

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

The Perris Union High School District educates over 10,000 secondary and middle school students who live in the Perris Valley. The Perris Valley extends 184 square miles and is a blend of rural, suburban and rapidly developing commercial neighborhoods. Because of the central location to attractions, mild climate and affordable housing, this Riverside County community continues to attract residents from outlying counties and states.

Educational, cultural and recreational centers are within easy driving distance. Perris, a long known center for skydiving and hot air ballooning is located near Lake Perris and Lake Skinner, which offers boating, fishing and skiing. Beaches, mountains and deserts are within an hour of Perris. Higher education opportunities are provided through: the University of California in Riverside, two Riverside Community College locations at Norco and Moreno Valley; California State University, San Bernardino, two Mt. San Jacinto Community College locations at San Jacinto and Menifee, and California Baptist University. In addition, many private colleges have satellite locations within 20 minutes of Perris.

The unprecedented COVID-19 pandemic has affected the entire Perris Union High School District community and drastically changed the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has challenged their ability to access basic services such as child care and with increased unemployment comes the challenges to access nutritious meals and to technology and WiFi connection. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

The District initiated an immediate transition to distance learning on March 13, 2020 by first ensuring all students had Chromebooks to utilize while at home to maintain continuity of learning during the stay at home order. Additionally, the District worked with the local bargaining unit to develop a consistent protocol for posting work weekly and communicating to students and families regarding daily assignments from teachers. The District was especially concerned about equity, and worked to ensure that our socioeconomically disadvantaged students, homeless/foster youth, English Learner, and students receiving special education services who did not have devices were served first.

During the initial phase of our transition to distance learning the District provided enrichment activities for all students that were shared virtually from the district office. This allowed for the teachers to have several weeks to plan and prepare to make the transition to distance learning. Many teachers used this time to experiment with practices and allow students to complete make up work for any assignments that were missed. Following spring break, the district rolled out districtwide distance learning for all students. This included an agreement that the assignments completed in distance learning would “Do No Harm” to students' current grades but allow for only improvement. As we concluded the semester, we have engaged families, students and teachers with surveys in order to collect feedback on distance learning. Our Community Engagement Specialist continued to provide regular updates to our families in Spanish and English via Blackboard and on the district website throughout this process. Over the summer we continued to update our families regarding updates the District received regarding how educational services will be provided in the fall.

The Perris Union High School District is committed to striving toward ensuring the fulfillment of each aspect of Educational Equity to enable access to all classes, programs and activities for all students, thus providing them the opportunity for true academic success. In order to meet these demands, the District has promoted best practices, student-centered learning, technology-rich educational environments, with a focus on empowering all students to effectively use technology in preparation for college, career, citizenship and the Common Core standards. It is one of the primary focus areas of the Perris Union High School District to develop a caring, diverse, and supportive learning environment in which all staff are committed towards working in teams and relationships to foster innovative and creative learning opportunities.

## VISION

Perris Union High School District will be a caring, diverse, and supportive learning environment in which all are committed towards working in relationships to foster innovative and creative learning opportunities.

## MISSION

The mission of Perris Union High School District is to create high quality relevant learning opportunities for all in a safe and caring environment. We will develop a high quality, caring staff who will be dedicated to learning, and connect students to their education and potential goals. We will care for all students while developing a growth mindset through collaboration, creativity, communication, and critical thinking.

The District has an enrollment of 9,864 and its school sites consist of 4 comprehensive high schools, with Liberty High School opening in Fall 2021 with 9th and 10th graders, 1 middle school, 1 continuation school, 1 Pathways for Adult Life Skills (PALS), 1 online learning school and also an adult school of choice. Additionally, the District services a thriving diverse community that reflect a full spectrum of cultural backgrounds and socioeconomic levels. The student demographics are listed below.

English Learners: 1,695

SWD: 1,548

SED: 7,490

Free and Reduced Priced Meals: 75.3%

With this in mind, in collaboration with multiple stakeholder groups, the following four LCAP goals were selected that continue to guide the District's actions and services:

#1 - All students will attain grade level proficiency in English Language Arts and Mathematics.

#2 - All students will graduate from high school prepared for post-secondary and career options.

#3 - All departments and sites will provide a safe and positive environment for all students and staff.

#4 - Secure and strengthen home, school, community connections and communications.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the state indicators and local performance indicators included in the LCFF evaluation rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, and other information, the Perris Union High School District is most proud of the following progress:

Based on the 2019 CA Dashboard Performance level by student groups:

Suspension Rate: Green

Successes:

- All students, Hispanic, White: Performance Level: Green (from Orange in 2018)
- English Learners: Performance Level: Yellow (from Red in 2018)
- Asian: Performance Level: Blue (from Orange in 2018)

Graduation Rate:

- All students, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, White: Performance Level: Green (from Orange/Yellow in 2018)
- Students with Disabilities: Performance Level: Yellow (from Orange in 2018)

College and Career:

- English Learners, Homeless, Asian: Performance Level: Yellow (from Orange in 2018)

English Language Arts: Yellow

Successes:

- All students, Homeless, Socioeconomically Disadvantaged, Hispanic: Performance Level: Yellow (from Orange in 2018)
- English Learners, Students with Disabilities: Performance Level: Orange (from Red in 2018)

## Mathematics:

### Successes:

- All students, Socioeconomically Disadvantaged, Hispanic: Performance Level: Yellow (from Orange/Red in 2018)
- Homeless, Students with Disabilities, African American: Performance Level: Orange (from Red in 2018)
- White: Performance Level: Green (from Orange in 2018)
- Filipino: Performance Level: Blue (from Green in 2018)

## Chronic Absenteeism:

Foster Youth: Performance Level: Yellow (from None in 2018)

African American: Performance Level: Orange (from Red 2018)

## LOCAL INDICATORS/SELF-ASSESSMENT:

### College and Career Readiness:

- The district continues to maintain a graduation rate over 91%, which is above the county average. Students have been provided opportunities to complete courses toward graduation through extended course opportunities in both credit recovery and additional elective opportunities. The additional instructional minutes have allowed for students to complete credit recovery classes during the normal school day, along with continuing to access core and elective programs. The transition from a 6-period to a 7-period day at all school sites allowing for additional opportunities for credit recovery is also a contributing factor to the District graduation rate. The District's graduation rates can be attributed to proactive interventions and support to reduce failing grades which has included providing assessment workshops that examine current grading practices.
- The District has continued to provide professional development for high school counselors on strategies to monitor college and career readiness and provide intervention and support for students not on track for graduation or A-G completion. A strong emphasis on post-secondary education and planning is done through multiple modalities to ensure both students and parents are provided with the necessary tools for success. This year, the district met and exceeded the goal of 70.4% FAFSA completion. The overall FAFSA completion rate for the class of 2020 was 80%, an increase of 14.6%. With the continued emphasis on FAFSA completion, more students have access to college programs at either a reduced cost or no cost at all. When looking at the metrics used to calculate the College and Career Indicator, the success by students on Advanced Placement exams helps contribute to the overall dashboard indicator. In 2019-20, the District demonstrated a 13% increase in students scoring a 3 or higher on these exams. Although the College and Career Indicator was not measured officially on the California Dashboard due to the pandemic, the District would have seen a 5% increase in preparedness for the 2019-20 school year.
- The District continues to have a strong AVID program supporting college and career readiness across the district. All comprehensive high schools have successful AVID programs and have been able to maintain student participation. In 2019-20, the AVID programs continued to meet the district goal of maintaining student enrollment between 2100-2200 students.

## Multi-Tiered System of Supports:

- During 2019-2020, the PUHSD Attendance Rate was 94.5% with an ADA to enrollment at 92.8%. Targeted support services and activities were identified to support this indicator. Two attendance specialists work to track, follow up, and meet with students and parents that are chronically absent from school. To facilitate this work, a system to track and monitor student attendance (A2A) has been purchased and implemented.
- A2A Attendance Support sent letters to families whose students were not participating in distance learning. Letter 1 was sent to 8,881 families, letter 2 was sent to 7,903 families and letter 3 was sent to 2,156 families.
- Our attendance specialists also made phone calls to connect with families whose students were not participating in distance learning: 614 were made for PMS, 144 phone calls were made for PHS, 78 phone calls were made for HHS, 55 phone calls were made for PVHS, and 9 phone calls were made for PLHS, totaling 900 phone calls.
- Each site created Tiers of Intervention to support student participation and engagement. Tier 1, Tier 2 and Tier 3 supports were outlined. Tier 1 supports included; clear, concise and consistent communication, updated site websites which included the bell schedules and routines for checking into class, asynchronous student support, regular monitoring and mental wellness supports. Tier 2 and 3 supports included; virtual and in-person home visits to identify barriers and supports. During home visits, Chromebooks were delivered or exchanged if there was a need. In addition, anxiety kits and school supplies were distributed.
- Sites created incentive programs to celebrate student participation and engagement with gift cards, bikes and other motivating supplies to encourage students to continue in their participation and engagement.
- The goal to maintain facilities per Williams compliance was met at 100%. The laws seek to ensure that all students have equal access to the basics of a quality education: textbooks, safe and decent school facilities and qualified teachers. Through the pandemic we ensured students had access to technology, hotspots, textbooks, materials and supplies.

Plans to maintain and/or build on this success:

- Continue strategies and opportunities listed above
- Continue communication with district's educational partners to align courses and programs so that students seamlessly transition into college
- Continue to provide support to students and families on a variety of college and career preparedness topics (e.g., FAFSA completion and A-G requirements)
- Increase of 24/7 technology opportunities for all students
- Updating instructional materials to reflect current research, cultural diversity, and applications. Subject Area Councils continue the practice of instructional material review and adoption and making appropriate adjustments to meet Common Core State Standards (CCSS)
- Provide professional development and resources for teachers of English Learners and mathematics
- Begin examining New Generation Science Standards (NGSS) and began development of "anchor tasks' for NGSS implementation
- Learning about college enrollment and career opportunities
- Learning how to provide an effective study environment for their child at home

## Reflections: Identified Need

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

Based on a review of performance on the state indicators and local performance indicators included in the LCFF evaluation rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, and other information, the Perris Union High School District considers the following areas of need and a focus for the 21-22 LCAP year.

Based on the 2019 CA Dashboard Performance level by student groups:  
State indicator by student group that need significant improvement:

Suspension Rate:

Performance Level: Red

- Student Group: Homeless

Performance Level: Orange

- Student Groups: African Americans, Foster Youth, Pacific Islander and Students with Disabilities

Plans to improve Suspension Rates:

- Strategic focus on the implementation of Positive Behavioral Intervention and Supports (PBIS) and Alternative to Suspension (ATS) which provides a culturally responsive school environment using a multi-tiered systems of support
- Professional development for in the area of equity and culturally responsive school governance and teaching
- A focus on cultural awareness and understanding which may contribute to high suspension rates for English Learner, African American, and Foster Youth student groups
- Provide discipline coding training for site administrators and staff

English Language Arts:

Performance Level: Orange

- Student Groups: African American, English Learners, Students with Disabilities

Plans to improve English Language Arts:

- Instructional coaching will be provided as well as contracted structured coaching provided by the English 3D Instructional Coaching teams. Emphasis will be on how to support English Learners using available and new resources within the English 3D Curriculum.
- Monthly training will continue for the English Learner Leadership task-force and will focus on instructional support for teachers and students.
- Designated ELD Teachers and counselors continue to work collaboratively during Professional Learning Communities and designated structured collaboration time every week.

