

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum Template**

**LEA Name**

Perris Union High School District

**CDS Code:**

33 67207 0000000

**Link to the LCAP:**

*(optional)*

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A   Title II, Part A   Title III, Part A   Title IV, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity 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 LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Perris UHSD strategy for using federal funds is to increase student performance and proficiency for our homeless, foster youth, socioeconomically disadvantaged, students with disabilities and English learner students. PUHSD LCAP goals focus on Goal #1: All students will attain grade level proficiency in English Language Arts and Mathematics; Goal #2: All students will graduate from high school prepared for postsecondary and career options or obtain a certificate of high school completion; Goal #3: All departments and sites will provide a safe and positive environment for staff and students; and Goal #4: Secure and strengthen the home- school- community connections and communications.

Title I funds are focused on actions and services that support the LCAP Goals and addressing performance gaps in literacy, math, and academic language acquisition and development. PUHSD uses federal funds to provide supplemental funding to sites with the highest percentage of low income students. The PUHSD English learner program has been very successful in closing the achievement gap. PUHSD plans to continue the current plan of having strong newcomer supports along with targeted supports to prevent long term learners at the middle and high schools.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Perris UHSD regularly monitors LCAP goals, actions and services for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding, as well as administrative staff support for planning, data analysis, and budget alignment.

The strategic program and budget planning is circular in nature and is continuous. Once state and local funding resources are accounted for, federal funds are then used to layer the remaining unfunded activities using the most current regulations and guidance for the use of supplemental federal funds.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;

- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

PUHSD uses data to analyze current conditions and focus on developing a standards-based curriculum and effective delivery system during the weekly Professional Learning Communities (PLC). The need for valid and reliable assessments of student achievement throughout the year is vital in determining mastery of standards for re-teaching. Teachers need to know if their students are mastering the standards and when to make specific modifications to classroom instruction so they can better guide students toward improved academic achievement. They use the data to increase the turnaround time for results of ongoing assessments in order to quickly and accurately respond to student areas of need and report summative and formative data during PLCs. The schools use an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted ELA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.

PUHSD utilizes a variety of assessments to determine students' success. End-of-level testing scores, State achievement testing scores (SBAC, CAASPP, EAP, CAAs, IABs), embedded content assessments, EADMS, DRP, READ 180, benchmark tests in the core areas and teacher designed performance tasks and student work are used to modify curriculum and instruction. Analysis of the data from these assessments provides teachers, students, and parents' information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness. Limited English Proficient (LEP) students are assessed in a manner that is appropriate to their learning experiences. The English Language Development (ELD) program classifies students by level of proficiency. There are four levels, and the teachers use both written and oral assessments, as well as anecdotal evidence to determine whether a student should be promoted from one level to another. With the implementation of the Common Core, different alternatives to assess student performance levels for classroom placements or interventions are being considered. Interventions and student supports are designed around the academic, social and emotional needs of students that is based on verifiable data, surveys, formal and informal observations.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

PUHSD is committed to providing a districtwide behavior program and creating a safe and positive school climate. The first step in creating a positive school climate is to identify goals that complement the school's academic goals. We have done this through LCAP Goal #3: All departments and sites will provide a safe and positive environment for staff and students. These goals were developed with input from staff, families, students, and other stakeholders. A comprehensive needs assessment is used to better understand the school's climate that included results from the CA Healthy Kids Survey, CA School Parent Survey (CSPS), School Climate Report Cards (SCRC) surveys, and CA Dashboard Indicators.

The use of evidence-based strategies such as tiered supports provide different levels of assistance and interventions based on students' different needs. Interventions and strategies include Positive Behavioral and Intervention Supports (PBIS) a behavior management system and intervention practice that supports the academic, social, emotional, and behavioral competence of all students. PBIS Teams have been created at each school site addressing the immediate needs at the school level. Professional development in Restorative Practices, a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying will be implemented.

To effectively implement a school wide behavior program and create a safe and positive school climate, PUHSD will provide regular professional development and training opportunities for all staff, including principals, teachers, school support staff, and school-based law enforcement officers. This training would include clear guidance on how to engage students, promote positive behavior, and respond appropriately and consistently with any staff member's role if students misbehave.

