LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Perris Union High School District
CDS Code: 33 67207 0000000
School Year: 2023-24
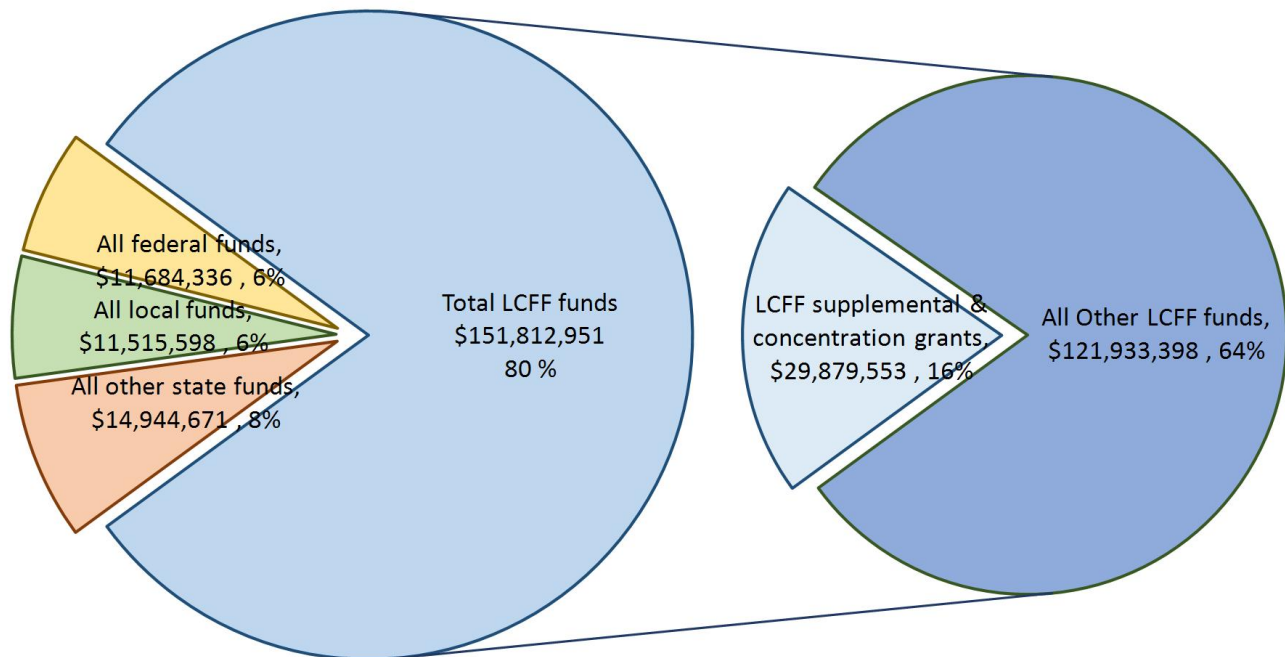LEA contact information:
Robert Brough
Assistant Superintendent, Educational Services

951-943-6369 ext. 81102

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $11,684,336 , 6%
All local funds, $11,515,598 , 6%
All other state funds, $14,944,671 , 8%
Total LCFF funds $151,812,951 80 %

LCFF supplemental & concentration grants, $29,879,553 , 16%
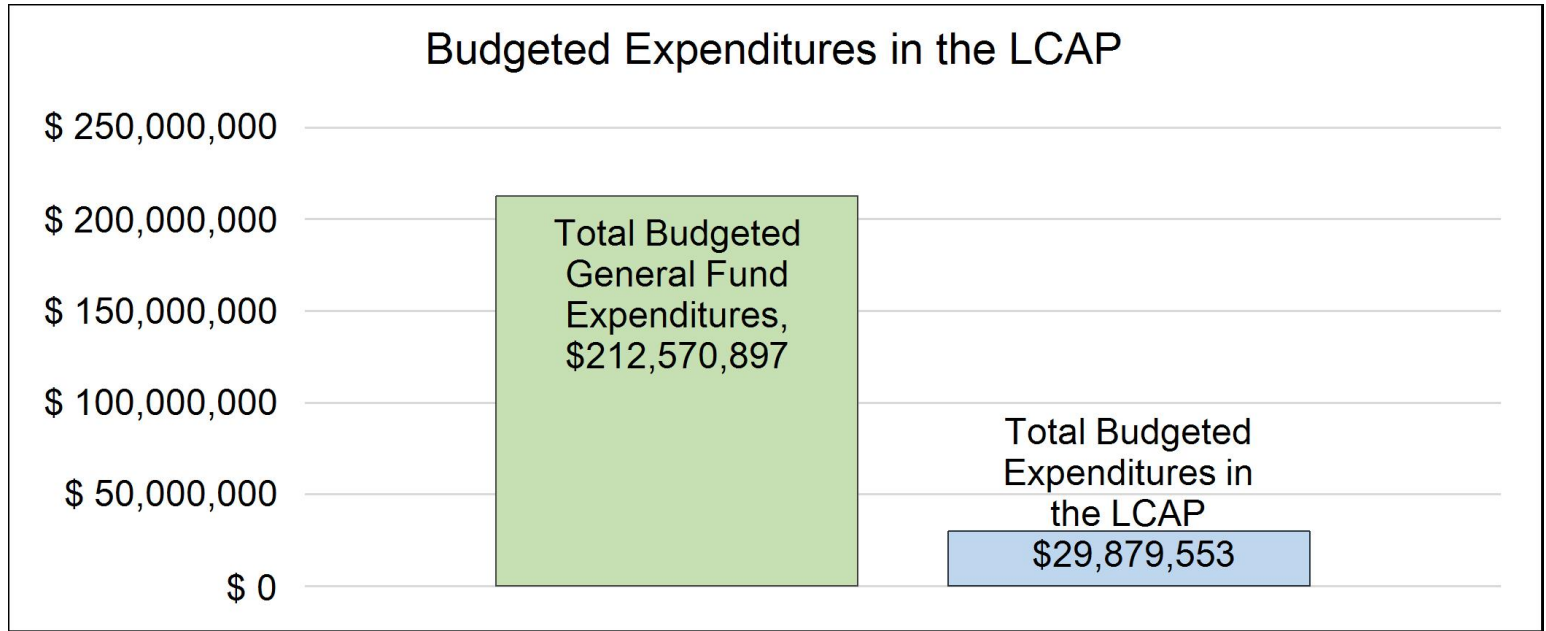All Other LCFF funds, $121,933,398 , 64%