- Special Education will engage in various training each week the Director and Coordinator of Special Education met with all of the paraeducators in the district and conducted training in the following: navigating an IEP from A-Z, Behavior intervention: the who, what and how on supporting students through behavior, navigating Google and like resources to support students and addressing the needs of our students struggling with Autism. In addition, the Director of Special Education will hold weekly training's with the teachers supporting our students designated in our behavior programs including: center based instruction, social emotional curriculum, classroom management and expectations and referring students in and out of the behavior program. The Coordinator of Special Education will hold weekly training's with the moderate to severe teachers focusing on center based instruction, navigating the needs of moderate to severe disabilities in the virtual environment, curriculum support through Unique Learning System. All special education teachers were also trained in completing thorough IEP documents.

#### Mathematics:

Performance Level: Orange

- Student Groups: African Americans, English Learners, Homeless and Students with Disabilities

#### Plans to improve mathematics:

- Monthly training will continue for the English Learner Leadership task-force and will focus on instructional support for teachers and students.
- Designated ELD Teachers and counselors continue to work collaboratively during Professional Learning Communities and designated structured collaboration time every week.
- Identification of essential learning outcomes for all math courses.
- Implementation Interim Assessment Blocks (IABs) in order to align current practices in instruction and assessment to the demands and rigor of the CAASPP.
- Monitor progress on all student groups/subgroups to provide appropriate interventions and support.
- PLC support and instructional alignment.
- Six week data meetings with all grade level PLC teams to monitor student progress throughout the school year.

#### College and Career:

Foster Youth, Students with Disabilities: Performance Level: Red (from Orange in 2018)

#### Plans to improve the College and Career:

- Continue communication with district's educational partners to align courses and programs so that students seamlessly transition into college
- Continue to provide a College and Career Intervention Counselor at each comprehensive high school site with a focus on supports and interventions for struggling students
- Continue to provide support to students and families on a variety of college and career preparedness topics (e.g., FAFSA completion and AG requirements)
- Provide workshops for parents
- Learning about college enrollment and career opportunities
- Learning how to provide an effective study environment for their child at home

- Implementation and training for a Multi-Tiered System of Support (MTSS)
- Implementation Interim Assessment Blocks (IABs) in order to align current practices in instruction and assessment to the demands and rigor of the CAASPP.
- Monitor progress on all student groups/subgroups to provide appropriate interventions and support
- Six week data meetings with all grade level PLC teams to monitor student progress throughout the school year

#### LOCAL INDICATORS/SELF-ASSESSMENT:

##### Goal #1

##### Challenges:

- Limitations on instructional program due to bell schedules and MOU with certificated union allowing teachers to work remotely
- Student participation in cohort and hybrid instruction represents low percentage of our total student population
- Low participation from students in the on campus instructional models
- The challenges with distance learning have been significant and we have many students who are not logging in consistently and struggling to keep up with assignments and instruction
- It was a challenge to implement PD due to teachers' being overwhelmed with new demands of distance learning, and prioritizing instructional strategies during distance learning at times would conflict with other initiatives such as safety.
- Monitoring participation and implementation of professional development remotely proved difficult in many situations
- Lack of Internet connectivity at home for some ELs made it difficult to provide additional support to ELs
- Attendance and participation (students not logging in), caused students to get behind on assignments and need even more additional support
- Supporting students remotely with technology and multiple different platforms made it difficult to provided necessary and additional support to ELs
- Reduced instructional time because of Distance Learning bell schedules created barriers to providing additional supports
- Remote testing for ELPAC has been problematic due to students not logging in, technical issues and lack of our ability to troubleshoot and support students from afar

##### Goal #2

##### Challenges:

- Although the graduation rate continues to remain stable at over 90%, there is a larger gap for the at-risk populations such as Special Education, foster youth, and English Learner. In 2019-20, these populations did not maintain consistent growth in graduation rate. These at-risk populations have suffered a greater overall impact during the pandemic. The focus will continue to be on closing the gap for graduation rate within these populations. In 2019-20, the District fell short of the 40.64% goal for completion with only 34% of students meeting the A-G requirements. Many students that were on track to meet the A-G requirements at the start of the school year struggled to complete the classes they needed during distance learning. Interventions and supports were more difficult for students to access during the pandemic.
- The district has continued its outreach to families on financial aid. There has been a significant increase in FAFSA submissions at most of the high school campuses. However, there continue to be challenges with supporting students and families that have fears about sharing necessary information in the application or those completing the California Dream Act application. Continued support



and resources are needed to support these families to feel safe and secure in this process. More training opportunities and support from local resources are being provided to staff and families through this process.

### Goal #3

#### Challenges:

- Professional consulting providers struggled to connect with students to provide services due to COVID-19. Most of our support providers were also trying to figure out how to reach out and connect with students. Some were able to move to virtual, others were not.
- After school credit recovery was not offered due to COVID-19. The master schedule for the second semester was modified to incorporate a credit recovery period in the school day to support students.
- Student participation and engagement was impacted as a result of COVID-19. Students were struggling throughout the district. Distance learning was very challenging for all of our students. Student motivation was low, students were helping their parents with the responsibilities at home, some started working to help out financially, and for many it was emotionally challenging.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

### Perris UHSD Highlights:

The establishment of ongoing community and parent advisory groups, study sessions, surveys administered to district staff, students, and parents, assisted in the development of the PUHSD LCAP and Strategic Plan. The District's LCAP is driven and guided by the following four goals:

- #1 - All students will attain grade level proficiency in English Language Arts and Mathematics.
- #2 - All students will graduate from high school prepared for post-secondary and career options.
- #3 - All departments and sites will provide a safe and positive environment for all students and staff.
- #4 - Secure and strengthen home, school, community connections and communications.

### Goal #1:

The District has made a significant investment in developing Professional Learning Communities (PLC) with fidelity at all school sites. This has included working with ELA and math grade level teams to identify priority standards for every math and ELA course throughout the District. As each of our school sites have progressed in developing clarity around what all students will learn in ELA and Math, there has been a shift to a Multi-Tiered System of Support (MTSS) to provide more effective interventions. The district provided professional development to support literacy across all content areas, continuing the work the previous year with Dr. Nancy Frey to provide training for site cohort teams on the gradual release model and Close Reading strategies. Academic coaches and Teachers on Special Assignment (TOSA) provided a continuum of professional development on Teacher Clarity in Distance Learning, Integrated ELD, and Educational Technology.

### Goal #2:

College and career readiness has been one of the priorities for PUHSD. There is an ongoing focus on supporting students with post-secondary planning. The District has continued to expand access to college level course offerings in place through dual enrollment and Advanced Placement courses. During the 2019-20 school year the District added six additional course offerings through concurrent enrollment, while maintaining Advanced Placement enrollment throughout the district. Each year more students are graduating with college credits that can also support post-secondary degrees, in addition to credits towards graduation. Students are also getting more exposure to CTE pathways with more opportunities in various industry sectors with the expansion of existing pathways to include a new construction pathway at the alternative education school. With these opportunities, students are not only gaining experience in the potential workforce, but may also gain college credits through articulation agreements from the local community colleges.

For the past six years, the District has held an annual “Kick-Off to College Day” in October where all students throughout the District focus on activities that support college and career readiness. Each year during this event, students participate in various college and career opportunities. For seniors, the main focus during this event are college applications and the FAFSA. During 2020-21, more seniors than ever before completed the FAFSA with an 80% submission rate. This means more students each year are accessing financial aid to support further education.

### Goal #3:

Each school site has established an MTSS committee to develop site based implementation components of Multi Tiered Systems of Support and specifically Positive Behavior Intervention and Supports which include: Asynchronous time imbedded during the day for teacher support: Mondays and Wednesdays students logged into class periods 1, 3, 5, and 7; Teacher support was available periods 2, 4, and 6. Tuesdays and Thursdays students logged into class periods 2, 4, and 6; Teacher support was available periods 3, 5, and 6. Fridays periods 1, 3, 4, 5, 6, and 7 were available for asynchronous support. In addition, Paper Company, an online tutoring service was provided for academic support.

Several monthly professional development opportunities were provided for our staff throughout the year which included: Prepping for the First Days of School, Building Relationships, Teacher Clarity, Video Conferencing with Teachers/Staff, Engagement, Surviving and Thriving, New Semester Preparations, Mastery Connect, Thrively SEL Web-based Program, and Integrated ELD. Professional development was scheduled on the fourth Friday of each month.

During the 2020-21 school year, there was an increase in counselor student check-ins to support mental health and social emotional well-being by approximately 50%. During the current year, counselors conducted 2,508 student check-ins in comparison to the 2019-202 school year, in which counselors conducted 1,275 student check-ins.

All school sites, District Office, and the Student Services Center have a COVID-19 Safety Task Force in place which includes an administrator, classified and certificated staff. All sites were required to complete a COVID-19 Safety Plan which included five specific categories: Medical Screening, Physical Distancing, Personal Hygiene, Protective Equipment and Environmental Cleaning. All sites have barriers installed on student desks and offices. In addition, all sites have barriers installed on student desks and office work spaces. Social distancing signage as you enter the campus and in all administration offices and within the campuses.

The District suspension rate is currently 7.9% which resulted in a performance indicator of “orange” on the California Dashboard. In response to this indicator, the District has worked this year with a consultant to develop a comprehensive Alternative to Suspension (ATS) program at the school sites with the highest suspension rates. Preliminary reports are currently reporting that the implementation of ATS has resulted in a 10% reduction in suspensions at these school sites. Considering the success of ATS, the District is looking to expand the program over the next year. The District was able to enter into an agreement with several universities to acquire Social Worker interns to add additional support for at-risk students.

The chronic absenteeism rate for the District is 17.4%, the district has provided all school sites with additional funds to incentive students to attend school. The district has two Attendance Specialist that focus on preparing case work for SARB review, monitor student attendance at assigned schools, consult with and solicit referrals from site administrators, registrars, attendance staff and other personnel regarding student attendance, tardiness and dropout. They also meet with students and parents, both at the school site and during team home visits, to inform parents regarding available assistance and prevention programs in order to obtain parent cooperation and support. It is the District's intentions to develop an Attendance Task Force with the Attendance Specialist and site administration to support the continual reduction in the chronic absenteeism rate.

#### Goal #4:

The District supported Project Appleseed in appreciating dedicated parent volunteers and honoring their contributions to our schools during Public School Volunteer Week; from donating time too assisting with classroom and school activities, parent volunteers play an important role in our schools. Research states that when schools and families work together to support learning, everyone benefits. In addition, PUHSD and the City of Perris continue to partner with Community Gardens located at several school with in the district. PUHSD will also be recognizing parent volunteers, community and business partners at the Annual Recognition Gala in honoring parent leaders and volunteers and the business and community partnerships. PUHSD holds workshops for parents on how to access their IC Parent Portal, CAFE Project 2 Inspire Parent Leadership Classes, ERHMS Therapists presented a Mental Health Parent Workshop Counselors presented information on how parents can help their students with Mental Health and stay motivated during Distance Learning, monthly parent meetings with educational updates were helpful for our community to understand the changing world of education throughout the pandemic. Information is sent to families via Blackboard (text, voice, email), PUHSD use Social Media Platforms: Facebook, Instagram, and Twitter to disseminate information to parents and the community and Peachjar a program that sends out informational electronic flyers with links.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

PUHSD has two schools identified for Additional Targeted Support and Improvement (ATSI): Perris High School (PHS) and Perris Lake High School (PLHS)

SWD at Perris High meet the criteria for ATSI:

Year 2018 SWD - all red and orange

Year 2019 SWD – 5 or more indicators, majority red

EL at Perris Lake meet the criteria for ATSI:

Year 2018 EL - all red and orange

Year 2019 EL – all red but one indicator of any other color (green)

### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Perris UHSD Educational Services Department utilized an existing Comprehensive Needs Assessment Protocol with Perris Lake High School and Perris High School to support their school level needs assessment and the development of their new School Plan for Student Achievement (SPSA) while ensuring that the site was addressing ATSI requirements.