A review of PUHSD board policies and school level policies and procedures are reviewed annually to ensure fair and equitable practices and reduce and eliminate discriminatory discipline practices.

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (as applicable)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

PUHSD supports Career Technical Education pathways at all three comprehensive high schools, one continuation high school and one adult school. We offer a variety of CTE pathways: Agriculture and Natural Resources, Health Science & Medical Technology, Marketing, Sales, and Service, Public Services, Transportation, Arts, Media & Entertainment, Building & Construction Trades, Hospitality, Tourism & Recreation, Engineering and Design, and Information & Communication Technologies. Our high schools are also in partnership with Mt. San Jacinto Community College to offer a variety of articulated courses and dual enrollment pathways, including AME, Information & Communication Technologies, Health Sciences, Transportation, and Public Safety. All high school pathways include a Career Technical Student Organization, either FFA or SkillsUSA. Students in capstone courses can participate in our annual citywide Job Shadowing event, along with other industry events like Manufacturing Day.

These work-based learning opportunities, along with internships in industry and industry class visits, are providing all CTE students with workforce training and preparation. Students in CTE courses have access to industry certifications that enhance and validate their career skills and knowledge that they have developed. Our district's Business Advisory Committee includes stakeholders from school sites, the district office, community members, industry representatives and the community college. They give valuable feedback on our CTE curriculum, work-based learning, industry needs and more.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

The "Learning to Teach Continuum" is aligned with 7-12 challenging academic content standards and student academic standards. Teachers learn the content and pedagogy of the standards in their teacher preparation programs and undergraduate subject matter programs. To ensure application of knowledge, all teachers go through a rigorous induction program. Teacher preparation and induction standards are imbedded in the curricula standards based systematic approach to teaching including a focus on assessment and state adopted materials. Through high quality professional development, teachers understand the link between instruction and student performance. With the ongoing guidance of a highly qualified support providers, new teachers continuously improve their skills. The PUHSD provides the following strategies in support:

1. Recruit, train and retain high qualified support providers to work with every new teacher
2. Provide release time or other designated time for new teachers to meet with support providers.
3. Provide opportunities for new teachers to attend planned professional development as part of the state-approved teacher preparation of induction program.
4. Provide opportunities for program staff to continue to align services, maximizing existing resources.

The District and Principal Leadership will conduct yearly professional needs assessment of teachers and principals in relation to criteria highly qualified and trends in data on formative and summative assessments of student progress in relation to state content and academic achievement standards. School and district professional development goals will be created to assist district staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.

Through the work of the District and Principal Leadership group a year long staff development calendar is developed to coordinate all staff development activities throughout the district.

The District and Principal Leadership group will review research on professional development activities that assist teachers and administrators to ensure that all students will meet or exceed state content and academic achievement standards. These committees will pay special attention to those topics and formats that have the greatest positive impact on teacher's ability to accelerate the learning of students in the lowest performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are most needed. Successful teachers and principals will serve as demonstrators and coaches for those who are less successful

Effective Schools and Professional Learning Communities staff development concepts were introduced to the site principals in the fall of 2018-19 and currently are occurring at some level at each site. Subsequent staff development will be focused on development of professional learning communities at the site and district levels leading to a focus on common benchmark assessments to be used to monitor student learning and effective teaching practice.

Current research being conducted by West Ed through CCTC Title II grant will support the development of methodology to investigate the impact of "Learning to Teach Continuum" teacher development programs on student achievement. As part of the programs standards, teachers are expected to analyze student work and investigate the link between instructional planning, instructional strategies, and student outcomes. Programs help new teachers use student assessment data to determine student-learning outcomes and to analyze their strategies in order to differentiate instruction. This process guides the teaching and learning cycle.

In designing and then assessing the formative impact of the professional development system, the District and Administrative Leadership group will concentrate on the degree to which the system does 5 things.

1. How well does it focus on students meeting/exceeding key/essentials standards through the use of state adopted / standards –based materials and formative assessments?
2. How close to the instructional work of teachers is the professional development situated?
3. To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of student populations in teachers classrooms?
4. How well do selected professional development resources apply to particular under performing student populations (i.e. English Learners, students with disabilities, students of culturally diverse backgrounds)?
5. How well integrated are the materials adoption/selection, intervention, approaches and family and community relations with the professional development system?

