

California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from Perris Union High:

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.

APPROVED BY CDE**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.

Response from Perris Union High:

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.

APPROVED BY CDE**Instructions, Strategy, and Alignment Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and

approval of this section via email.

Contact Name

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California Department of Education

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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).

Response from Perris Union High:

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.

APPROVED BY CDE

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

Response from Perris Union High:

The PUHSD has numerous, long standing structures in place for effective communication with key stakeholders, particularly when it comes to its strategic objectives. PUHSD has used a proven stakeholder-consultation strategy that focuses on the long-term sustainability of the LCAP, LCAP Federal Addendum, and School Plans for Student Achievement (SPSA). Strategies include: a focus on building capacity of stakeholders; PUHSD pays close attention to the simplicity of its communications, often breaking down technical topics in accessible and practical

chunks that are spread out and strategically sequenced throughout the school year. Efforts are made to show the alignment of related initiatives into a cohesive message so that stakeholders understand the big picture. PUHSD puts a premium on anchoring reforms in previous work, “connecting dots,” and “making sense” of complex issues. PUHSD annually reviews and if necessary revises district parent and family engagement policies. Policies are reviewed and developed jointly and distributed to parents and family members of participating children. PUHSD provides materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology as appropriate that will foster parental involvement and engagement. PUHSD educates teachers, instructional support personnel, administrators, and other school leaders, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. This is achieved through districtwide professional development days and in collaboration with RCOE Parent Engagement Leadership Initiative (PELI).

Here is the formal means of family engagement and participation:

1. District Parent Advisory Committee (PAC)-Representatives from each of the Title I schools make up this parent/community advisory committee. These quarterly meetings provide opportunities for parents to become involved and informed about the education of their children understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor their child’s progress and work with teachers to improve the achievement of their children. The parents are also introduced to the various District programs (including interventions) that are available for their children. As representatives, parents are encouraged to disseminate information from the meetings to other parents at their school, in School Site Council, District English Learner Advisory Committee (DELAC), African American Advisory Committee (AAPAC), PTA, or staff meetings.
2. District English Learner Advisory Committee (DELAC)-DELAC Representatives, parents, district leaders, and community members attend Parent Advisory Committee (PAC)/DELAC meetings. Parents of English Learners participate in meetings about English Learner (EL) services which include establishing district programs, goals and objectives for EL programs and services, reclassification process, and how EL funds are used to implement academic services for English Learners.
3. District African American Advisory Committee (DAAPAC)-Parents attend district quarterly meetings with African American families and parent leaders. As a District group we strongly believe that parents play an essential role in helping students attain success in school. We work together as partners to make certain that all children meet high academic standards. To help make this happen, we provide parents/guardians with the information, tools, and skills that will empower parents to elevate achievement in their home, school, and community.
4. LCAP Advisory Committee-Quarterly meeting of students, staff, community partners, families, and other stakeholders.

In addition to the formal means of family engagement and participation, PUHSD provides the following support services and resources:

1. Translations services at all parent and community functions.
2. Transportation and child care to attend school and district events.

3. Utilization of PeachJar and Blackboard to disseminate electronic messages in both English and Spanish.
4. District Community Engagement Specialist and Community Bilingual Liaison that coordinates district wide parent education and engagement programs.
5. By providing opportunities for parents and family members with disabilities reasonable accommodations such as interpreters.
6. By meeting with parents and family members of migratory children to provide resources before they leave from school and upon their return.
7. By providing information and school reports in a format and in a language that parents understand, i.e English Learners.

APPROVED BY CDE

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.

Response from Perris Union High:

PUHSD currently has four Title I schoolwide programs (SWPs) and two targeted assistance schools (TAS) programs, educational services include but are not limited to:

1. Conducting an annual comprehensive needs assessment that includes the entire school. Schoolwide reform strategies that provide opportunities for all children to meet state standards, a survey of staff, students, parent/guardians, and community partners completed surveys about schools and programs.
2. An evaluation of effectiveness using a combination of data analysis and anecdotal evidence.
3. Effective methods and instructional strategies based on scientifically-based research.
4. Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
5. Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
6. Instruction by highly qualified teachers and strategies to attract and keep such teachers.
7. High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
8. Strategies to increase parental involvement.
9. Timely and effective additional assistance to students who experience difficulty mastering state standards.

APPROVED BY CDE**Address the ESSA provision:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

Response from Perris Union High:

PUHSD students who are eligible for targeted assistance services under Title I are:

1. Students who are not yet at grade level in English Language Arts and/or mathematics as measured by local interim based assessments, CAASPP, or end-of-level assessments.
2. Students identified by the school as failing, or most at risk of failing, to meet the challenging state academic standards on the basis of multiple, educationally related, objective criteria that includes scoring Not Met or Standard Not Met on California Assessment of Student Performance and Progress (CAASPP) and/or three or more Ds/Fs in any core academic subjects.
3. Students who are economically disadvantaged, students with disabilities, migrant students or English learners, or Homeless who are below grade level and at-risk of not meeting state academic standards.