Meetings were held where the school team that included the school principal, and teachers, met to work collaboratively to reflect on their 2020-21 School Plan and action implementation and identify actions that led to success, 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 via the 2020-21 School Plan. 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. Members from the Educational Services Department, including the Assistant Superintendent of Educational Services worked with site leadership team to collaboratively complete the Needs Assessment Protocol. Based on this analysis, a series of needs was identified:

- Offer additional English courses for Juniors since they make up 20 percent of the student population since the focus has been on graduating Seniors.
- Communicate the value and relevancy of SBAC exams. Students see no value in the exam as it neither prepares them for graduation nor counts towards any advancement.
- Increase Career Technical Education pathways for students.
- Provide work experience opportunities for students. Through surveys students have shared the need to work to help out with family finances.
- The current graduation credit count for Perris Lake is 185 credits and therefore our students can only go to a junior college or similar.
- Work with district office to keep class sizes lower the impact of larger class size increases discipline.
- Even with a pre-algebra intervention course students struggle with math at Perris Lake.
- Algebra 1 is the math requirement for students at PLHS and although higher levels of math are offered such as Geometry, students do not take them.
- Provide students with the skills that will enable them to foster and support positive relationships.
- Provide support to PLHS students as they transition back to their home schools.

- There is a need to provide teachers at CDS with professional development that includes teacher collaboration and instructional coaching.
- There is a need to provide students with an instructional program that can be individualized to a student's academic level, that has the capability for both remediation and acceleration, that has assessment and progress monitoring tools, and that can follow the student as he/she transitions back to the home school

Discussions regarding identifying evidence-based interventions were provided to the leadership team with appropriate resources to support the school plan and that aligned to evidence-based interventions. At the last SSC meeting, the school team worked to finalize plans for evidence-based strategies to include in their 2021-22 School Plan. PLHS and PHS submitted their 2021-22 SPSAs to Educational Services office to be reviewed by members from Educational Services Department.

SPSA plans were reviewed to ensure full compliance with ATSI/CSI requirements. Feedback was provided and modifications were made when appropriate. Final approval of SPSA plans by the PUHSD School Board will occur on June 16, 2021.

### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

PUHSD will conduct at a minimum three monitoring visits throughout the year as well as hold monthly administrative leadership meetings. These visits and meetings consists of data analysis and review of the actions and services laid out in the PLHS's and PHS's SPSA.

Once the plan is approved and implemented, the SSC and Educational Services will be responsible for monitoring the effectiveness of planned activities and modifying as needed. The SPSA will specify specific actions, dates, estimated costs, and measurable anticipated student academic outcomes, as well as the persons involved. Monitoring will follow the calendar of events established by the SPSA and district leadership meetings and visits to verify timely implementation and achievement of objectives critical to the success of the plan, such as:

- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- Review of the calendar for initial and ongoing assessments to measure student performance against benchmarks indicated in the plan
- Verification of evidence of progress made toward SPSA goals

As the implementation of planned activities unfolds, the SSC and Educational Services will verify the success of each action and service for identified students and share this information with advisory committees and other interested parties.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The District extended an open invitation to all sites and parent advisory groups to participate in LCFF/LCAP forums and information sessions. All school sites submitted stakeholder LCAP recommendations and feedback.

## LCAP Meetings/Trainings:

November 6, 2020 RCOE LCAP Workshop #1

January 22, 2020 RCOE LCAP Workshop #2

March 19, 2021 RCOE LCAP Workshop #3

April 30, 2021 RCOE LCAP Workshop #4

## District Leadership:

September 14, 2020 All District Leadership

October 12, 2020 All District Leadership

November 9, 2020 All District Leadership

January 15, 2021 All District Leadership

## Student Services Center:

Every Monday SSC Leadership meetings occur - LCAP is part of the permanent meeting agenda.

## School Site Council Meetings:

Each site SSC Agenda has a standing LCAP update and feedback item.

LCAP Community Stakeholder Meeting - Parent Advisory Committee (PAC) and the District English Language Acquisition Committee (DELAC) met four times this year on August 14, 2020; December 1, 2020; April 22, 2021; and May 20, 2021. 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, tentative recommendations. Averaged 35 attendees that included students, parents, teachers and classified staff, Administration and community members, representing all school sites, working virtually to share and generate ideas for improved actions and services within the eight state priorities.

## LCAP Communication & Updates:

LCFF/LCAP communications occurred through Advisory Councils sharing at the sites, district and community 'Supe's On!' newsletter, all district and community notifications, and information presentations at monthly Board sessions.

#### Board Meeting:

June 7, 2021 LCAP Public Hearing and presentation

June 16, 2021 LCAP Board Approval

Upon RCOE LCAP Approval: The LCAP will be posted on the district's website and shared broadly in order to gather continual feedback from all stakeholders. Forums and study sessions are planned to continue throughout each year for review of progress toward goals, actions, and determine ongoing needs.

#### Annual Update: Involvement Process

The Perris Union High School District (PUHSD) provided opportunities for stakeholder engagement in preparation of the 2021-2024 Local Control Accountability Plan (LCAP). The district's goal has been to provide meaningful opportunities for authentic feedback to identify current needs and to determine necessary steps/actions specific to the needs. Stakeholder engagement was encouraged at a variety of levels during the 2020-21 school year.

The LCAP Stakeholder Committee continues to be comprised of parents, students, staff, business, religious and community leaders, as well as bargaining unit members representing certificated and classified personnel.

Stakeholders were invited to school site advisory councils in which LCAP discussions, reviews of district and site data, and determination of needs and options to address district and site determined goals were conducted.

District advisory councils were also held in which stakeholders participate in LCAP discussions and design.

Recommendations from LCAP Stakeholders via Advisory Councils were shared throughout the year and are included in the plan.

District Leadership & Management met once a month and reviewed data, surveys, SPSA (School Plans for Student Achievement).

Determination of needs and proposed actions were compiled. The main topics of discussions were the sustainability of programs (Technology, Social and Emotional Wellbeing of students and staff, AVID, SBAC testing/assessments) and the design of next steps to remain progressive and provide effective support, services, and programs.

Parents of Student with Disabilities have been apprised of LCAP goals/actions/services via IEP meetings, Community Action Council (CAC), Parent Advisory Committee meetings. The Special Education Local Plan Administrator was invited to participate as part of the stakeholder meetings and a copy of the DRAFT LCAP has been shared via PUHSD Director of Special Education, no feedback has been received at this time.

#### A summary of the feedback provided by specific stakeholder groups.

The surveys that were sent to teachers, students, and parents provided us with great insight to guide us in developing strategies to help shape our 2021-22 school year and the development of goals, actions and services for the 2021-24 LCAP. The findings of our surveys revealed that a portion of our parents preferred to return to a traditional learning model for the 2021-22 school year under the safest conditions possible. Key findings from the PUHSD Distance Learning Survey included: 1,792 respondents

#### Return to School Survey:



Question #1: Please indicate which learning model you wish to pre-register your student for. If you select the Face-to-Face Traditional Model, you will not need to complete all the personal information for your student. Please be aware, the model you select is a commitment for the entire 2021-22 school year. Should you choose the Distance Learning Model, some courses may not be available.

93.4% (1,674) selected Face-to-Face Traditional Full-time, On Campus Learning Model

6.6% (118) selected Distance Learning Full-time, Off Campus Learning Model

2021-22: Summer School Registration:

Grade 7: 75

Grade 8: 119

Grade 9: 554

Grade 10: 660

Grade 11: 632

Grade 12: 28

Total: 2,114

Students selecting Face-to-Face instruction: 1,674

Students selecting PLATO: 439

Subgroups attending summer school:

English Learners: 255

Students with Disabilities: 365

PMS Student Survey on Online Instruction

1. What language would you prefer to answer the following questions? 481 responses

English: 97.1%

Español: 2.9%

2. What grade are you currently in? 467 responses

7th: 52.2%

8th: 47.8%

3. Which Learning Management System do you prefer? 467 responses

Canvas: 4.5%

Google Classroom: 82.2%

No Preference: 13.3%

4. Choose the option that best describes how you feel about each of the following:

When teachers post the agenda?

It doesn't make a difference for me: 203

It is very helpful but it doesn't happen in many of my classes: 172

It is very helpful and it happens in most or all of my classes: 92

When all the assignments for the week are in one place?  
It doesn't make a difference for me: 81  
It is very helpful but it doesn't happen in many of my classes: 187  
It is very helpful and it happens in most or all of my classes: 199

When teachers have a predictable weekly routine?  
It doesn't make a difference for me: 128  
It is very helpful but it doesn't happen in many of my classes: 181  
It is very helpful and it happens in most or all of my classes: 158

When teachers respond to my texts or emails within 24 hours?  
It doesn't make a difference for me: 83  
It is very helpful but it doesn't happen in many of my classes: 174  
It is very helpful and it happens in most or all of my classes: 210

When teachers update the Infinite Campus Grade book at least every two weeks?  
It doesn't make a difference for me: 97  
It is very helpful but it doesn't happen in many of my classes: 164  
It is very helpful and it happens in most or all of my classes: 206

When teachers are available for help during asynchronous class time?  
It doesn't make a difference for me: 94  
It is very helpful but it doesn't happen in many of my classes: 165  
It is very helpful and it happens in most or all of my classes: 208

5. I prefer when the teacher posts the agenda.  
Daily: 27.6%  
Weekly: 72.4%

6. Choose the option that best describes how you feel about each of the following:  
When teachers give a manageable number of assignments?  
It doesn't make a difference for me: 116  
It is very helpful but it doesn't happen in many of my classes: 207  
It is very helpful and it happens in most or all of my classes: 144

When teachers give time during the synchronous class period to complete the day's assignment?  
It doesn't make a difference for me: 55  
It is very helpful but it doesn't happen in many of my classes: 204

It is very helpful and it happens in most or all of my classes: 208

When teachers accept late work with little or no penalty?

It doesn't make a difference for me: 40

It is very helpful but it doesn't happen in many of my classes: 208

It is very helpful and it happens in most or all of my classes: 219

When teachers avoid giving weekend homework whenever possible?

It doesn't make a difference for me: 78

It is very helpful but it doesn't happen in many of my classes: 175

It is very helpful and it happens in most or all of my classes: 214

7. State whether you agree or disagree with the following:

I feel very anxious about speaking in class.

Agree: 233

Disagree: 234

I usually have my camera on during class.

Agree: 24

Disagree: 443

I am more likely to turn my camera on in a breakout room than in a whole class meet.

Agree: 117

Disagree: 350

I am more likely to turn my camera on when I feel a personal connection to the teacher.

Agree: 171

Disagree: 296

When most cameras are off, I don't feel as connected to other students in class.

Agree: 137

Disagree: 330

8. Other than not being able to be with your teachers and friends in-person, what is making distance learning difficult for you right now?

Check all that apply.