Professional development continues to reflect the district's commitment to improve the literacy levels of every student. Reading intervention classes are scheduled for all students not meeting state standards on the CAASPP. In this past year all sites have demonstrated and improvement in reading and literacy scores on state and district assessments.





## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

PUHSD will implement three Latino Family Literacy College Readiness sessions. Each program consists of a four week series of workshops that provide parents and students the fundamentals for success in high school and college while promoting literacy in English and Spanish.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

According to the most recent census data, and as part of the registration process, all families are provided with an application for the Free/Reduced Price Lunch program. All four Title I schools of the PUHSD fall within the poverty percentage based on the above criteria and, therefore, receive schoolwide Title I funding. All schools receive Title I funding based on the percentage of those who qualify for free and reduced lunch.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

100% of the teachers in the Perris Union High School District are appropriately credentialed for the subject areas they teach. PUHSD offers a New Teacher Academy that supports classroom management, effective instructional strategies, writing across the content, technology tools and ELD integration, IEP at a glance, MTSS, and how to be successful as a Probationary Teacher. Beginning teachers are also part of the Center for Teacher Innovation (CTI) where they receive an array of Common Core-aligned services and offerings, customized coaching and experiential approaches that employ high quality instructional practices and create achievement outcomes for students, parents, and the community. Teachers that are part of CTI also receive a Reflective Coach that is a mentor supporting induction and increasing their success.

School Administrators support beginning and/or ineffective teachers by providing professional development opportunities, teacher mentors and other support services from outside consultants to make sure teachers have the tools necessary to ensure learning in their classroom on a daily basis.

#### **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

PUHSD LCAP Goal #4: Secure and strengthen the home- school- community connections and communications recognizes that parent participation is a key factor in student success and that PUHSD will continue to promote the implementation of the family friendly schools program. Through this program, schools will utilize parent surveys and interviews to identify roadblocks for parent involvement. Based on the information received from parents, schools will adjust and modify practices to encourage parents to become active participants in their child's education. In conjunction with Title I programs, family engagement and building capacity by providing opportunities through the Parent University. The Parent University will provide opportunity for parents to learn various home structures and activities to promote student success. Parents will learn how to create regular procedures for students and questioning strategies, among other important learning for parents working to become more active participants in the child's education. Parents will be provided the opportunity to develop an understanding of grade level expectations.

In collaboration with Riverside County Office of Education, PUHSD requires all school sites be part of the Parent Engagement Leadership Initiative (PELI). PELI uses Dr. Joyce Epstein's Six Types of Parent Involvement as the research-based model for parent involvement within Riverside county. The PELI curriculum is based upon the Six Types of Parent Involvement and the Action Teams for Partnerships. This curriculum is a ten module training including the topics of Parent Engagement: Keys to Student Success, Positive Parenting in Public Education, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating with the Community, and Action Teams for Partnerships (ATP). PELI consultants train teams of parents, administrators, teachers, and community members and they become the sites ATP team. The ATP team develops a goal based on site level data then implements actions and services and analyze its outcome.

PUHSD will continue to promote meaningful parent involvement through committees such as Parent Advisory Committee (PAC), ELAC, DELAC, School Site Council, WASC and PTAs. The committees allow parents to participate in the decision making process. Individual sites will continually explore means to increase parent involvement in school events and activities. This is specifically addressed in sites School Plan For Student Achievement.

Parents have access to Infinite Campus portal and the CANVAS app where they can review upcoming or past assignments, check on grades, and receive alerts for student activity. The district will continue to provide written communication in both English and Spanish and translators are provided as needed.

The district and site level parent involvement policy and plans are reviewed annually and are distributed to all parents and guardians as part our Annual Notification to Parents at the beginning of each school year. The Parent Involvement Policies are based on Board Policies (BPs) and Administrative Regulations (ARs) to ensure compliance with both Federal and State regulations. It is updated annually based on recommendations from the California Association of School Business Officials (CASBO) and through feedback received from all stakeholder groups.

