increase the CCR to 58% in 20/21 and 62% in 21/22

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner CA Dashboard Indicators	47.9% of EL students making progress toward proficiency in 18/19 ELA - 126.7 points below standard in 18/19, a 44 points decline from 17/18 MATH - 175.8 points below standard in 18/19, a 29.3 points decline from 17/18 GRAD RATE - 78.6% in 18/19, a 4.5% decrease from 17/18 CCR - 24.4% in 18/19, a 14.1% decrease from 17/18	60% of EL students making progress towards proficiency in 20/21 Point increase in ELA/Math in 20/21 Increase the graduation rate to 80% in 20/21 and 85% in 21/22 Increase the CCR to 40% in 20/21 and 50% in 21/22
EL Reclassification Rate	5.5% of EL reclassified in 18/19, an 18.1% decrease from 17/18	Increase to a 20% reclassification rate in 20/21 and a 25% reclassification rate in 21/22

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Students with Disabilities

Strategy/Activity

Build a more proactive master schedule, considering specific subgroups of students (English Learners, SPED, and other students with specific needs)

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

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Implement EL supports and strategies in every classroom, including integration of EL State Standards into curriculum calendars for all classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Restructure the designated EL program including resources and training for teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

This goal aligns with the district's LCAP and LEA Performance Goals #4.

Goal 4

PRHS will provide opportunities that support a culture of belonging and positive climate for all students, families, and staff.

Identified Need

CSLN #4 and LCAP Goal #4 are identical as we observed a consistent need to build our school culture at PRHS through both anecdotal and numerical data. This observed need led to our goal, which notably seeks to build a culture of belonging among all stakeholders: students, families, and staff.

We desire students, families, and staff feel connected at PRHS as we develop a positive climate and culture of belonging. According the LCAP Survey Data, 12.48% of students Strongly Agree with the statement "I feel connected to school", while 34.93% Agree. Although this is a good start, we would like to see an even higher rate of student connectivity to one another and to a caring adult at PRHS. We are actively pursuing this through our PBIS program, Tutorial systems and structures, and peer support. These programs are all relatively new and require continuing calibration and interconnection under our MTSS structure to ensure we build a strong school climate and culture in which all stakeholders feel connected.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	93.12% attendance rate in 18/19, a decrease from 93.84% in 17/18	Increase 93% Attendance rate in 19/20 and 94% in 20/21
Suspension Rate	12.4% suspension rate in 18/19, an increase of 3.1% from 17/18	Maintain or decrease the suspension rate in 19/20 and reduce suspension rate to 10% in 20/21
Five Star Engagement Rate (Co/Extracurricular Participation)	78.6% of students involved in at least one or more activities in 18/19, an increase from 77.4% in 17/18	80% participation rate in 20/21 and 82% in 21/22

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Identify and reduce barriers to participation for all students, especially the 20% not yet involved. One example is implementation of a late bus for transporting students home to allow participation in activities, sports, and tutoring/support

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

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to further integrate Positive Behavioral Interventions and Supports (PBIS) into school culture: Supporting attendance through positive attendance campaign and creating proactive system for educating students on the dangers of vaping, drugs, alcohol, fighting, etc.

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Bring Rachel's Challenge program to campus to address culture and climate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

This goal aligns with the district's LCAP and LEA Performance Goals #3.

Goal 5

In alignment with the Additional Target Support and Intervention (ATSI) process, PRHS will support students with disabilities will be supported academically, behaviorally, and social-emotionally to close the achievement gaps seen in CAASPP Math, CAASPP ELA, Suspension Rate, Graduation Rate, and College/Career Readiness Rate.

Identified Need

Rationale:
As students with disabilities feel into the red and orange indicators on the California Dashboard in all areas PRHS will take a detailed look into the systems and structure that directly support these students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students with Disabilities CA Dashboard Indicators	ELA - 18/19 - 122.4 points below standard in 18/19, a 25.8 points decline from 17/18 MATH - 184.4 points below standard in 18/19, a 5.8 points decline from 17/18 GRAD RATE - 68.3% in 18/19 a 11.4% decrease from 17/18 CCR - 19.7% in 18/19, a 21.1% decrease from 17/18 Suspension Rate - 19.4% in 18/19, a 1.2% increase from 17/18	Point increase in ELA/Math in 20/21 Increase the graduation rate to 72% in 20/21 and 75% in 21/22 Increase the CCR to 40% in 20/21 and 50% in 21/22 Reduction of Suspension Rates from 19.4% in 18/19 to 15% in 19/20 to 12% in 20/21.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Build a more proactive master schedule, considering specific subgroups of students (English Learners, SPED, and other students with specific needs)

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

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Continue integration of SPED program with GE program including honing of co-teach model, expectations, classroom placement, MM class rigor, appropriate modifications and accommodations, best practices for IEPs, etc.

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Create more time for case managers to meet with students with disabilities to address academic, social, and transition concerns on a weekly bases.

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

Amount(s)	Source(s)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Provide professional development on how to best integrate accommodation and modifications into the classroom universally. (UDL - Universal Design for Learning)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Expand anger management and drug and alcohol counseling opportunities for all students including those students with disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $0.00

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

3 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Anthony Overton	Principal
Dan Sharon	Other School Staff
Carli Bradshaw	Classroom Teacher
Matt Drake	Classroom Teacher
Stacy Woodruff	Classroom Teacher
Dana Holt	Other School Staff
Heidi Holliday	Parent or Community Member
Jennifer Radojevic	Parent or Community Member
Nicole Seebart	Parent or Community Member
Dr. Eileen Warren	Parent or Community Member
Spencer Degnan	Secondary Student
Sarah Krumme	Secondary Student
Cheyanne Holliday	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
	English Learner Advisory Committee
	Departmental Advisory Committee

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 5/18/2020.

Attested:

	Principal, Anthony Overton on 6/1/2020
	SSC Chairperson, Dan Sharon on 6/1/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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