Nothing: 152

Having to take care of younger siblings: 133

Not having reliable internet access: 147

Other

9. In which online activities are you willing to participate? Check all that apply.

Whole class conversations: 151

Conversations in small groups with a random group of classmates (i.e., breakout rooms): 170

Conversations in small groups with people I choose: 205  
Typed conversations that occur in the chat during a Google Meet: 279  
Through apps like Flipgrid video or audio: 56  
Anonymous surveys such as Google Meet polls, Socrative, Mentimeter, or Pear Deck: 250  
None of these: 48

10. How do you prefer to take in new information?

Watching live lessons and taking notes with the teacher at the same time

Haven't tried this: 73

Love this: 186

Hate this: 36

No strong opinion: 172

Watching live lessons and taking notes on my own at the same time

Haven't tried this: 101

Love this: 146

Hate this: 84

No strong opinion: 136

Taking notes on my own first and then having the teacher go over them in a live lesson

Haven't tried this: 132

Love this: 139

Hate this: 64

No strong opinion: 132

Participating in interactive slideshows like Pear Deck or Nearpod

Haven't tried this: 116

Love this: 164

Hate this: 53

No strong opinion: 134

Watching teacher-created instructional videos

Haven't tried this: 80

Love this: 230

Hate this: 24

No strong opinion: 133

11. How do you prefer to show your learning?

By taking traditional online tests (true/false, multiple choice, fill-in-the-blank)

Haven't tried this: 50

Love this: 189

Hate this: 64

No strong opinion: 164

By taking open-ended online tests (short answer or essay)

Haven't tried this: 65

Love this: 147

Hate this: 95

No strong opinion: 160

By making videos where I explain something or demonstrate a skill

Haven't tried this: 114

Love this: 84

Hate this: 163

No strong opinion: 106

By doing creative assignments like making infographics, sketchnotes, one-pagers, children's books, models or works of art.

Haven't tried this: 125

Love this: 154

Hate this: 54

No strong opinion: 124

By doing collaborative assignments like group slideshows or research projects

Haven't tried this: 84

Love this: 155

Hate this: 78

No strong opinion: 150

12. Is there anything else you would like us to know about your distance learning experience so far? varied responses from no, it's stressful and somewhat hard, it sucks, it's hard I miss going in person, harder than being in the classroom.

How is your student doing with Distance Learning:

My student prefers distance learning: 277 (19.5%)

My student is doing distance learning but wants to go to class: 862 (60.8%)

My student does not want to participate in distance learning: 279 (19.7%)

My Student has the following:

Chromebook from school: Yes 1,374 / No 44

Home Computer/Chromebook: Yes 958 / No 460

Home Internet Access: Yes 1,370 / No 48

Several models are being considered, please indicate your preference:

Traditional full-time in school instruction: 729 (51.4%)

Hybrid model: Combination of online learning & in-school instruction: 485 (34.2%)

Full time virtual/online learning: 204 (14.4%)

What is the primary reason for your choice:

Parent/Guardian Preference: 352 (24.8%)

Student Interest: 636 (44.9%)

Health Reasons: 295 (20.8%)

Childcare: 7 (0.5%)

Other: 128 (9%)

Key Findings from the Student Distance Learning Feedback Survey included: 1,977 responses

How are you currently doing with distance learning?

I prefer distance learning: 346 (17.5%)

I am doing distance learning but want to go to class instead: 1,254 (63.4%)

I don't want to participate in distance learning: 377 (19.1%)

I have the following devices:

Chromebook from school: Yes 1,925 / No 52

Home Computer/Chromebook: Yes 1,218 / 759

Home Internet Access: Yes 1,901 / No 76

Several learning models are being considered, please indicate which option you are most interested in:

Traditional full-time in school instruction: 1,086 (54.9%)

Hybrid model: Combination of online learning & in-school instruction: 729 (36.9%)

Full time virtual/online learning: 162 (8.2%)

What is the primary reason for your choice above?

Home situation: 175 (8.9%)

Miss spending time with friends/other students: 1,295 (65.5%)

Health Reasons: 118 (6%)

Other: 389 (19.7%)

How comfortable are you using the different online platforms/tools your teachers use (Google Classroom, Canvas, Ed Puzzle etc)?

Rate from 1 - 5 (1 Not Comfortable At All to 5 Very Comfortable)

139 (7%)

231 (11.7%)

580 (29.4%)

597 (30.3%)

425 (21.6%)

What have been the biggest barriers keeping you from completing work in Distance Learning? 1,928 Responses

Technology issues (no internet, device not working etc.): 312 (16.2%)

My grade was fine so I didn't need to do the work: 876 (45.4%)  
Homelife (taking care of brother/sister, no place at home to complete work): 615 (31.9%)  
It has been difficult keeping up with all the different assignments: 1,165 (60.4%)  
Other: 161 (8.4%)

Key Findings from the Parent Advisory Committee Survey included: 39 Responses

Teachers: 5 (12.8%)  
Support Staff: 7 (17.9%)  
Administrator: 5 (12.8%)  
Parents: 22 (56.4%)  
School Sites Participated:  
California Military Institute: 9 (23.1%)  
Pinacate MS: 3 (7.7%)  
Heritage HS: 9 (23.1%)  
Paloma Valley HS: 9 (23.1%)  
Perris HS: 5 (12.8%)  
District Administration: 4 (10.3%)  
Committee Involvement  
AAPAC (African American Parent Advisory Committee): 4 (9.8%)  
DAAPAC (District African American Parent Advisory Committee): 5 (12.2%)  
ELAC (English Learner Advisory Committee): 7 (17.1%)  
DELAC (District English Learner Advisory Committee): 5 (12.2%)  
PAC (Parent Advisory Committee): 7 (17.1%)  
BAC (Business Advisory Committee): 2 (4.9%)  
PELI (Parent Engagement Leadership Institute): 2 (4.9%)  
SSC (School Site Council): 3 (7.3%)  
None of these apply: 6 (14.6%)

How do you like to receive information from Perris Union High School District

Email: 35 (39.8%)  
Text Message: 24 (27.3%)  
Website: 5 (5.7%)  
Phone Call: 11 (12.5%)  
Facebook: 9 (10.2%)  
Twitter: 1 (1.1%)  
Instagram: 3 (3.4%)

How do you PRIMARILY access the internet

Cell Phone: 17 (44.7%)

Home Computer: 9 (23.7%)  
Work Computer: 12 (31.6%)

Rate the importance for students to receive high quality rigorous distance learning in the following areas:

Teachers:

Extremely Important: 28 (71.8%)  
Very Important: 5 (12.8%)  
Important: 5 (12.8%)  
Somewhat Important: 1 (2.6%)

Access to Laptops:

Extremely Important: 25 (64.1%)  
Very Important: 7 (17.9%)  
Important: 6 (15.4%)  
Somewhat Important: 1 (2.6%)

Access to Online Curriculum:

Extremely Important: 24 (61.5%)  
Very Important: 8 (20.5%)  
Important: 6 (15.4%)  
Somewhat Important: 1 (2.6%)

Small break out group time for students to work together online:

Extremely Important: 12 (30.8%)  
Very Important: 10 (25.6%)  
Important: 11 (28.2%)  
Somewhat Important: 4 (10.3%)

Distance Learning workshops for families:

Extremely Important: 15 (38.5%)  
Very Important: 11 (28.2%)  
Important: 10 (25.6%)  
Somewhat Important: 3 (7.7%)

Instructional support specific to meeting the needs of students with disabilities:

Extremely Important: 27 (69.2%)  
Very Important: 5 (12.8%)  
Important: 6 (15.4%)  
Somewhat Important: 1 (2.6%)

Instructional support specific to meeting the needs to English Learners:

Extremely Important: 27 (69.2%)  
Very Important: 5 (12.8%)  
Important: 5 (12.8%)  
Somewhat Important: 2 (5.1%)



In support of student's mental health and social-emotional well-being, students need access to:

Mental Health Clinicians:

Strongly Agree: 26 (68.4%)

Somewhat Agree: 8 (21.1%)

Somewhat Disagree: 2 (2.6%)

Neither Agree or Disagree: 3 (7.9%)

School Counselors:

Strongly Agree: 33 (89.2%)

Somewhat Agree: 3 (8.1%)

Somewhat Disagree: (0.0%)

Neither Agree or Disagree: 4 (2.7%)

Social-emotional learning lessons:

Strongly Agree: 27 (71.1%)

Somewhat Agree: 7 (18.4%)

Somewhat Disagree: 2 (2.6%)

Neither Agree or Disagree: 3 (7.9%)

Interactions with other students:

Strongly Agree: 30 (76.9%)

Somewhat Agree: 7 (17.9%)

Somewhat Disagree: 1 (2.6%)

Neither Agree or Disagree: 1 (2.6%)

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Perris Union High School District along with stakeholder feedback that primarily occurred during advisory council meetings and specific minutes of School Site Council, English Learner Advisory Council, District English Learner Advisory (DELAC), African American Parent Advisory Committee (AAPAC), and Business Advisory Committee reviewed, discussed academic, behavioral, social needs of students and school community as well as parent engagement.

The impact on the LCAP resulted in common themes and definite areas of need that will be reflected in the goals, actions, and services.

Goal #1:

- Increase the number of students meeting the English Learner Progress Indicator.
- Increase the number of release sections for EL Leads to provide instructional classroom support.
- Maintain section allocations for class size reduction for ELD.
- A focused effort will continue to reclassify EL students and refine the ELD curriculum to meet the linguistic needs of students.
- Intervention and supports are necessary to help the transitioning students.

- One site will have an EL Coach to build an English Learner Professional Learning Community, to improve instructional support practices in the classroom, maintain proper alignment of curriculum and instructional practices that result in reclassification and promote literacy/language support, and improve coordination of services to enhance quality of EL services to students and parents.
- Increasing proficiency rates in ELA and Math for all students.
- Extended school year learning opportunities to allow smaller learning communities and tutorials for students in need of credit recovery and/or acceleration.
- Increasing release time for teachers for site specific professional development to include strengthening of Professional Learning Communities for all staff to collaborate and reflect on effective teaching of the Common Core State Standards, align current practices in instruction and assessment to Smarter Balanced, monitor progress in all student groups/subgroups to provide appropriate interventions.

Goal #2:

- Aligning the PUHSD Vision and Mission Statements and the Graduate Profile with LCAP
- Ensure that any discussions regarding the development, planning and implementing of process and procedures always align to the LCAP.
- Closing achievement gaps in the district's lowest performing groups (English learners, Socio-Economically Disadvantaged, Foster Youth)
- Increase access to courses including electives and opportunities for tutoring and advancement
- Common Core and SBAC applications using integration of technology throughout the instructional day.
- Increase 24/7 technology opportunities for all students.
- Continued transportation for students.
- Increasing graduation rates
- Increase opportunities for students not meeting graduation requirements to make up credits at their home school. College and career preparation for all students
- Increased support and expansion of AVID (Advancement Via Individual Determination) and to integrate AVID strategies into daily instruction and provide professional development through subject-area conferences and workshops AVID strategies promote strong interpersonal skills and cultivate individual persistence, which are all key attributes for college retention and success.
- Increase and expand of CTE offerings, career exploration classes, and career experiences to develop both college and career readiness.
- Increase Dual Enrollment offerings to promote cost-saving college opportunities and academic acceleration for students.
- Continuing the work on New Generation Science Standards (NGSS) and continuing to develop 'anchor tasks' for NGSS implementation.

Goal #3:

- Continued focus on deducing the dropout rate and suspension rate
- Continue the focused effort on equity (inclusion, fairness, and access) through district and site analysis of protocols, practices, processes, and procedures.
- Continue the development and implementation of Positive Behavioral Intervention and Supports (PBIS) for improvement.
- Provide students with an Alternative to Suspension program.