Strengthening parent and community partnerships and increasing parent engagement are high-priority needs. As such, PUHSD will continue with site Community Aides at three comprehensive sites and a middle school, a District Community Aide, and a Community Engagement Specialist. The District Parent Liaison and Community Engagement Specialist will develop a Community Engagement Plan that addresses the CDE Framework for Parent and Family Engagement.

### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children** ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

### **Homeless Children and Youth Services**

## ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

PUHSD Pupil Services Department facilitates the services and resources for our homeless students and families. These services and resources support the immediate enrollment and attendance of homeless students in schools and help ensure that homeless students have equal educational opportunities. Services include assistance and referrals in the following areas: school enrollment and attendance, special school programs, record retrieval, school supplies, hygiene supplies, clothing referrals, health/immunizations, housing, community agencies, technology assistance, English Language Development, tutoring and transportation to school. Students are guaranteed the opportunity to remain at their home school. Any student identified as homeless is automatically qualified for free breakfast and lunch and transportation to and from school. Students are also provided a backpack, school supplies and a hygiene kit.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

PUHSD has three comprehensive high schools, one middle school, one continuation high school, charter school (gr. 5-12) and an Adult School. Middle school transitions students from our feeder schools from grade 6 and current 7th grades. This includes an orientation for both parents and students, that includes tours of the school, meeting with their counselors and develop an academic plan, textbooks, materials and supplies that are needed for school, student handbooks, school planners, co-curricular and extra curricular activities, and information for parents and guardians to volunteer and become engaged in their child's education. Middle School also offers WEB, which stands for "Where Everybody Belongs" it's a middle school orientation and transition program that welcomes 6th/7th graders and makes them feel comfortable throughout the first year of their middle school experience.

Middle school to high school transitions:

All three high schools have Link Crew, which is the high school version of WEB. In addition, the high school holds orientation nights, where parents of incoming students learn about Career Technical Education pathways that are available, JROTC, honors/AP courses, and high school graduation and college entrance requirements.

High school to college and career transitions:

The District has invested in College and Career Counselors at each comprehensive high school whose focus is on supports and interventions for struggling students. The District has also worked over the past few years providing professional development for high school counselors on strategies to monitoring college and career readiness and providing intervention and supports for students not on track for graduation. The high schools holds parent nights to help parents learn about financing post-secondary education, including completing the FAFSA, and the college admissions process. Parents are also be invited to sessions on dual enrollment sponsored by our local community college. High school counselors meet with students and families to discuss college and career planning. The district also collaborates with local colleges, universities, trade-technical programs, apprenticeship programs, and military recruiters to provide students with opportunities to meet representatives and consider their post-secondary options. A district wide College and Career fair is hosted at Heritage High School every October with well over 2,500 students, parents and community members in attendance, with over 50 college, trades schools and military representatives are present.

PUHSD also supports Career Technical Education pathways at all three comprehensive high schools, one continuation high school and one adult school. We offer a variety of CTE pathways: Agriculture and Natural Resources, Health Science & Medical Technology, Marketing, Sales, and Service, Public Services, Transportation, Arts, Media & Entertainment, Building & Construction Trades, Hospitality, Tourism & Recreation, Engineering and Design, and Information & Communication Technologies. Our high schools are also in partnership with Mt. San Jacinto Community College to offer a variety of articulated courses and dual enrollment pathways, including AME, Information & Communication Technologies, Health Sciences, Transportation, and Public Safety. All high school pathways include a Career Technical Student Organization, either FFA or SkillsUSA. Students in capstone courses can participate in our annual citywide Job Shadowing event, along with other industry events like Manufacturing Day.

These work-based learning opportunities, along with internships in industry and industry class visits, are providing all CTE students with workforce training and preparation. Students in CTE courses have access to industry certifications that enhance and validate their career skills and knowledge that they have developed. Our district's Business Advisory Committee includes stakeholders from school sites, the district office, community members, industry representatives and the community college. They give valuable feedback on our CTE curriculum, work-based learning, industry needs and more.

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

PUHSD uses LCFF funds to identify and serve Gifted And Talented Education (GATE) students as well as supporting our school library programs. GATE services focus on the social and emotional well-being of students. Services tend to include enrichment field trips, attending musicals and plays, history museums, support for AP/SAT/ACT test prep, and local social events hosted by GATE students.