This chart shows the total general purpose revenue Perris Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Perris Union High School District is $189,957,556, of which $151,812,951 is Local Control Funding Formula (LCFF), $14,944,671 is other state funds, $11,515,598 is local funds, and $11,684,336 is federal funds. Of the $151,812,951 in LCFF Funds, $29,879,553 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $212,570,897

Total Budgeted Expenditures in the LCAP $29,879,553

This chart provides a quick summary of how much Perris Union High School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Perris Union High School District plans to spend $212,570,897 for the 2023-24 school year. Of that amount, $29,879,553 is tied to actions/services in the LCAP and $182,691,344 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operating cost that are not included in the LCAP: $20,173,498 of the Special Education Contributions and $5,739,585 Maintenance Contributions.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Perris Union High School District is projecting it will receive $29,879,553 based on the enrollment of foster youth, English learner, and low-income students. Perris Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Perris Union High School District plans to spend $29,879,553 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP	$25,743,965
Actual Expenditures for High Needs Students in LCAP	$28,154,917
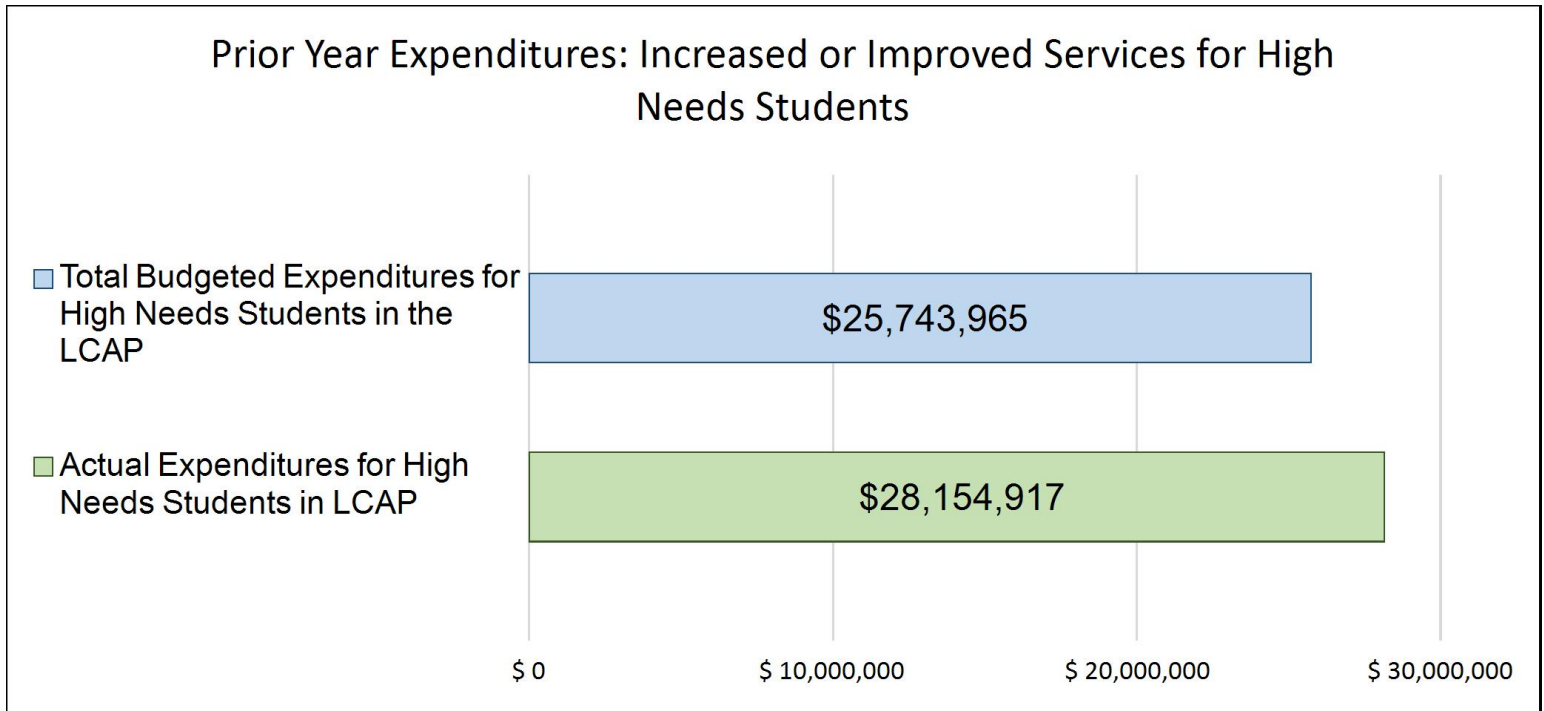
This chart compares what Perris Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Perris Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Perris Union High School District's LCAP budgeted $25,743,965 for planned actions to increase or improve services for high needs students. Perris Union High School District actually spent $28,154,917 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $2,410,952 had the following impact on Perris Union High School District's ability to increase or improve services for high needs students:

The difference in the amount budgeted and actual expenditure was primarily due to lower than expected cost of services or use of other funding resources and the impact on action and services resulted from EL class size reduction sections that were less than anticipated; expenditures to update CTE pathways and career centers were charged to CTEIG/Perkins, and materials and supplies for intervention reading/math and ELD came in less than anticipated.