APPROVED BY CDE**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.).

Response from Perris Union High:

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. The reservation funds for Homeless are utilized in the following ways; backpacks, school supplies, hygiene kit, gift cards for clothing, bus passes, tutoring and/or outreach services to students and those living in shelters or transitional living programs, motels, and other temporary residencies, and PUHSD combines Title I and McKinney-Vento funds to provide a comprehensive program for homeless students, ensuring that specific needs of children experiencing homelessness or high mobility are met.

APPROVED BY CDE**Student Transitions**

ESSA SECTIONS 1112(b)(8) 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.

Response from Perris Union High:

Not Applicable

APPROVED BY CDE

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

Response from Perris Union High:

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.

APPROVED BY CDE

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.

Response from Perris Union High:

PUHSD reserves Title I Part A funds to provide Assistance to Schools that include but not limited to the following:

1. Thirteen class size reduction sections for English Learners identified as Newcomers and those assessed at Level 1 and 2 on the ELPAC providing language acquisition support.
2. One At-Risk Counselor at the middle school to provide mental health and well being support to students.
3. Consultant Contract: Think Together to provide Workbased Readiness Employment Program (WREP) at the alternative education site.
4. ELD support resources that include Rosetta Stone, NewsELA, Houghton Mifflin 3D.
5. Four Technology Coaches to provide professional development on the integration and use of technology in the classrooms.
6. Four class size reduction sections for math support providing students an opportunity for mastery of Algebra I standards.

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Contact Phone and Optional Extension

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

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Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Response from Perris Union High:

In order to ensure no disparities exist amongst low-income and minority students being taught at higher rates than other students by ineffective/misassigned, inexperienced, or out-of-field teachers; PUHSD's data collection process includes the updating of the existing master credential spreadsheet for all certificated staff, this includes credential type, supplemental authorizations, years of service, and the county office credentialing audit. This data is then disaggregated by using the definitions as outlined by CDE of ineffective/misassigned, inexperienced, and out-of-field teachers. As viable candidates are selected for identified vacancies the needs of schools are then evaluated to ensure that candidates are placed appropriately. In this placement the collective experience level of the teachers already at the site

as well as the needs of low income or minority students are also considered.

In reviewing the teacher distribution data there was no identified instance of low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers. In the event that a disparity is discovered in analyzing the District data efforts will be made to convene the district's equity team to review and resolve the disparity.

School Site	Total Enrollment	Minority Enrollment	%Minority
Students	Total Teachers	# Inexperienced Teachers	% Inexperienced Teachers
Heritage HS	2878	2396	
83.25%	117	12	10.26%
Paloma Valley HS	3174	2207	
69.53%	123	11	8.94%
Pathways for Adult Life Skills	83	64	
77.11%	4	1	25.00%
Perris HS	2174	2131	98.02%
	94	6	6.38%
Perris Lake High (Continuation)	284	255	89.79%
	10	0	0%
Pinacate Middle	1104	1068	96.74%
	50	6	12.00%
Scholar Plus Online Learning	74	56	75.68%
	4	0	0%

School Site	Total Enrollment	Low Income Enrollment	%Low Income
Students	Total Teachers	# of Inexperienced Teachers	% Inexperienced Teachers
Heritage HS	2878	1976	68.66%
	117	12	10.26%
Paloma Valley HS	3174	1637	51.58%
	123	11	8.94%
Pathways for Adult Life Skills	83	64	77.11%
	4	1	25.00%
Perris HS	2174	1946	89.51%
	94	6	6.38%
Perris Lake High (Continuation)	284	234	82.39%
	10	0	0%
Pinacate Middle	1104	1056	95.65%
	50	6	12.00%
Scholar Plus Online Learning	74	47	63.51%
	4	0	0%

*PUHSD currently has no teachers teaching out-of field or ineffective/misassigned.

*Data reflects the 2019-20 school year.

APPROVED BY CDE**Title I, Part A, Educator Equity Contact**

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Contact Name**Contact Phone
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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

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Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Response from Perris Union High:

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.

APPROVED BY CDE

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).

Response from Perris Union High:

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. All professional development using Title II funds supplements and supports district priorities aligned to our strategic goals and with specific consideration of the needs of our lowest performing subgroups. The District has identified that systemic weaknesses in mathematics has focused comprehensive and targeted support and improvement activities in grades 7-12.

Data indicated that successful completion of Algebra 1 is the gatekeeper to college and career readiness for our most vulnerable students, so additional professional development is offered to teachers of these courses, especially those with students who are repeating the course or are enrolling for the first time in grade 9. One of PUHSD's strategic plan goals focuses on closing the achievement gap. Focused resources are planned at the school sites, through SSC, for targeted interventions. In addition, professional development is embedded in all SPSAs and a vast majority of schools focus categorical resources for training, collaborative time for planning and observation. This structure highlights the emphasis on site based decisions with a foundation of understanding the data about their students and the knowledge-base of the staff.