- Increase co/extracurricular opportunities to improve school climate and access for students to participate.
- Maintain and modernize facilities that are safe, clean, and well-maintained schools

Goal #4:

- Focus on the development of a District Action Partnership Team as part of the Parent Engagement Leadership Initiative (PELI).
- Maintain effective communication between schools sites, district office and community.
- Continue to offer various leadership opportunities for parents.
- Increase Parent Volunteers at each school site.

# Goals and Actions

## Goal

Goal #	Description
1	All students will attain grade level proficiency in English Language Arts and Mathematics.

An explanation of why the LEA has developed this goal.

The Perris Union High School District prioritized student achievement in English Language Arts (ELA) and Mathematics so that our students will be adequately prepared to enter college and the workforce. The district spent extensive time analyzing previous dashboard performance on the ELA and Math Indicators. Noting challenges in the overall performance and multiple subgroups, the district decided to identify goals for the overall performance and all numerically significant subgroups that were in the Red or Orange categories. The district prioritizes services for English Learners and we included the English Learner Proficiency Indicator (ELPI) to include both English Learner Proficiency for California (ELPAC) and English Learner Reclassification rates. The decision to include this metric was also based on prior dashboard performance. The district identified this goal for focused attention by analyzing dashboard data with multiple stakeholder groups. The dashboard data was analyzed in the English Learner Leadership committee with teachers, administrators, and counselors, in subject area council committees consisting of ELA and math teachers, PUHSD administrative committees, and district and site level parent advisory committees such as the District English Learner Advisory Committee and the site English Learner Advisory Committees, school site councils, and the district level Parent Advisory Committees.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (ELPI)	ELPI Baseline is pending CDE data release due to limited number of ELPAC test administrations.				ELPI: 65%
ELPI Reclassification Rate	ELPI Reclassification Rate: 19-20: 6%				ELPI Reclassification Rate: 12%
ELPI % met status on the State Language Assessment	ELPI % met status: 18-19: 50.2%				ELPI % met status: 53%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual SARC Report on Teacher Credentialing	SARC 2019-20: 100% of staff are appropriately assigned and fully credentialed in area taught.				100% of staff are appropriately assigned and fully credentialed in area taught
Every pupil in the school district has sufficient access to standards aligned instructional materials	SARC and Williams Report: 2020-21: 100% of students have access to standards aligned instructional materials				100% of students have access to standards aligned instructional materials
California Dashboard Self Reflection Tool Implementation of the academic content and performance standards adopted by the State Board of Education	2018-19: Baseline Priority 2- Overall Average Score of 4.0				Priority 2- Overall Average Score of 4.3
California Dashboard Self Reflection Tool Programs and services enable English Learners to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency	2018-19: Baseline Priority 2 CCSS and ELD Standards Average Score of 4.0				Priority 2 CCSS and ELD Standards- Average Score of 4.7
Academic Indicator (Grades 5-8 and 11) ELA	2018-19: Average Distance from Standard:				Average Distance from Standard: All Students- Status: 1. Change: 20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students- Status: -19.7. Change: 14.8</p> <p>English Learners- Status: -85.2. Change: 6.1</p> <p>Homeless- Status: -39.7. Change: 9.</p> <p>Socioeconomically Disadvantaged- Status: -34.8. Change: 12.5.</p> <p>Students with Disabilities- Status: -119. Change: 15.5</p> <p>African American- Status: -48. Change: 8.5.</p> <p>Asian- Status: 117.7 Change: 51.5</p> <p>Filipino- Status: 84.7. Change: 1.5</p> <p>Hispanic- Status: -31.9. Change: 15.</p> <p>White- Status: -31.1 Change: 10.1</p> <p>Two or More Races- Status: 37.8. Change: 30.3</p>				<p>English Learners- Status: -65.2. Change: 20</p> <p>Homeless- Status: -19.7. Change: 20</p> <p>Socioeconomically Disadvantaged- Status: -14.8. Change: 20</p> <p>Students with Disabilities- Status: -99. Change: 20</p> <p>African American- Status: -28. Change: 20</p> <p>Asian- Status: 117.7 Change: Maintain</p> <p>Filipino- Status: 84.7. Change: Maintain</p> <p>Hispanic- Status: -11.9. Change: 20</p> <p>White- Status: -11.1 Change: 20</p> <p>Two or More Races- Status: 57.8. Change: 20</p>
Academic Indicator (Grades 5-8 and 11) Math	<p>2018-19: Average Distance from Standard: All Students- Status: -100. Change: 12.</p>				<p>Average Distance from Standard: All Students- Status: -80. Change: 20.</p> <p>English Learners- Status: -127.8. Change: 20.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners- Status: -147.8. Change: 3.9.</p> <p>Homeless- Status: -121. Change: 9.1.</p> <p>Socioeconomically Disadvantaged- Status: -111.4. Change: 8.7.</p> <p>Students with Disabilities- Status: -190.6. Change: 7.3</p> <p>African American- Status: -128.2. Change: 7</p> <p>Asian- Status: -50.7. Change: 67.1</p> <p>Filipino- Status: 13.6. Change: 25.2</p> <p>Hispanic- Status: -110.9 Change: 9.9</p> <p>White- Status: -59.9. Change: 13.3</p> <p>Two or More Races- Status: -54.9. Change: 28.7</p>				<p>Homeless- Status: -101. Change: 20.</p> <p>Socioeconomically Disadvantaged- Status: -91.4. Change: 20.</p> <p>Students with Disabilities- Status: -170.6. Change: 20.</p> <p>African American- Status: -108.2. Change: 20.</p> <p>Asian- Status: -30.7. Change: 20.</p> <p>Filipino- Status: 33.6. Change: 20.</p> <p>Hispanic- Status: -90.9 Change: 20.</p> <p>White- Status: -39.9. Change: 20.</p> <p>Two or More Races- Status: -34.9. Change: 20.</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	Training and support for Literacy across the curriculum. Professional development to increase rigor and relevance in all ELA, math, science (Next Generation Science Standards), History and Social Science courses throughout the District.	\$1,151,892.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Targeted Support Services	Implementation of Multi-Tiered System of Support (MTSS). The Expanded Learning Plan (ELO) actions and services that will support the LCAP includes: Paraeducators, additional Sections to support Credit Recovery, English Learners, Core Content areas (\$2,471,273)	\$945,710.00	Yes
3	Instructional Technology	Provide training and support for the integration of technology in all content areas	\$2,015,348.00	Yes
4	English Learner Supplemental Services	Provide supplemental opportunities for monitoring and interventions specific to English Learners that include professional development for teachers and EL teacher leads using the newly adopted Ellevation platform. Teachers will analyze student achievement data, identify learning gaps and essential standards that students need to improve on, and implement strategies from the Ellevation Platform that will improve student performance.	\$953,310.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.



A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	All students will graduate from high school prepared for post-secondary and career options.

An explanation of why the LEA has developed this goal.

The Perris Union High School District puts a strong emphasis on all students having a post-secondary plan by the time students graduate. Our students' college and career readiness is more important now than ever before. Approximately 90 percent of the fastest-growing jobs in this country require post-secondary training. The benefits of educational achievement directly translate not only into meaningful careers, but also into higher future incomes for our students. For these reasons, college and career readiness is one of the top priorities in the Perris Union High School District. We want to ensure that ALL students graduate ready for college and/or the 21st Century workforce. It is imperative that our students have the knowledge and tools to navigate their way through the many career paths and college choices that are available to them as they transition into young adults. There is not one single path that suits every student. We want to ensure that every student has a plan for success upon completion of high school. This means we will continually engage students in activities that expose them to the tools and resources available to support planning for their future. College and career readiness are a key part of the instructional programs throughout middle school and high school. To measure the success of students in this pursuit, the metrics identified for goal #2 align to the necessary skills and abilities needed to be successful in post-secondary endeavors for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Graduation Rate	CA Dashboard 2019-20 Graduation Rate: 91.9% Dashboard Performance Level: Green SWD: 76.6% Dashboard Performance Level: Orange White: 93.3%				CA Dashboard 2023-24 Graduation Rate: Maintain between 92%-94% Dashboard Rate (2023-24): 93.5% Dashboard Performance Level: Green SWD: 74.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard Performance Level: Green EL: 85.9% Dashboard Performance Level: Green				Dashboard Performance Level: Green White: 93.4% Dashboard Performance Level: Green EL: 88.9% Dashboard Performance Level: Green
LEA A-G Completion Rate: All Students	A-G Completion Rate: Data Quest (2019-20): 33.7%				A-G Completion Rate: Data Quest (2023-24): 43%
LEA AP Scores: All Students	Local Pass Rate (2019-20): 30.9%				Local Pass Rate (2023-24): 36.9%
LEA EAP Scores: All 11th grade students	Local EAP ELA Scores (2018-19) ELA Scores 17.72% (College Ready) Decrease 2.3% 31.35% (College Ready Conditional) Decrease 2.65%  Math 3.32% (College Ready) Decrease .28%				EAP ELA Scores 20.72% (College Ready) 34.35% (College Ready Conditional)  EAP Math Scores 6.32% (College Ready) 16.25% (College Ready Conditional)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	13.25% (College Ready Conditional) Decrease 1.35%				
LEA CTE Course Completers (who are part of the graduation cohort)	CTE Course Completers: Data Quest (2019-20): 5.8%				LEA CTE Course Completers: Data Quest (2023-24): 10.3%
LEA FAFSA Completion: All 12th grade students	Local FAFSA Completion Rate (2019-20): 80%				Local FAFSA Completion Rate (2023-24): 89%
LEA AVID Participation: All Students inclusive of unduplicated and exceptional needs students including: EL, Foster, LI, SWD	Local AVID Participation Rate (2019-20): 2,163 students				Local AVID Participation Rate (2023-24): Maintain student enrollment 2100-2200
College and Career Indicator (CCI)	CCI Indicator: (2019-20) Prepared: 30.7% Approaching Prepared: 19.6% Not Prepared: 49.7%				CCI Indicator: (2023-24) Prepared: 39.7% Approaching Prepared: 25.8% Not Prepared: 34.5%
LEA Percentage of pupils who have	% A-G and CTE Completers: 2019-20: 1.4%				% A-G and CTE Completers: 2023-24: 4.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed both A-G and CTE	CALPADs				CALPADs

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Support and Interventions	Provide expanded opportunities for remediation, acceleration and enrichment to college and career readiness. The Expanded Learning Plan (ELO) actions and services that will support the LCAP includes: Summer School, Expanded Summer School for Special Education students, Incentives, Transportation, 24/7 Online tutoring, Gen Ed Tutors (\$2,196,187)	\$7,889,608.00	Yes
2	CTE Pathways	Provide expanded opportunity for students to participate and complete CTE pathways.	\$3,096,618.00	Yes
3	Comprehensive Counseling Programs	Provide funding, training and support to build and maintain a comprehensive counseling program to support college and career readiness.	\$1,546,667.00	Yes
4	College and Career Readiness	Provide training and support for students to develop the CCR skills necessary for success in high school and postsecondary education. The Expanded Learning Plan (ELO) actions and services that will support the LCAP includes: Career Center Clerks (\$146,000)	\$372,472.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	All departments and sites will provide a safe and positive environment for staff and students.

An explanation of why the LEA has developed this goal.