Local Control and 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
Perris Union High School District	Robert Brough Assistant Superintendent, Educational Services	robert.brough@puhsd.org 951-943-6369 ext. 81102

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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. Due to the central location to attractions, the 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 offer 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 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 the vision 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. The mission of PUHSD is to create high quality relevant learning opportunities for all in a safe and caring environment. We have developed a high quality, caring staff who are dedicated to learning, and connect students to their education and potential goals. We care for all students while developing a growth mindset through collaboration, creativity, communication, and critical thinking.

The graduate profile continues to drive the work of the district. Our community and district hold our young people to high academic expectations and the district prides itself in being a leader in innovation and technology as demonstrated by our Scholar+ Initiative and participation in STEAM competitions across Riverside County and the state of California. In addition, PUHSD staff prides themselves in participating in ongoing curricular and pedagogical professional development. Each year PUHSD hosts a two day district wide professional development for all employees in October. While our goal is to serve the needs of our diverse community and all our students, we are aware that there are areas of need. The PUHSD LCAP attempts to address these areas with the greatest need for improvement and to address performance gaps.

The District has an enrollment of 10,725 and its school sites consist of 4 comprehensive high schools, 1 middle school, 1 continuation school, 1 Pathways for Adult Life Skills (PALS), 1 online learning school and also an adult school. Additionally, the District services a thriving diverse community that reflects a full spectrum of cultural backgrounds and socioeconomic levels.
The student demographics are listed below.
English Learners: 1,671
SWD: 1,548
SED: 7,825
Free and Reduced Priced Meals: 72.12%

With this in mind, in collaboration with our Educational Partners, 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.
#5 - Targeted intervention and services for students with disabilities and students experiencing homelessness.

Reflections: Successes

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

REFLECTIONS: SUCCESS:
Perris Union HSD has determined that our highest areas of need are 1) mathematics for all, 2) English language arts for all, 3) English learner progress, 4) college and career readiness for all, and 5) social emotional/behavioral well-being of our students in a post-pandemic era.

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

GOAL #1 as measured by local performance indicators:

Based on local data estimates, the district English Learner Reclassification rate for 2021-22 is 15.7%. This is a significant accomplishment for the district. The district has focused on monitoring progress for ELs and providing targeted interventions using strategies from Ellevation. The district increased the % of students scoring a 4 on the English Learner Proficiency Assessment for California (ELPAC) by 1%. It is important to note that this may not be a significant increase but when combined with a significantly higher than normal RFEP rate, should be considered a success.

Academic Indicator English Language Arts (ELA)
The California Department of Education dashboard set a new baseline for the Academic Indicators, eliminating the growth component for 2022. The Asian and Filipino subgroups achieved a status of "High," and the Two or More Races subgroup achieved a status of "Medium."

Academic Indicator Math
The California Department of Education dashboard set a new baseline for the Academic Indicators, eliminating the growth component for 2022. The Asian and Filipino subgroups achieved a status of "Medium," and all other subgroups were in the Low or Very Low status.

The district offered Extended School Year (ESY) for all of our special education students in which the IEP team has determined that regression and recoupment are of concern for our students. This will assist students in addressing the students goals on the IEP. This includes support in the area of reading, mathematics, writing, social, emotional and behavior.

Perris Union High School District has approximately 270 students that are eligible for ESY. This number is not fixed as numbers fluctuate as IEP teams continue to meet and teams may determine eligibility for ESY.

GOAL #2: as measured by CA Dashboard:
The district met the goal of increasing the overall AP pass rate. The overall District AP pass rate in 2021-22 showed a remarkable improvement, surging by 4.1% from 32.3% to 36.4%.
English Learners witnessed a remarkable surge of 15%
Foster Youth experienced a commendable rise of 1.8%
Homeless students showed an impressive growth of 10.7%
Socially Economically Disadvantaged students demonstrated a noteworthy increase of 12.9%
Students with Disabilities achieved a substantial growth of 15.7%
African American students experienced a commendable rise of 3.6%
Hispanic students witnessed an encouraging surge of 12%

Graduation Rate Increases 2021-22:
English Learners witnessed a substantial increase of 3.4% and Graduation Rate of 84%
Foster Youth showed an impressive rise of 13.4% and a Graduation Rate or 81.6%

Homeless students displayed a noteworthy growth of 4.8% and a Graduation Rate of 91.4%
Socioeconomically Disadvantaged students exhibited an encouraging increase of 1.8% and a Graduation Rate of 90.5%
African American students experienced a commendable rise of 3.3% and a Graduation Rate of 86.2%
Hispanic students demonstrated a respectable increase of 1.3% and a Graduation Rate of 90.9%

As measured by local performance indicators:
FAFSA: The district met the goal of increasing FAFSA completion. In the 2021-22 academic year, the FAFSA completion rate among 12th grade students reached 82%, marking a notable increase of 10% from the previous rate of 72%.

Summer School data: Updated
- Total Summer School Data: 2,535 students attended, earning 25287 credits and recovering 5058 courses
- SPED: 471 Special Education students attended, earning 2240 credits and recovering 448 courses
- ELL: 338 English Language Learners attended, earning 2880 credits and recovering 576 courses
- Foster Youth: 25 Foster Youth students attended, earning 210 credits and recovering 42 courses
- Homeless: 127 Homeless students attended, earning 253 credits and recovering 51 courses

GOAL #3 as measured by local performance indicators:
- 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.
- During the first semester, approximately 2,800 students accessed the Wellness Centers. Between August 2022 through May 2023, the Wellness Centers were accessed 17,624 times; 3,890 students received services; 35% participated in lunch groups; 19% Wellness Center Station; 18% were counseled; 12% received other services resources; 7% attended student workshops; 2% received individual counseling.