PUHSD provides support through district administration of Title I,II and IV funds and other funds, which is focused on major initiatives to address gaps and disparities among subgroups and at low-performing schools, training on evidence-based instructional practices, and standard, structured lesson design. These efforts supplement and support district priorities aligned to our strategic goals with specific consideration of the needs of our lowest performing subgroups. The data indicated that successful completion of Algebra 1 may be a gatekeeper to college and career readiness for our most vulnerable students, so additional professional development is offered to teachers of these courses.

PLC teams along with the school principal, Academic Coaches and Teachers on Special Assignment, met to work collaboratively to reflect on SPSA goals, action and services and implementation to identify student successes, barriers experienced, and unaddressed needs. The school team supported each identified action with current data from various district reports. The school team then worked to create one or more problem statements regarding the target for improvement in the SPSA. Teams were told to ensure that these statements included specific sub groups and gaps in performance, be measurable, and reflect the vision and mission of the school. Additionally, the team conducted a review of the school's instructional program; a review of the school's staffing and budgets; an analysis the school's professional development needs; and an identification of resource inequities and funds are prioritized based on this comprehensive process and approach.

APPROVED BY CDE

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.

Response from Perris Union High:

PUHSD supports Title II Professional Growth and Improvement programs' by utilizing multiple sources of data when planning for staffing needs and professional development activities. The needs assessment process includes student data, teacher and administrator focus groups, surveys, review of professional development plans, teacher credential and staff projections, pre/post tests of teacher knowledge base at professional development offerings, and participant satisfaction surveys. This information coupled with plans for new curriculum adoptions assists the district in planning effective professional development programs at the central level. School sites then plan their professional development around unique student and teacher needs. The district further utilizes best practice/research-based strategies when developing new professional development programs. This evidence may include documents that demonstrate effects on student performance and changes in teaching practice. The results of the evaluation are ongoing and provides continuous feedback to participants, throughout the implementation process and is shared with the following stakeholders: LCAP Stakeholder group, Parent Advisory Committee (PAC) meetings, School Site Council (SSC), District African American Parent Community Advisory (DAAPAC), WASC, District English Language Acquisition Committee (DELAC), and Administrative Leadership.

This data is used to guide programmatic changes and professional development for program staff. PUHSD's high quality professional development offerings is determined by student and teacher needs and is always aligned to district goals and accompanying initiatives. Ensuring that the offerings align to content knowledge, quality instruction and that there is opportunity to

practice in the classroom environment and reflection of the learning is critical.

The content of professional development in PUHSD is determined through a collaborative effort of teachers, administrators, and support staff. Driven by identified student needs based on measurable data that includes a variety of assessment tools (including standardized test scores, district-based assessments, and classroom assessments).

A process that examines the gaps/discrepancies between what the data indicates and what is desired, and prioritizes needs. In collaboration with their peers and site-level administrators, teachers will be required to identify gaps in their content and pedagogical knowledge. Identifies staff development that has the greatest potential for improving student learning, has institutional support, and has strong advocates at the school and district level. Based on best-practice research on teaching and learning.

To the greatest extent possible, the data-driven professional development efforts are school-site based. However, it is recognized that consistency in curriculum and instruction across the district is crucial for ensuring the academic success of all students. To this end, professional development programs that are centered on introducing teachers to new curriculum and pedagogical practices be developed and implemented through the Educational Services Division.

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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California Department of Education

LCAP Federal Addendum System

Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Perris Union High:

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.

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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.

Response from Perris Union High:

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.

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Title III Programs and Activities

ESSA SECTION 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.

Response from Perris Union High:

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.

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English Proficiency and Academic Achievement

ESSA SECTION 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.

Response from Perris Union High:

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.

APPROVED BY CDE

Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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California Department of Education

LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Perris Union High:

PUHSD LCAP Community Stakeholder Meeting - Parent Advisory Committee (PAC) and the District English Language Acquisition Committee (DELAC) met three times this year on October 23, 2018; January 30, 2019; and April 30, 2019. The Stakeholder meeting summarized the essential components of the LCAP in terms of a framework that began with the needs that had surfaced in the consultation process and survey administration, the three-year goals identified to meet each need, and a summary of both what the district is doing now to address the needs, and what was proposed to do next in order to improve or expand services to our students and subgroups including English Learners. Committee reviewed student performance data, the LCAP determination of needs, goals, action needed, and tentative recommendations.

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 that are being used to support safe and healthy students:

- K9
- Addiction Management Treatment
- Alternative to Suspension program

Funds that are being used to support student access to a well-rounded education:

- Salaries and benefits for a Coordinator of Educational Services and professional development opportunities for all staff.
- College & Career Guidance Initiative working to ensure that all high school seniors will graduate with clear postsecondary goals, and a plan for how to achieve them and that students' academic transcript data follows them as they advance across educational systems to inform key decisions about admissions, placement, guidance, and financial aid.

Funds that are being used to improve the use of technology to improve academic achievement, academic growth and digital literacy of all students:

- Attention to Attendance

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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