PUHSD also provides funding through the LCAP to enhance library services with the procurement of digital databases - such as Destiny. Student access is supported by providing all students in grades 7-12 with one to one Chromebook devices. To ensure that students are mastering the skills necessary to effectively use technology as a tool for learning, the district has developed a Digital Citizenship protocol. The 21st century skill of digital citizenship is important; to help students to learn, communicate and collaborate safely and responsibly that includes having email etiquette, reporting and preventing cyber bullying, learning how to protect private information.

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



PUHSD offers a New Teacher Academy that supports classroom management, effective instructional strategies, writing across the content, technology tools and ELD integration, IEP at a glance, MTSS, and how to be successful as a Probationary Teacher. Beginning teachers are also part of the Center for Teacher Innovation (CTI) where they receive an array of Common Core-aligned services and offerings, customized coaching and experiential approaches that employ high quality instructional practices and create achievement outcomes for students, parents, and the community. Teachers that are part of CTI also receive a Reflective Coach that is a mentor supporting induction and increasing their success.

School Administrators support beginning and/or ineffective teachers by providing professional development opportunities, teacher mentors and other support services from outside consultants to make sure teachers have the tools necessary to ensure learning in their classroom on a daily basis.

All interns are required to participate in an initial teacher training which provides at a minimum, strategies and skills to improve student behavior in the classroom and identify early and appropriate interventions to help all students learn.

All CTI Induction teachers participate in trainings and /or personalized coaching that guides their improvement in creating and maintaining effective environments for student learning. This component reflected in CSTP 2 is also addressed specifically in induction standard 15, element 15 (d): Each participating teacher demonstrates the ability to set standards for student behavior, establish classroom routines, and create a fair and respectful climate for student learning.

All CTI /Induction teachers are required to demonstrate the importance of and the ability to involve parents in their child's education (induction standards 14g, 17c, 18c, 19k and CSTP standard 5.5 and 6.4).

All CTI/Induction teachers are required to demonstrate and understanding of the use of data and assessments to improve classroom practice and student learning. This process involves the use of formative assessment (induction standard 13) and focus on data through technology (induction standard 16).

- Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency:
- Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;
- Involve parents in their child's education; and
- Understand and use data and assessments to improve classroom practice and student learning.

Teacher collaboration time focused on selecting benchmarks assessments for key/ essential standards and joint review of student work on those assignments, including planning for addressing diverse student needs, student behavior management, and working with families.

Staff Development days focused on practicing core research based practices used in standards-based materials in the strands/subjects matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior, management and working with families.

Principals professional development will combine the leaders roles in supporting standards implementation, organization and management for continuous improvement with behavior management, working with students families, and addressing diverse needs of students, particularly students in the lowest performing groups in the district, especially for new principals and those who's schools whose CA Dashboard Indicators are consistently in red and orange performance indicators.

## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our professional development is focused on closing the achievement gap, so schools with the highest percentage of low income students and students at risk of not meeting challenging academic standards are naturally receiving the most benefit from Title II funded professional development. Schools identified as a CSI/TSI school receive priority.

**Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

PUHSD supports Title II Professional Growth and Improvement programs' by utilizing data from the CA Dashboard, IABs, survey results from certificated and classified staff, parents, and students. Data analysis and disaggregation occurs multiple times throughout the year and is shared with the following stakeholders: LCAP Stakeholder group, Parent Advisory Committee (PAC) meetings, School Site Council (SSC), WASC, DELAC, and Administrative Leadership. This data is used to guide programmatic changes and professional development for program staff.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Training will be provided on the use of the newly adopted Instructional Programs for EDGE, English 3D, Read 180, and the HMH Reading Inventory. This training includes best practice for instructional alignment to the Common Core ELA and California ELD Standards

Provide supplemental ongoing professional development on the instructional components of the Designated ELD English 3D program. This includes instructional strategies to support English Learners including Partner and Group Interaction, use of Response Frames, Setting up and Monitoring Tasks, Academic Discussions, and Student Writing Models. These trainings are implemented at the start of the year and include multiple follow up coaching sessions with English 3D teachers as well as training on instructional delivery to all teachers to enhance Integrated ELD.

Continue to staff a full time 1.25 Full Time Equivalent (FTE) EL Teacher on Special Assignment at the district level to support site coaches and teachers in providing high quality and ongoing professional development to improve instructional delivery and support English Learners.