GOAL #4 as measured by local performance indicators:
- All social media platforms saw huge increases as this has been a primary way to share and disseminate information to our educational partners, staff, students, and community. Facebook has over 16,400 followers; Instagram with over 15,500 followers; Instagram: 15,500

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
- Provide workshops for parents on topics which include:
- 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.

Perris Union HSD has determined that our highest areas of need are 1) mathematics for all, 2) English language arts for all, 3) English learner progress, 4) social emotional/behavioral well-being of our students in a post-pandemic era, and 5) getting back on track with professional development.

Status was reported in the 2022 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December, 2023), will include Status and Change.

2022 Dashboard results for Math
Average Distance from Standard:
All Students- Status: -131.5.
English Learners- Status: -184.4.
Homeless- Status: -186.2.
Socioeconomically Disadvantaged- Status: -144.8.
Students with Disabilities- Status: -202.6.
African American- Status: -153.6
Asian- Status: -38.9
Filipino- Status: -36.2.
Hispanic- Status: -143.5.
White- Status: -89

Two or More Races- Status: -101.

Plans to improve mathematics:
- Pending board approval, the district will assess all students in grades 5-10 on the Math STAR Assessment. This diagnostic assessment will be given three times a year to establish baseline, mid year, and end year growth. The standards based data will be analyzed by teachers as part of the Professional Learning Community (PLC) Process
- 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.

English Language Arts:
Status was reported in the 2022 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change.

2022 Dashboard results for ELA
Average Distance from Standard:
All Students- Status: -45.5. Very Low
English Learners- Status: -120.7. Very Low
Homeless- Status: -96.8. Very Low
Socioeconomically Disadvantaged- Status: -65. Very Low
Students with Disabilities- Status: -140.9. Very Low
African American- Status: -68 Very Low
Asian- Status: 62.4 High
Filipino- Status: 54.3. High
Hispanic- Status: -59.7. Very Low
White- Status: -0.7 Low
Two or More Races- Status: 19.6. Medium

Plans to improve English Language Arts:
- Focus on literacy across the curriculum using AVID strategies. These strategies are surrounded by the rigorous methodologies of writing, inquiry, collaboration, organization, and reading. These strategies have extensively prepared students to be competitive in a 21st century world and to meet the demands of college-readiness. Common Core Literacy Standards raise the expectations of students' academic performance in the domains of reading, writing, listening and speaking, and language.
- Provide professional development for all teachers to understand how to teach students to read, write and communicate effectively in their subjects.

- The Renaissance STAR Reading assessment will be administered to all students in grades 5-10 and English Learners and students with Disabilities to identify specific areas of strengths and weakness, match students to appropriate types of intervention, and monitor the impact of interventions.
- Special Education will engage in various training sessions. Each week, the Director and Coordinator of Special Education met with paraeducators in the district and conducted training in the following areas: navigating an IEP from A-Z, Behavior intervention: the who, what and how on supporting students through behavior. 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, and curriculum support through Unique Learning System. In 2022-23 all special education teachers were trained in completing thorough IEP documents.

English Learner Progress:
The 2022 ELPI does not include a growth component due to the suspension of 2020 ELPAC Testing. The ELPI requires two years of individual student data to measure individual student growth and use that growth in the aggregate school and district calculations. The ELPI growth component will be reported on the next CDE Dashboard release in 2023.

2022 ELPI Status
EL students who progressed at least one ELPI level- 49.8%
EL students who Maintained ELPI level 4- 1.3%
EL students who maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H)- 29.5%
EL students who decreased at least one ELPI Level.- 19.4%

Plans to improve English Language Learner progress:
- In the 2022-23 school year, all district teachers were provided with professional development on Integrated English Language Development (ELD) Standards and the Ellevation Instructional Strategies platform. Ongoing training and implementation monitoring will continue.
- 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.

College and Career Readiness:
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 support to students and families on a variety of college and career preparedness topics (e.g., FAFSA completion and A-G 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

Students with Disabilities (SWD) and Homeless
Chronic Absenteeism:
We recognize that our students and families are exposed to various traumas that result in learning loss and mental health concerns. This, coupled with a lack of access to mental health resources, resulted in a significant increase in drug use and fighting. Trauma frequently manifests itself in maladaptive behaviors which can result in students being suspended from school and possibly expelled from the district. This student population deserves a well thought out system of supports. With the implementation of consistent interventions, a methodical foundation of MTSS will be developed and implemented with fidelity. Thoughtful data collection will be reviewed to calibrate the interventions and processes to determine the success of our measures with 7th, 9th and 10th grade students.

Students with Disabilities:
All Students 2022 Graduation Rate: 91.4%
2022 Graduation Rate: 77.4%
2021 Graduation Rate: 81.4%
2020 Graduation Rate: 76.6%
Students with Disabilities sub group have been experiencing lower graduation rates in comparison to all students. A root cause analysis has been conducted through the CCEIS Plan and results indicated SWD were not attending school in comparison to other student groups. Efforts are underway to increase

Suspensions for SWD and Homeless:
- Each school site has an incongruent student handbook documenting how students are disciplined based on various infractions.
- Each school site has an incongruent understanding in the implementation of MTSS, including how referrals are established and addressed. The district needs to establish tiered interventions and methodologies for responding to student behaviors.
- Communication between school teaching staff and school site administration are impacted through daily responsibilities of their respective positions and results in deficient communication articulating the interventions, supports, services for students. The perception is that it is the obligation of the site administrator to issue discipline rather than acknowledging a culture of overall support for students across staff positions.
- Universal district policies regarding discipline have not been updated for the last five to six years.
- The district formed a committee to establish tiered interventions and a foundation for MTSS. That committee was established three years ago. However, the work was impeded by the pandemic. Upon returning from school closure, resources were allotted to

support this work which included an MTSS Site Lead release section at each school and this year a new position was created, Coordinator of Pupil Services, to focus on the area of MTSS.