Research shows that social and emotional factors have the strongest impact on academic learning, affecting motivation and commitment, behavior, and performance. As a result, students participating in SEL programs demonstrated improved classroom behavior, an increased ability to manage stress and depression, and had better attitudes about themselves, others, and school. Specifically addressing these components can change how much, and how well everyone including students, families, and staff, thrive and achieve. Consequently, we will focus on identifying universal support for all students in Tier 1, which encompasses the entire school with core instructions and basic interventions to build positive relationships between staff and students. Targeted support and intensive support for students who need a more individualized plan. We know that some of our students will need a little extra assistance in meeting social and emotional and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings. We also know that some of our students will have significant challenges that will not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students that individualized support they need. The research also shows that district-wide SEL implementation is the most effective and sustainable, when it starts with the adults first. Teachers with stronger SEL competencies have more positive relationships with students, manage their classrooms more effectively, have lower stress and increased job satisfaction, and implement SEL programs for students with greater fidelity.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Suspension Rate: All students	Suspension Rate: Data Quest (18-19): 5.1%				LEA Suspension Rate: All students Dashboard: 4.2% Performance level: Green
LEA Suspension Rate: African American	Suspension Rate: Data Quest (18-19): 14.5%				LEA Suspension Rate: African American

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Dashboard: 6.0% Performance level: Green
LEA Suspension Rate: Students with Disabilities	Suspension Rate: Data Quest (18-19): 8.7%				LEA Suspension Rate: Students with Disabilities Dashboard: 4.5% Performance level: Green
Expulsion Rate All Students	Indicator Expulsion Rate: Data Quest (19-20): 0%				Maintain Expulsion Rate less than .2%
Middle School Dropout Rate All Students	Dropout Rate: Data Quest (19-20): 0%				Maintain Middle School Drop Out Rate less than .02%
High School Dropout Rate All Students	Drop Out Rate: All Students Data Quest (19-20): 5.5%				Maintain High School Drop Out rate of less than 3%
LEA Attendance Rate All Students	LEA Attendance Rate: All Students (19-20) Attendance Rate: 97.6% ADA to Enrollment: 96.3%				LEA Attendance Rate: All Students Attendance Rate: 95% ADA to Enrollment 94.5%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate All Students	Chronic Absenteeism Rate All Students (19-20): 17.0% Dashboard 2018-19: 7.4% Performance level: Red				Chronic Absenteeism Rate All Students 23-24: 11.6% Dashboard: 5.9% Performance level: Yellow
Annual Williams Report: Safe, Clean, and functional facilities	Local Indicator: Incidents: zero				Local Indicator: Incidents: zero
School Climate Survey	Local Indicator: California Healthy Kids Survey (2020-21): 340 responses				Local Indicator: CA Healthy Kids Survey: 1,200 responses

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Universal Support Services	Provide training and support to ensure all Tier I practices of MTSS are fully implemented at all school sites throughout the District. The Expanded Learning Plan (ELO) actions and services that will support the LCAP includes: Student Support Services: Tele Therapy, Reach Out, Positive Solutions, ATS Para, Museum of Tolerance for all 7th/9th graders, Consultants: Dr. Hood & 7th & Hope (\$440,000)	\$1,491,872.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Targeted and Intensive Support Services	Develop a systematic process to identify and support at-risk students academic and behavior (Tier II & III) supports at regular intervals throughout the school year. The Expanded Learning Plan (ELO) actions and services that will support the LCAP includes: Social Workers (\$895,279); MTSS Program Leads (\$440,000)	\$1,605,782.00	Yes
3	Student Engagement and Participation	Provide training and develop a comprehensive tiered approach to improving student attendance and reducing chronic absenteeism.	\$254,985.00	Yes
4	Safety and Security	Provide services and activities to enhance and strengthen student and staff safety on all school campuses throughout the District.	\$150,676.00	No
5	Wellness Centers	Creating a trauma-informed and trauma-sensitive environment provides the critical resources students need to overcome and cope with adversity. Our Wellness Center Initiative provides low-income, Foster Youth, Homeless and their families with social-emotional support through clinical social workers addressing mental health/trauma related services. Additionally, the initiative provides professional development to equip teachers and staff with the skills and strategies to understand trauma and to create a safe and supportive learning environment. The Expanded Learning Plan (ELO) actions and services that will support the LCAP includes: Wellness Center one-time set up cost (\$150,000)	\$68,971.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Secure and strengthen the home- school- community connections and communications.

An explanation of why the LEA has developed this goal.

The Perris Union High School District puts a strong emphasis on parent engagement and leadership. This relationship between schools and parents cuts across and reinforces children’s health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community. Engaging parents in their children’s school life is a promising protective factor. Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors, such as sexual risk behaviors and substance use. Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children’s and adolescents’ learning and development by providing parents with information and skills they need to support healthy attitudes, behaviors, and environments, encouraging parents to be part of decision making at school, ensuring regular and effective two-way communication, offering a wide variety of volunteer opportunities, creating health education activities that parents and students can do together at home, and collaborating with community groups that can benefit students and families. Parents play a crucial role in supporting their children’s health and learning at school. When parents are engaged in their children’s school activities, their children do better overall.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participating in or attending trainings/workshops and conferences.	2020-21: Districtwide Parent Participation: 10,780				Increase Parent Participation by 6% (697) to 12,321
Parent participation in the Community Advisory Committee for Special Education (CAC)	2021-21: CAC average/participation attendance is 1				Maintain 2 CAC Special Education Parent Advisors

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Parent Survey (CSPS)	2019-20: 510 out of 1,703 Parent/Community responded Annual Survey				Increase Parent Survey responses by 20% (102) to 612
California School Staff Survey (CSSS)	2020-21: 0				Increase Staff Survey responses by 50% (50) to 50
Access to information via Social Media	Facebook followers: 5,200 Twitter followers: 3,700 Instagram: 865				Increase Social Media access by 20% for each platform. Facebook followers by 2,430 = 14,578 Twitter followers by 901 = 5,406 Instagram by 1,013 = 6,078
Infinite Campus Parent Portal	IC Parent Accounts: 8,273				Increase Parent Portal Accounts by 20% (2,208) = 13,246

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent-Teacher Communications	Building the capacity of educators to do work in partnership with parents/families.	\$14,249.00	No
2	Parent Leadership	Provide trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement.	\$74,277.00	No

Action #	Title	Description	Total Funds	Contributing
		The Expanded Learning Plan (ELO) actions and services that will support the LCAP includes: development of a Community Hub (\$40,000)		
3	Community Engagement and Outreach	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.	\$122,903.00	No
4	Effective Two-Way Communication	Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis.	\$122,026.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.69%	\$ 21,687,366

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

### LCAP Year 2021-22

The COVID-19 pandemic has affected the sense of belonging for all of our students. Stories of disconnection from parents, teachers, and students during distance learning are corroborated by lower attendance rates and a lower sense of belonging as measured on a very-useful SEL survey, especially among Foster Youth, Low Income and Homeless students. Research on the pandemic has shown that Foster Youth, Low Income and Homeless students are especially vulnerable in regards to sense of belonging. Perris Union High School District is utilizing LCFF supplemental funds to improve student achievement and support the social emotional wellbeing principally meeting the needs of low income, EL and foster youth at the school sites as all requests in expending funds go through an approval process through the Educational Services division in ensuring that funds are spent to benefit these subgroups of students. The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students, there may be other students in need that the district cannot ignore. By providing the services identified without limitations, PUHSD will serve all students, especially focus students. As noted in the Perris Union High School district adopted budget, supplemental and concentration funds have been set aside for future expenditures for programs and students, based on the needs of the district. The Minimum Proportionality Percentage (MPP) required for services to targeted focus groups, as indicated in the LCAP is 23.69%. The expenditures are aligned with the goals of the PUHSD Local Control Accountability Plan addressing the needs of our district's English learners, low-income students, and foster youth.

Based on supporting research below as well as, experience, and educational theory, the Perris UHSD has determined these actions described in the LCAP are the most effective use of funds to meet the District's goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.



Please find below the Goals, Actions and Services that reflect the Increased and Improved Services for our English Learners, Foster Youth, Low Income and Homeless students that shaped the development of 2021-24 LCAP:

Goal #1: All students will attain grade level proficiency in English Language Arts (ELA) and math.

According to the National Association of State Boards of Education Report, Reading at Risk: The State Response to the Crisis in Adolescent Literacy (2006), stresses that improving literacy is the key to raising student achievement. The literacy skills students acquire throughout their schooling not only make them competent students but will be vital to make them productive members of society and, ultimately, successful in life. Research shows that strong literacy skills are needed throughout a student's education, including middle and high school. HMH Reading Inventory is a research-based, computer-adaptive reading comprehension assessment that brings assessment and instruction together to finally close the gap for struggling readers.

Action 1.1: Literacy Across the Curriculum and Enhancement of the Core Curriculum is a NEW action contributing to increased and improved services for English Learner, Foster Youth, and Low Income students. In order to address this achievement gap, PUHSD will implement training and support for Literacy across the curriculum that includes professional development to increase rigor and relevance in all ELA, math, science (Next Generation Science Standards), History and Social Science courses throughout the District that are principally directed to and effective in supporting unduplicated students the following include Actions and Services for 2021-22.

English Language Arts:

English Learners: Performance Level went from Red to Orange

Low Income Students: Performance Level went from Red to Yellow

Mathematics:

English Learners: Performance Level maintained Orange

Low Income students: Performance Level went from Red to Yellow

After assessing the needs, conditions, and circumstances of our English Learners, Foster Youth, and Low Income students, we learned that these student groups made progress on the CA Dashboard respectively from 2017-18 to 2018-19 albeit they still continue to perform below Whites, Asians, and Filipino student subgroups.

NEW Action and Increased and/or Improved Services includes:

- Professional Development Sub Cost
- Professional Development Technician
- Professional Development Days: Food
- Increased services for Math support
- Administrative and certificated support in the planning, implementing, monitoring and of intervention and supports across the district

This action is being provided on an LEA-wide basis and we expect that English Learners will continue to make progress and move a

Performance Level from Orange to Yellow in ELA and math as measured on the CA Dashboard closing the achievement gap. PUHSD also expects that the Low Income students will continue to make progress and move a Performance Level from Yellow to Green in both ELA and math as measured on the CA Dashboard closing the achievement gap.

Action 1.2: Targeted Support Services: Implementation of Multi-Tiered System of Support (MTSS) is being continued into the 2021-24 LCAP from the 2017-20 LCAP as the implementation of this action was proven effective. After assessing the needs, conditions, and circumstances of students taking SBAC math assessment as measured by the math CA Dashboard Performance Level went from Orange to Yellow for students making significant progress in meeting state standards. Class sizes were reduced in Math to allow math teachers to provide additional and supplemental monitoring and interventions for students. The Districtwide Academic Coaches provided training and support to increase rigor and relevance in math and NGSS. Several staff development workshops focused on best practices and first best instruction for teachers across the district. Services are principally directed to and effective in supporting unduplicated students in the following Actions and Services for 2021-22.

#### Mathematics:

2018-19 Performance Level: Orange

Student Groups: African American, English Learners, Homeless, Students with Disabilities

#### Suspension Rate:

2018-19 Performance Level: Red

Student Group: Homeless

2018-19 Performance Level: Orange

Student Groups: African Americans, Foster Youth, Pacific Islander and Students with Disabilities

#### Continued Action and Increased and/or Improved Services include:

- Reading Intervention Sections
- PMS Late Bus
- Alternative To Suspension: PHS Teacher
- Speech Pathologist
- Edmentum /Hoonuit (Tableau)/Adobe Suite

This action is being provided on an LEA-wide basis and we expect that the student groups listed above will continue to make progress and move a Performance Level from Orange to Yellow in math as measured on the CA Dashboard closing the achievement gap. PUHSD also expects that the Performance Level for Suspension Rates for the student groups listed above will continue to make progress and move a Performance Level from Red/Orange to Orange/Yellow as measured on the CA Dashboard.