Staff two site Literacy coaches and two EL Teacher Leads to provide instructional support and coaching for teachers and improve progress of English Learners towards mastery of the CCSS in ELA and the California ELD Standards.

Monthly EL Leadership trainings are provided to site administrators, counselors, and EL Teacher Lead/Academic Coaches. Trainings focus on instructional delivery and support for English Learners, monitoring student achievement, and providing interventions.

Provide training for teachers at the California Association of Bilingual Educators (CABE) annual conference, AVID Annual Institutes, Professional Learning Communities, and in district trainings by the district EL TOSA, Literacy Coaches, and EL Teacher Leads. To ensure that this Professional Development is continuous and has an ongoing impact in the district, there will be a coordinated planning sessions to identify appropriate instructional reflections are done to evaluate the PD as well as the needs of staff.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Provide access to and training on Rosetta Stone Online English program. This is a supplemental program for newcomer students that will be used over the summer, before/after school and other times outside of the instructional day. All PUHSD students are provided a district Chromebook that they are able to take home daily. We will train parents and students on how to use the program and access Wifi locations in the community. We will monitor usage and communicate regularly to parents regarding student progress

We have created a specialized course for middle and high school immigrant children and youth titled Academic Guidance for College and Career Success. The course is designed to support newcomer students adjusting to new educational experiences in U.S. Schools. Some of the course outcomes include setting academic and social goals and developing timelines for meeting such goals, developing public speaking skills in different academic settings, and participating in the tutorial process to develop mastery of core content standards and successfully complete core courses in Science, Math, and Social Studies. The course is staffed at a reduced class size of 25:1 so that teachers can provide small group instruction and monitor individual student progress. AVID Tutors (current college students and former AVID students) provide supplemental support to students two times a week and take them through modified tutorial sessions. This course is provided in addition to the students' Designated ELD course.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Language instruction educational programs including supplemental instructional programs will continue to be implemented. These programs include, but are not limited to Houghton Mifflin Hart Court (HMH) Collections, HMH English 3D, Cengage EDGE, AVID Excel, Newsela, and Rosetta Stone.

All English Learners are monitored and placed in the appropriate Designated ELD programs using student achievement data on standardized assessments and their program placement is monitored twice a year to inform Designated ELD Placement. Class sizes have been reduced from a staff to student ratio of 36:1 to 25:1 to allow for small group and individualized instruction and enhanced progress monitoring. Approximately 150 class size reduction sections are offered throughout the district.

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Implement iReady assessments 3 times a year for diagnostic and monitoring purposes in reading comprehension for all English Learners. This will be used in addition to interim standards based assessments. Teachers and Academic Coaches will provide targeted interventions and reteaching opportunities based on specific standards students are struggling with.

All designated ELD teachers administer standards based assessments every three weeks including CAASPP Interim Assessment blocks in ELA.

Purchase Newsela Pro for English Learner students to improve reading comprehension, specifically in the domain of Informational Text. This is a supplemental program provided to ELs in addition to the core instructional program that teachers use to monitor student progress on state standards in the Reading Informational Text standards.

All designated ELD teachers receive at minimum three full day trainings during EL Collaboration days at the Educational Services office. These training include instructional coaching to help students gain proficiency on the ELD Standards and English Language Proficiency Assessment for California (ELPAC), analyzing student achievement data, deconstructing CCSS in ELA and ELD, and providing targeted interventions by standards for students who are not making progress.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

PUHSD will utilize Title IV funds in addressing activities related to supporting safe and healthy students in LCAP Goal #3: All departments and sites will provide a safe and positive environment for staff and students. The district annually reviews the CA Dashboard indicators around data on suspensions, expulsions, absenteeism, academic achievement, graduation rates, appropriately credentialed teachers as well as utilizing local indicators to develop actions and services. There is a need to provide additional mental health support for students struggling with appropriate classroom and school behaviors. PUHSD has seen an increasing number of students in need of early intervention for mental health support, specifically as it relates to anxiety, suicidal ideation, both behavioral and verbal challenges. Funds will be used to support the salaries and benefits for a Coordinator of Educational Services and professional development opportunities for all staff.