- Two of the suspension data points indicate that 25 and 23 days of suspension days were assigned, which was inaccurate. The Ed Services Leadership Team uncovered the data in the district's SIS discipline data that did not align to CALPADS data. It was questioned whether the CALPADS data submitted for the Discipline Analysis contained data for PUHSD students placed in county programs as well as the fidelity of discipline data gathered during remote instruction due to the pandemic.

Plans to Improve:
- Implement an Alternative to Suspension program at all comprehensive sites.
- Provide a Certificated FTE to implement Alternative to Suspension program
- A drug counselor to address drug counseling intervention to create a consistent system of equitable access for students to receive support when they incur discipline for controlled substances or they independently seek alcohol and/or drug support.
- Behavior Specialist that will create a consistent system of equitable access for students to receive behavioral support services for all students. They will address the needs of all students engaging in behaviors resulting in chronic Ed Code 48900 violations and other behaviors resulting in discipline. This intervention will gather data to establish and develop Tier 2 behavior support plans for general education students. For students identified with special education needs this position will conduct functional behavioral assessments to develop Tier 3 behavior support plans. Once these plans are established this position will provide direct guidance and feedback to staff to address interventions and fidelity of the plan development and interventions in the school setting.
- The district will provide a site specific Administrator to conduct the following to ensure oversight of the new positions and initiatives; ensure the initiatives are implemented with fidelity; use both qualitative and quantitative initiative progress data to frequently communicate initiative progress updates with all district stakeholders to ensure the success of all students.
- The district will provide a Program Specialist to conduct the following: provide professional development to teachers on the process of writing SST's, 504's and knowledge of the IEP; ensure the services, accommodations and/or modifications for all students are being written properly to meet all students educational needs; conduct oversight and professional development to ensure the consistent implementation of both behavior and instructional services, accommodations and/or modifications for all students; provide professional development and support general education teachers to ensure the implementation of interventions; communicate with site administration and staff to ensure support and services are in place prior to administering discipline and implementing the MTSS district matrix.
- Professional Development Training to review how to accurately enter student discipline in the district's Student Information Systems (SIS) processes/ Infinite Campus(IC). Additionally, the training will provide updated information to CALPADS requirements. Also, review report findings with student discipline entries.

LCAP Highlights

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

Perris UHSD Highlights:
The ongoing partnership and collaboration between our Educational Partners, 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.
#5 - Targeted intervention and services to improve student performance and promote academic success for students with disabilities and students experiencing homelessness.

Goal #1:
When students returned to in person instruction in 2021-22 PLC's pivoted to a shift toward Multi-Tiered Systems of Support (MTSS) to provide effective interventions. In an effort to support students, and avoid intervention fatigue, each department, at every site, chose a research based intervention strategy to implement and monitor in an effort to increase student passing rates. The district met with principals at each site every six weeks to monitor student progress and the effectiveness of the interventions being provided. This work, in conjunction with mental health supports across the district, did improve student passing rates.

What's to come in 2023-24:
- Prior to the pandemic, the district provided professional development to support literacy across all content areas by providing training for site cohort teams on the gradual release model and Close Reading strategies. In 2022-23 there will be a continued emphasis on mental health and student interventions, but there will be a pivot back and a renewed emphasis placed on close reading across all content areas.
- In support of this emphasis the district has funded and hired two academic coaches to support ELA and ELD. These coaches will provide a continuum of professional development on essential standards, literacy, Integrated ELD, and Educational Technology.

Goal #2:
College and career readiness has been an ongoing priority for PUHSD. There has been and will continue to be a focus on supporting students with post-secondary planning. The District has expanded access to college level course offerings in place through dual enrollment and Advanced Placement courses. Each year more students are graduating with college credits that can also support post-secondary degrees, in addition to credits towards graduation. Courses in all core content areas are offered across the district to provide a no cost opportunity for students to access college credit. Students are also getting more exposure to CTE pathways with more opportunities in various industry sectors. 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 eight 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. This means more students each year are accessing financial aid to support further education.

What's to come in 2023-24:
Three additional counselors were hired through the A-G Implementation Grant with a focus on increasing student A-G eligibility. The grant funds will also be used to support activities that directly support student access and successful completion of A-G course requirements. The team has created data systems to inform counseling teams every six weeks which students need intervention and support opportunities to ensure they maintain on track for A-G completion. This ongoing data informs course scheduling, intervention tiers for support, and keeps a focus on outcomes for each high school grade level.

Goal #3:
In 2022-23 each school site operated a trauma-informed and trauma-sensitive environment and provided the critical resources students need to overcome and cope with adversity. Our Wellness Center Initiative provided 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 provided professional development to equip teachers and staff with the skills and strategies to understand trauma and to create a safe and supportive learning environment. Each center staffs a social worker and MTSS counselor. During the 2022-23 school year, there was an increase in counselor student check-ins to support mental health and social emotional well-being by approximately 150%. During the current year, counselors conducted lunch student group sessions, workshops, individual counseling, family counseling, regular student check-ins. School sites have continued to maintain and fully operate an MTSS committee that has implemented components of Multi Tiered Systems of Support and specifically Positive Behavior Intervention and Supports.