Action 1.3: Instructional Technology is being continued into the 2021-24 LCAP from the 2017-20 LCAP as the implementation of this action was proven effective. After assessing the needs, conditions, and circumstances of English Learner, Low Income, and Foster Youth students prior to distance learning, had a Scholar Bar on the high school campuses for students to get help on hardware or software issues. This caused the majority of devices in the student's hands to be already in great shape and had all the updates. Teachers received training on

The Distance Learning Playbook, Leading Edge Certification for blended and online teaching, Google Certified Educator training, adjusted tech coach support to meet teachers needs, and held Friday professional development to meet the needs. PUHSD had in place the Google domain to manage Chromebooks remotely, the student safety platforms that filter or send safety alerts to admin, and the productivity tools students need to do classwork.

When PUHSD went to distance learning, the district made an adjustment on how students get tech help through the use of information on the website, having students submit help desk tickets, and training techs to use Google Meet with students for virtual help. Each school also set up Chromebook hours for students to get in person help when virtual help was not working. Prior to distance learning, PUHSD teachers already had a laptop for preparing and delivering lessons, had levelled training on how to use the Learning Management System, and had been using the tools with varying levels of proficiency.

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

Action and Increased and/or Improved Services:

- System Analyst
- Site-level Tech III's
- Scholar+

This action is being provided on an LEA-wide basis and we expect that the English Learner, Low Income, and Foster Youth students and staff will continue to have full access to all aspects of technology support and services giving access and opportunity to close the achievement gap and meet grade level standards.

Action 1.4: English Learner Supplemental Services is being continued into the 2021-24 LCAP from the 2017-20 LCAP as the implementation of this action was proven effective. After assessing the needs, conditions, and circumstances of English Learners as measured by CA Dashboard the 2018-19 50.2% English Learners made progress towards English language proficiency. Teachers and EL Teacher Leads will be using the newly adopted Ellevation platform to analyze student achievement data, identify learning gaps and essential standards that students need to improve on, and implement strategies from the Ellevation Platform that will improve student performance. Teachers will have partial day release periods where they will assist Designated ELD teachers in the monitoring and implementation of Individual Learning Plans for all ELs, support teachers, and students, and provide professional development.

English Language Proficiency:

2018-19: 50.2% making progress towards English language proficiency

2017-18: English Language Proficiency Assessments

Level 4 - Well Developed: 37.2%

Level 3 - Moderately Developed: 36.3%

Level 2 - Somewhat Developed: 18.4%

Level 1 - Beginning Stage: 8.1%

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

Action and Increased and/or Improved Services:

- Reduced class sizes for Designated ELD Sections so that teachers can provide additional monitoring and interventions.
- ELD Release Sections: PVHS(2) HHS(4)
- Administrative and certificated support in the planning, implementing, monitoring and of intervention and supports across the district

This action is being provided on an LEA-wide basis and we expect that English Learners will continue to make progress and increase English Language Proficiency as measured by the CA Dashboard English Language Proficiency metric. PUHSD also expects that English Learner students will continue to increase in language proficiency meeting grade level standards and close the achievement gap.

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Goal #2: All students will graduate from high school prepared for post-secondary and career options.

Preparing high school students for successful transition to postsecondary education and employment can be particularly challenging especially for English Learners, Foster Youth, Low Income and Students with Disabilities. Nationally, almost 30% of students do not graduate from high school with a regular diploma (Swanson, 2004). Many of the students who do graduate decide to combine work with various forms of postsecondary education during a period when their career plans are still evolving (Haimson & Deke, 2003; McDonough, 2004). Even after controlling for demographic, enrollment, institutional, academic, and social integration characteristics, first-generation students were less likely to persist in postsecondary education when compared to those whose parents had obtained more education. (Nunez, A.-M., Cuccaro-Alamin, S., & Carroll, C.D. (1998)). First-generation students: Undergraduates whose parents never enrolled in postsecondary education. Washington, DC: U.S. Department of Education, National Center for Education Statistics. This report shows that students who are both low-income and first-generation are at the greatest risk of not succeeding in postsecondary degree attainment. In contrast, AVID students are a population largely of low-income, first-generation students, and yet, AVID students persist in college (Engle, J., & Tinto, V. (2008)). Moving beyond access: College success for low income, first-generation students. Washington, DC: The Pell Institute.

Action 2.1: Student Support and Interventions is being continued into the 2021-24 LCAP from the 2017-20 LCAP as the implementation of this action was proven effective. After assessing the needs, conditions, and circumstances of English Learner, Low Income, and Foster Youth students on the following CA Dashboard and LEA local indicators, specific subgroups were impacted as described below.

DataQuest: Graduation Rate: 2019-20: 91.9%

LEA A-G Completion Rate:

2019-20: 33.7%

2018-19: 34%

LEA A-P Scores:

2019-20: 30.9%

2018-19: 43%

Although the graduation rate continues to remain stable at over 90%, there is a larger gap for the at-risk populations such as Special Education, foster youth, and English Learner. In 2019-20, these populations did not maintain consistent growth in graduation rate. These at-risk populations have suffered a greater overall impact during the pandemic. The focus will continue to be on closing the gap for graduation rate within these populations. In 2019-20, the District fell short of the 40.64% goal for completion with only 34% of students meeting the A-G requirements. Many students that were on track to meet the A-G requirements at the start of the school year struggled to complete the classes they needed during distance learning.

These actions are principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

Action and Increased and/or Improved Services:

- Increase in Instructional Day by 25 minutes
- Increased transportation cost for extending the instructional day by 25 minutes providing students increased access to courses that include support, reading/math interventions, ELD, and CTE.

This action is being provided on an LEA-wide basis and we expect that English Learner, Low Income, and Foster Youth students will continue to make progress and increase A-G Completion, complete A-P courses and graduate from high school as measured by the CA Dashboard and LEA local indicators.

Action 2.2: CTE Pathways is being continued into the 2021-24 LCAP from the 2017-20 LCAP as the implementation of this action was proven effective. After assessing the needs, conditions, and circumstances of English Learner, Low Income, and Foster Youth students on the following CA Dashboard College and Career Indicator (CCI): 2019-20: Prepared: 30.7%; Approaching Prepared: 19.6%; Not Prepared: 49.7%. PUHSD will continue communication with the district's educational partners to align courses and programs so that students seamlessly transition into college. Counselors at each comprehensive high school site have a focus on support and interventions for struggling students to provide support to students and families on a variety of college and career preparedness topics (e.g., CTE Pathway completion and AG requirements).

College and Career Indicator:

Performance Level: Red (from Orange in 2018)

Student Groups: Foster Youth, Students with Disabilities

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

Action and Increased and/or Improved Services:

- CTE Pathways & PLTW Materials

- RCOE - CTE Teacher Contract
- District CTE Teacher Salaries and benefits

This action is being provided on an LEA-wide basis and we expect that English Learner, Low Income, Students with Disabilities, and Foster Youth students will continue to make progress and increase Prepared College and Career Indicator as measured by the CA Dashboard.

Action 2.3: Comprehensive Counseling Programs is being continued into the 2021-24 LCAP from the 2017-20 LCAP as the implementation of this action was proven effective. After assessing the needs, conditions, and circumstances of English Learner, Low Income, Students with Disabilities, and Foster Youth students using an internal student data system that captures counseling notes, student contacts, classroom visits, College.Edu Career Readiness software platform to assist counselors in determining the level of student support services needed. Funding, training and support services that build and maintain a comprehensive counseling program that support college and career readiness services.

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

Action and Increased and/or Improved Services:

- High School Counselors will work with students on an annual basis on career/academic planning

This action is being provided on an LEA-wide basis and we expect that English Learner, Low Income, Students with Disabilities, and Foster Youth students will continue to receive support services as part of the Comprehensive Counseling programs preparing them for postsecondary options and completing high school graduation requirements.

Action 2.4 College and Career Readiness is being continued into the 2021-24 LCAP from the 2017-20 LCAP as the implementation of this action was proven effective. After assessing the needs, conditions, and circumstances of English Learner, Low Income, Students with Disabilities, and Foster Youth students on the following CA Dashboard College and Career Indicator (CCI): 2019-20: Prepared: 30.7%; Approaching Prepared: 19.6%; Not Prepared: 49.7%; LEA Local Indicator: AVID participation: 2019-20: 2,163; FAFSA Completion: 2019-20: 80% Competition Rate; and high failure rate with the same student groups in the Freshman CCR course. PUHSD will continue to provide training and support for students to develop the CCR skills necessary for success in high school and postsecondary education. The district has continued its outreach to families on financial aid. There has been a significant increase in FAFSA submissions at most of the high school campuses. However, there continue to be challenges with supporting students and families that have fears about sharing necessary information in the application or those completing the California Dream Act application. More training opportunities and support from local resources are being provided to staff and families through this process from parent workshops, learning about college enrollment and career opportunities, monitor progress on all student groups/subgroups to provide appropriate interventions and support, reviewing six week grades at PLC

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

Action and Increased and/or Improved Services:

- Materials & Supplies that support implementation of college and career readiness
- College & Career Release Period: PHS/HHS/PVHS (3)
- AVID Release sections: 1 PHS/1 HHS/1 PVHS/1PMS
- 1 FTE Job Development Specialist - PALS
- Avid Center Contract
- FAFSA/College Sign Day/KOTC

This action is being provided on an LEA-wide basis and we expect that English Learner, Low Income, Students with Disabilities, and Foster Youth students will continue to make progress towards Prepared status as measured by the CA Dashboard CCI Indicator. And we expect to see an increase in the FAFSA completion rate in all student groups.

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Goal #3: All departments and sites will provide a safe and positive environment for staff and students.

Students experience tremendous adversity in their lives—including poverty, health challenges, community violence, and difficult family circumstances—that make it difficult for them to take advantage of the opportunity to learn at school. Research has demonstrated that adopting prevention-based practices can reduce student problem behavior, improve academic achievement, and contribute to the establishment of a safe environment for staff and students (Lewis, Powers, Kelk, & Newcomer, 2002; McIntosh, Chard, Boland, & Horner, 2006; Todd, Horner, Sugai, & Sprague, 1999). Implementing a preventive framework such as School-wide Positive Behavioral Interventions and Supports (SWPBIS) reduces the number of serious problem behavior incidents and contributes to a more positive and supportive school climate (Bradshaw, Mitchell, & Leaf, 2010). SWPBIS is a three-tiered framework for implementing systems, data, and practices to ensure effectiveness and promote sustainability in valued outcomes (Sugai & Horner, 2002). SWPBIS promotes teaching, modeling, and acknowledging positive behavior and developing a comprehensive school-wide system for addressing problem behaviors, thereby increasing the consistency, safety, positivity, and predictability of the school environment.

Action 3.1: Universal Support Services is being continued into the 2021-24 LCAP from the 2017-20 LCAP as the implementation of this action was proven effective. After assessing the needs, conditions, and circumstances of Students with Disabilities, Homeless, and Foster Youth students on the following CA Dashboard Suspension Rates as indicated below:

Suspension Rate:

Performance Level: Red

Student Group: Homeless

Performance Level: Orange

Student Groups: African Americans, Foster Youth, Pacific Islander and Students with Disabilities

LEA Local Indicator:

Expulsion Rate: 2019-20: 0%  
High School Dropout Rate: 2019-20: 5.5%

PUHSD will continue to provide training and support to ensure all Tier I practices of PBIS are fully implemented at all school sites throughout the District. Plans to improve Suspension Rates include: a strategic focus on the implementation of Positive Behavioral Intervention and Supports (PBIS) and Alternative to Suspension (ATS) which provides a culturally responsive school environment using a multi-tiered systems of support. Professional development in the area of equity and culturally responsive school governance and teaching and a focus on cultural awareness and understanding which may contribute to high suspension rates for English Learner, African American, and Foster Youth student groups. Provide discipline coding training for site administrators and staff.