What's to come in 2023-24:
- The following positions will be added to provide comprehensive wrap-around services for all students: 5 Assistance Principals; 5 Program Specialist; 5 Behavior Specialist; and 5 Drug Counselors. The focus for next year will be to create synergy with each of these positions and weave them together for a comprehensive and integrated approach to student interventions.

Goal #4:
Parent Engagement Leadership Institute (PELI) continues to be a major focus for LCAP Goal #4. PELI uses research to train and support parents, families, family engagement leaders, educators, and community members to lead goal-oriented district and school family engagement programs that will positively impact student success. Each school site has an active Action Team for Partnerships (ATP) team that identifies site level goals aligned to their SPSAs or WASC Plan and develops actions to support and improve student outcomes. The district celebrates the work of each of our PELI teams and this year we held a virtual PELI Celebration with a short video presentation. PUHSD continued to appreciate our dedicated parent volunteers and honored their contributions to our schools during Public School Volunteer Week from donating time to assisting with classroom and school activities. Parent volunteers play an important role in our schools and 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 events such as the Annual Health and Wellness Fair. PUHSD participated in the City Health Fair

and it was a very successful event. PUHSD also holds districtwide virtual workshops in both English and Spanish. We offered Positive Parenting Workshops related to mental health, relationship building, and parent empowerment, and also offered Stronger Together Workshops in Spanish translated in English that provide opportunities and resources to be part of the change through involvement as a parent and community member. In April we started a 10 week in-person series called The Parent Project that focuses on Arguing and Family Conflict, Improving Academic Performance & Attendance, Teen Drug Prevention, and Identifying Local Resources. Information is sent to families via Blackboard (text, voice, email), PUHSD uses Social Media Platforms: Facebook, Instagram, and Twitter to disseminate information to parents and the community and through Peachjar which is a program that sends out informational electronic flyers with links.

What's to come in 2023-24:
- PUHSD will host an in-person event recognizing parent volunteers, community and business partners at an Annual Recognition Gala in honoring parent leaders and volunteers and the business and community partnerships.
- Collaborate with the City of Perris to host engaging community workshops and events.
- Host an Orientation for EL Newcomers.
- Attend National Family Engagement Conferences for training.
- Provide additional support to increase student attendance; ie: home visits, resources, personal phone calls, host parent meetings, and provide attendance incentives.

Director of Diversity, Equity, Inclusion
This year the Director of Diversity, Equity and Inclusion has worked with student culture clubs such as the Black Student Union (BSU) in revitalizing the connection between student groups and African American Parent Advisory Council (AAPAC). The Director has restarted the District African American Parent Advisory Council (DAAPAC) and at the first meeting, had over 70 in attendance.
In the area of professional development, the Equity and Ethnic Studies Curriculum team has met monthly and began writing the curriculum to meet the new ethnic studies graduation requirement. Additionally, to ensure we have a cohesive equity plan, there have been listening sessions with administrators, parents, and students and informal surveys. Soon to come is a Panorama Climate/Culture survey which will enable us to create a three year equity blueprint to be presented to the School Board.

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.

The Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) based on the criteria in California's ESSA State Plan. The following are schools identified for CSI in the Perris UHSD:

CSI Low Performing: All indicators with the lowest Status plus one indicator of any other status - CSI includes "All Students"
Pathways for Adult Life Skills
Pinacate Middle

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 Ed Services Team will hold quarterly meetings with the identified CSI schools to review why they were identified and provide direction on conducting their annual needs assessment. Schools will review their data on an ongoing basis (CA Dashboard, Attendance, Suspension, Academic (formal and informal assessments), Reclassification of English Learners, Graduation Rate...etc.). They will conduct a root cause analysis and complete a needs assessment with their educational partners (e.g., School Site Council, English Learner Advisory Committee, Site Leadership Team...etc.). After completing the needs assessments, Perris UHSD Ed Services Team will meet with the CSI schools to discuss common trends/needs and possible responses to the data, including the implementation of evidence-based strategies that address the identified needs.

Centralized Services:
The following are the types of support that schools will be receiving during the school year.
- The Ed Services Team will provide operational support to CSI schools.
- The Ed Services Team will provide input and monitor progress toward their goals identified in the SPSA.
- The Ed Services Team will conduct ongoing Analysis, Reflection and Planning Sessions with CSI School Leaders to monitor their SPSA Goals and Evidence-Based Strategies. Based on the needs assessments results, Dashboard Indicators and site-level educational partners' engagement, site support may include: release time for collaboration, planning, implementing and evaluating.

Academic Coaching:
- Supports and assists classroom teachers with the implementation of the instructional standards and technology integration.
- Conducts demonstration lessons to ensure that teachers have been trained to an advanced level of delivery and are using the instructional materials and technology as designed.
- Provides on-site staff development to ensure that teachers are knowledgeable and understand the instructional design of how to meet academic standards.
- Assists teachers in building an interactive classroom environment focused on the content.
- Serves as an expert resource on district curriculum maps, data analysis, and/or technology integration.

ASPIRE Counseling team:
- Serves as a resource to site level counselors on course sequencing, A-G requirements, data collection and analysis, FAFSA, college applications, and MTSS
- Assists site level counseling teams with Tier 1, Tier 2, and Tier 3 intervention development
- Professional development with new and veteran counselors to ensure best practices are being used at all school sites

- Provide in depth data analysis reports to aid in course selection, A-G completion, college acceptances, and intervention and support implementation
- Parent outreach workshops to provide information on college and career readiness opportunities
- School teams will revise their CSI plan alongside educational partners (e.g., School Site Council, English Learner Advisory Committee, Site Leadership Team...etc.), identify appropriate goals and evidence-based strategies, which are included in the site School Plan for Student Achievement (SPSA). School teams will identify and select evidence-based strategies based on the results of their needs assessment. In addition, school teams will identify the resource -inequities during the evaluation process for Title I funds. Perris UHSD Ed Services Team will review site-based needs assessments, resource inequities, evidence-based strategies that will yield positive outcomes for students, and the goals identified in the School Plan for Student Achievement (SPSA).

Monitoring and Evaluating Effectiveness

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

The Perris UHSD Ed Services Team is primarily responsible for monitoring and evaluating the improvement of CSI schools. Follow up includes but is not limited to: conducting regular site visits to monitor implementation of the plan and monitor student progress (progress are monitored based on the goals identified in the School Plan for Student Achievement (SPSA); leverage district resources to provide targeted support in alignment with the sites' CSI plans; participate in coaching cycles; lead monitoring meetings with schools to discuss progress toward goals and share best practices; Ed Services Team will meet throughout the school year with principals to gauge the impact of supports on their schools with supporting data based on the CA Dashboard Indicator areas of needs; and review goals, reflect on progress, and determine adjustment and support.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Perris Union High School District strategically planned educational partner engagement meetings for the purposes of informing the District's LCAP. The process began at the onset of the school year, and concluded with the presentation to the Board of Education. The educational partners consist of, but are not limited to, students, teachers, principals, other school personnel, local bargaining units, parents, community members, parents serving on the Special Education Committee, and other advisory groups such as Parent Advisory Committee (PAC), the District English Learner Advisory Committee (DELAC), the Superintendent's Forum, and the Educational Technology Committee (ETC). The overall engagement process included efforts to reach our educational partners with limited internet access and/or those who spoke languages other than English. During these meetings, partners provided input that contributed to the development of the LCAP. Community voice was critical and, as such, the District engaged with partners in the 2022-23 school year through a variety of methods. Those methods included in-person meetings, remote and virtual meetings, and Board presentations. Additionally, the District administered surveys, conducted focus groups, responded to telephone calls, sent, and responded to electronic emails, and transmitted messages via the District's communication system including all social media platforms.

This two-way communication proved a valuable asset not only in LCAP planning but also in providing principals with valuable information to inform School Plans for Student Achievement (SPSA). These collaborations were essential in gathering information pertaining to the district as a whole. The Parent Advisory Committee and District English Learner Advisory Committee were invaluable in ensuring that our LCAP is reflective of our district vision for our educational programs and representative of the needs of our significant subgroups. The PAC meetings 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. The PAC reviewed student performance data, the LCAP determination of needs, goals, actions/services needed, and tentative recommendations that generated ideas for improved actions and services within the eight state priorities.

The public hearing date for the 2022-2023 LCAP is June 5, 2023, with local Board approval on June 21, 2023.
A list of committees and meeting dates for LCAP discussion was as follows:

Board presentations for:
- Section 504 Information: August 17, 2022
- Summer School Update/Attendance Plan Update: September 21, 2022
- Comprehensive Coordinated Early Intervention Services Plan: October 19, 2022
- District-Wide Professional Development Days Update/Programs Service Update: November 16, 2022
- Alternative Education Update/ Discipline and MTSS Update/ Art, Music, and Instructional Materials Block Grant Plan: December 14, 2022
- SBAC and ELPAC Update/ Semester One Grade Update: January 18, 2023
- Special Education Update/ Arts, Music, and Instructional Materials Grant Plan: February 15, 2023

- Discipline and Attendance Update/ LCAP Goal #3 & #4 : April 19, 2023
- District Equity Update/ CTE Update: May 17, 2023

Parent Advisory Committee meetings:
- 2021-2024 LCAP Annual Update
- LCAP Goal #1 October 21, 2022
- LCAP Goal #2 December 7, 2022
- LCAP Goal #3 & #4 May 30, 2023

District Leadership:
- August 15, 2022 (All District Leadership)
- December 12, 2022 (All District Leadership)
- February 6, 2023 (All District Leadership)
- March 13, 2023 (All District leadership)
- April 3, 2023 (All District Leadership)
- May 9, 2023 (All District Leadership)
- June 12, 2023 (All District Leadership)

Ed Services Leadership Division:
- August 26, 2022
- September 29, 2022
- October 7, 2023
- December 9, 2022
- January 23, 2023
- February 6, 2023
- February 27, 2023
- March 13, 2023
- March 20, 2023
- April 3, 2023
- April 24, 2023
- May 2, 2023
- May 8, 2023
- May 22, 2023
- June 12, 2023

The District Equity Team created a process to gather qualitative and experiential data, also known as street data, to listen to the voices of the students we serve.
- January 24, 2023

- February 16, 2023
- May 16, 2023

School Site Council Meetings:
- Each site SSC Agenda has a standing LCAP update and feedback item.

District African American Parent Advisory Council Meetings
- March 29, 2023
- May 9, 2023

Multi-Tiered Systems of Support Meetings (MTSS)
- August 24, 2022
- September 14, 2022

Superintendent Listening Session: Student Voice
- May 25, 2023

Parents of Students 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 educational partners.

Our Educational Partners that include students, teachers, principals, other school personnel, local bargaining units, parents, community members, parents serving on the Special Education Committee, and other advisory groups such as Parent Advisory Committee (PAC), the District English Learner Advisory Committee (DELAC), the Superintendent's Forum, and the Educational Technology Committee (ETC) participated in various surveys and focus groups. The surveys and focus group feedback was analyzed by the Educational Services Division to gather information on current programs and future options, observe trends and prioritize input into the development and/or maintenance of goals, actions and services. The feedback was disaggregated from the various educational partners and grouped by LCAP Goals.