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

Action and Increased and/or Improved Services:

- Student Support- BARR Program
- Stipends for extra curricular/co-curricular for Advisors Districtwide
- Workshops/Trainings/Conferences
- LEA Rep Release (SPED Support Sections (12))
- MTSS Release Period
- Care Solace

This action is being provided on an LEA-wide basis and we expect that Students with Disabilities, Homeless, and Foster Youth students will continue to make progress towards decreasing suspension rates as measured by the CA Dashboard and we expect to maintain an expulsion rate of less than .02% and dropout rates less than 3%.

Action 3.2: Targeted and Intensive Support Services is being continued into the 2021-24 LCAP from the 2017-20 LCAP as the implementation of this action was proven effective. After assessing the needs, conditions, and circumstances of English Learner, Low Income, Students with Disabilities, Homeless, and Foster Youth students using an internal student data system that captures academic and behavioral student referrals for Tier II/III services. During the 2020/21 school year, there was an increase in counselor student check-ins to support mental health and social emotional well-being by approximately 50%. During the 2020-2021 school year, counselors documented 2,508 student check-ins in comparison to the 2019-2020 school year, in which counselors documented 1,275. Pinacate Middle School and Perris High School used the Alternative to Suspension Program this year. This program creates an in-school alternative to suspension that allows students to receive socio-emotional coaching and behavioral strategies to manage their own behavior when they return to class. The addition of Social Worker Interns placed at each of our schools assists and monitors students who demonstrate behavioral challenges. 108 referrals were received to provide support services to students in crisis.

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:



Action and Increased and/or Improved Services:

- PMS Para for Alternative To Suspension
- After school Support: Materials Supplies
- Robotic Release Period
- Psychologist
- Consultant Contract support SEL
- District APs and Nurses

This action is being provided on an LEA-wide basis and we expect that English Learner, Low Income, Students with Disabilities, Homeless, and Foster Youth students will continue to receive Tier II/III support services as measured by the internal student data system and counselor student check-ins.

Action 3.3: Student Engagement and Participation is being continued into the 2021-24 LCAP from the 2017-20 LCAP as the implementation of this action was proven effective. After assessing the needs, conditions, and circumstances of English Learner, Low Income, Students with Disabilities, Homeless, and Foster Youth students on the following LEA Attendance Rate: 2019-20: 97.6% and ADA to Enrollment 96.3% indicated lower than the average attendance rate as compared to all students. A2A Attendance Support sent letters to families whose students were not participating in distance learning. Letter 1 was sent to 8,881 families, letter 2 was sent to 7,903 families and letter 3 was sent to 2,156 families. Two attendance specialists work to track, follow up, and meet with students and parents that are chronically absent from school. To facilitate this work, a system to track and monitor student attendance (A2A) has been purchased and implemented. Our attendance specialists also made phone calls to connect with families whose students were not participating in distance learning: 614 were made for PMS, 144 phone calls were made for PHS, 78 phone calls were made for HHS, 55 phone calls were made for PVHS, and 9 phone calls were made for PLHS, totaling 900 phone calls.

Each site created Tiers of Intervention to support student participation and engagement. Tier 1, Tier 2 and Tier 3 supports were outlined. Tier 1 supports included; clear, concise and consistent communication, updated site websites which included the bell schedules and routines for checking into class, asynchronous student support, regular monitoring and mental wellness supports. Tier 2 and 3 supports included; virtual and in-person home visits to identify barriers and supports. Sites created incentive programs to celebrate students with gift cards, bikes and other gifts to encourage students participation and engagement.

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

Action and Increased and/or Improved Services:

- A2A Attendance Support
- Two Attendance Specialists
- Attendance Incentives

This action is being provided on an LEA-wide basis and we expect that Low Income, Students with Disabilities, Homeless, and Foster Youth

students will continue to make progress towards increasing daily average attendance as compared to all students as measured by the LEA Attendance Rate and we expect to reduce the number of attendance support letters and home visits in an effort to increase student attendance rates.

Action 3.5: Wellness Centers is a NEW action contributing to increased and improved services for Low Income, Students with Disabilities, Homeless, and Foster Youth students. In order to create a trauma-informed and trauma-sensitive environment critical resources for students on how to overcome and cope with adversity. Our Wellness Center Initiative provides Low-income, Students with Disabilities, Foster Youth, Homeless and their families with social-emotional support through clinical social workers addressing mental health/trauma related services. Additionally, the initiative provides professional development to equip teachers and staff with the skills and strategies to understand trauma and to create a safe and supportive learning environment.

Two-thirds of our students in poverty have faced one or more of the 10 traumas measured by the Adverse Childhood Experiences (ACES) survey. Many of the discipline issues faced on our campuses represent trauma-related behaviors observed within the community. Creating a trauma-informed and trauma-sensitive environment provides the critical resources students need to overcome and cope with adversity. Our Wellness Center Initiative provides our most vulnerable students with social-emotional support through clinical social workers addressing mental health/trauma related services. Additionally, the initiative provides professional development to equip teachers and staff with the skills and strategies to understand trauma and to create a safe and supportive learning environment. Research from the Center for Disease Control indicates that children with a high number of ACEs - or even one severe instance - have difficulty learning and participating in regular classroom settings without support. Supporting our vulnerable students and their families dealing with trauma will prepare students with coping skills to attend to learning. Student surveys will reflect an increased sense of safety and connectedness to support adults at school. Office referrals and suspensions will decrease in response to increased use of trauma informed strategies.

PUHSD has committed to providing Wellness Centers at the three comprehensive high schools and middle school in response to student and parent surveys, and counseling contacts.

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

Action and Increased and/or Improved Services:

- Materials & Supplies that support the implementation of Wellness Centers

This action is being provided on an LEA-wide basis and we expect that Low Income, Students with Disabilities, Homeless, and Foster Youth students will continue to receive student support and intervention services as measured by the internal student data system and counselor referrals and student check-ins.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

PUHSD is committed to prioritizing the needs of English Learners, Foster Youth, and low-income students. The 23.69% to increase or improve services is reflected in the actions and services outlined in this plan.

Actions described in the plan represent an increase or improved service above and beyond the level that would be provided otherwise, with the increase intended to primarily benefit unduplicated students, a brief description of how these services are increased and/or improved include:

- Providing access for all teaching staff to the Learning Management System: CANVAS and Google Classroom, G-Suite.
- Providing devices and connectivity to students that are lacking access to devices and technology including Chrome books, Interactive Tablets, Monitors, Laptops, power cords and adapters, and Wi-Fi Hotspots.
- Increased hardware and software upgrades for students to access learning management systems: CANVAS and Google Classroom.
- Providing Professional Development opportunities to build teacher capacity to improve instructional practices supporting students most in need: Distance Learning Playbook, RCOE Google Camp, Leading Edge Flex Online Certification (RCOE).
- Providing students access and opportunities to additional instructional materials and supplies to address virtual learning platforms: eBooks, online resources to support READ 180, EDGE, English 3D, System 44, MS Science, software licenses.
- AVID tutors to provide academic support for students in AVID and Newcomers classes.
- Class size reduction for English Learner allowing teachers to provide small group instruction and academic intervention/support services.
- Increase in personnel to build teacher capacity in developing effective instructional strategies and support instruction: Academic Coaches (6), Technology TOSAs (4), ELA/Math TOSAs (2).
- Provide staff and students with various technology support that includes hardware and software support: Tech III (10), System Analyst (1)
- Students have access to specific counseling support services that includes not only their high school counselor, but a College and Career counselor at each high school.
- Teachers have increased access to the IO Assessment Management System that supports interim and benchmark assessments to monitor student progress and address any trends or patterns that occur.
- 24/7 online tutoring services principally directed to English Learners, Homeless, and Foster Youth allowing them to seek academic support anytime of the day or night.
- Students have more opportunities for intervention and student support services through summer school, credit recovery, and Saturday school.
- Increased services for students suffering from emotional and/or physical trauma, lack of participation and engagement, or issues with attendance are counseled and/or referred to various professional services that include services from: Blue Water, Positive Solutions, Tinya Holt, CareSolice (Addiction Treatment Technologies), Ripple Effects, Smiles for Students.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$21,687,366.00			\$190,000.00	\$21,877,366.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$15,012,506.00	\$6,864,860.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	\$1,001,892.00			\$150,000.00	\$1,151,892.00
1	2	English Learners Foster Youth Low Income	Targeted Support Services	\$905,710.00			\$40,000.00	\$945,710.00
1	3	English Learners Foster Youth Low Income	Instructional Technology	\$2,015,348.00				\$2,015,348.00
1	4	English Learners Foster Youth Low Income	English Learner Supplemental Services	\$953,310.00				\$953,310.00
2	1	English Learners Foster Youth Low Income	Student Support and Interventions	\$7,889,608.00				\$7,889,608.00
2	2	Low Income	CTE Pathways	\$3,096,618.00				\$3,096,618.00
2	3	English Learners Foster Youth Low Income	Comprehensive Counseling Programs	\$1,546,667.00				\$1,546,667.00
2	4	English Learners Foster Youth Low Income	College and Career Readiness	\$372,472.00				\$372,472.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Universal Support Services	\$1,491,872.00				\$1,491,872.00
3	2	English Learners Foster Youth Low Income	Targeted and Intensive Support Services	\$1,605,782.00				\$1,605,782.00
3	3	English Learners Foster Youth Low Income	Student Engagement and Participation	\$254,985.00				\$254,985.00
3	4	All	Safety and Security	\$150,676.00				\$150,676.00
3	5	English Learners Foster Youth Low Income	Wellness Centers	\$68,971.00				\$68,971.00
4	1	All	Parent-Teacher Communications	\$14,249.00				\$14,249.00
4	2	All	Parent Leadership	\$74,277.00				\$74,277.00
4	3	All	Community Engagement and Outreach	\$122,903.00				\$122,903.00
4	4	All	Effective Two-Way Communication	\$122,026.00				\$122,026.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$21,203,235.00	\$21,393,235.00
<b>LEA-wide Total:</b>	\$21,203,235.00	\$21,393,235.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,001,892.00	\$1,151,892.00
1	2	Targeted Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$905,710.00	\$945,710.00
1	3	Instructional Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,015,348.00	\$2,015,348.00
1	4	English Learner Supplemental Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$953,310.00	\$953,310.00
2	1	Student Support and Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,889,608.00	\$7,889,608.00
2	2	CTE Pathways	LEA-wide	Low Income	All Schools	\$3,096,618.00	\$3,096,618.00
2	3	Comprehensive Counseling Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,546,667.00	\$1,546,667.00
2	4	College and Career Readiness	LEA-wide	English Learners Foster Youth	All Schools	\$372,472.00	\$372,472.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	1	Universal Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,491,872.00	\$1,491,872.00
3	2	Targeted and Intensive Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,605,782.00	\$1,605,782.00
3	3	Student Engagement and Participation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$254,985.00	\$254,985.00
3	5	Wellness Centers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,971.00	\$68,971.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		



# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.



Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.