All surveys and focus group feedback was designed to address the four PUHSD LCAP Goals. A summary for each focus is as follows:

LCAP GOAL #1: All students will attain grade level proficiency in English Language Arts and Mathematics.
- Provide access and opportunities for students to recover and/or accelerate credits to meet graduation requirements and grade level standards (Teachers, Parents, Administrators)
- Provide additional section allocations to be included in the master schedule for all school sites to support academic coaching, collaboration, and curriculum alignment (Teachers, Administrators)

- Provide expanded summer school in 2023 with a focus on credit recovery. (Teachers, Parents, Students, Administrators)
- This will also include school connectedness, building relationships, physical and mental health, connecting with families, and high impact tutoring.
- Summer school will be offered at all schools across the district including middle school sites. (Teachers, Parents, PSEA/CSEA, Administrators)
- Programs will be offered one week after the regular school year ends. (Teachers, Parents, Administrators)
- Special education students will have the opportunity to recover lost services such as speech, occupational therapy, and physical therapy.
- Provide transportation for students to attend extended school year summer school. (Teachers, Parents, Administrators)

LCAP GOAL #2: All students will graduate from high school prepared for postsecondary and career options.
- Establish college and career centers across four high schools (Teachers, Administrators)
- Schedules schools, colleges, military, and other personnel for presentations to students regarding career opportunities (Teachers, Parents, Administrators)
- Develop career exploration opportunities with a special focus on underrepresented student populations
- Assists with planning for College and Career Nights and Fairs
- Administers and assists with implementation of group interest tests, surveys, and schedules
- Increase awareness about college and career readiness for all students in the PUHSD
- Improve student planning and preparation for the future (Teachers, Parents, Administrators)
- Provide opportunities for students to explore colleges and careers
- Provide support filling out college applications to UC/CSU and community colleges (Teachers, Parents, Students, Administrators)
- Identify funding resources to pay for college
- Educate students about tools and resources available to them

LCAP GOAL #3: All departments and sites will provide a safe and positive environment for staff and students.
- Coordination of social emotional services for students (Teachers, Parents, Students, Administrators)
- Individual therapy for Tier 3 students (Teachers, Parents, Students, Administrators)
- Counseling- individual, group, and family
- Crisis intervention, home visits, parent support and education, and advocacy for students, families, and school systems (Teachers, Parents, Students, Administrators)
- Identifying and addressing unmet physical and mental health needs (Teachers, Parents, Administrators)
- Linkage Services (Teachers, Parents, Administrators)
- Support Tier 1, Tier 2 and Tier 3
- Link to connect all students, focusing on the most vulnerable students and their families to assess basic needs
- Provide support to students in crisis to help them manage their stress, family issues, and chronic health issues (Teachers, Parents, Administrators)
- Link students with a social worker and providers in the community (Teachers, Parents, Administrators)
- Create a space to share wellness tips, and support the school (Teachers, Parents, Supt. Advisory, Students, Administrators)

- Provide support for staff and family (Teachers, Parents)
- Provide training opportunities for campus supervisors (CSEA)

LCAP GOAL #4: Secure and strengthen the home- school- community connections and communications.
- Home to school communication, i.e., flyers/emails/phone calls/newsletters and social media was considered the greatest strength.(Parents)
- DELAC shared that engagement opportunities for parents of English Language learners is a strength and would like to see continued workshops on topics such as social emotional well-being, college preparedness and school safety, particularly as it relates to digital and/or cyber platforms. DELAC also stated the consistent translation of materials and interpretation at meetings was a strength across the district. (Teachers, Parents)
- Parents would like us to continue with virtual engaging workshops, meetings, and events via Zoom or Google Meet. (Parents)

LCAP Goal #5:
Goal #5: Targeted intervention and services to improve student performance and promote academic success for students with disabilities and students experiencing homelessness.This goal was added due to PUHSD being identified for Differentiated Assistance for Students with Disabilities and students experiencing homelessness in the areas of chronic absenteeism, suspension rates, ELA and math.
- Provide intervention and support services that will address the needs of students with disabilities and students experiencing homelessness ; focusing on chronic absenteeism, suspensions, and academic support in ELA and math. This would include wrap around services, tutoring, individualized academic and behavior plan. (Parents, Adminsitrators)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Perris Union High School District along with our Educational Partners feedback 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 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:
Action 1.1
- 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.

Action 1.2

- Intervention and supports are necessary to help the transitioning students.
- Common Core and SBAC applications using integration of technology throughout the instructional day.
- Continued transportation for students.

Action 1.4:
- Increase the number of students meeting the English Learner Progress Indicator.
- 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.
- District level coaches 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.

Goal #2:
Action 2.1:
- Aligning the PUHSD Vision and Mission Statements and the Graduate Profile with 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.
- Increase opportunities for students not meeting graduation requirements to make up credits at their home school.
- College and career preparation for all students.
- Increasing graduation rates.

Action 2.2:
- 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.

Action 2.4:
- Ensure that any discussions regarding the development, planning and implementing of process and procedures always align to the LCAP.
- 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.

Goal #3:
Action 3.1:
- 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.
- Increase co/extracurricular opportunities to improve school climate and access for students to participate.

Action 3.2:
- Continued focus on reducing the suspension rate.

Action 3.3:
- Provide students with an Alternative to Suspension program.

Action 3.4:
- Maintain and modernize facilities that are safe, clean, and well-maintained schools.

Goal #4:
Action 4.2:
- Focus on the development of a District Action Partnership Team as part of the Parent Engagement Leadership Initiative (PELI).
- Continue to offer various leadership opportunities for parents.
- Increase Parent Volunteers at each school site.

Action 4.4:
- Maintain effective communication between schools sites, district office and community.

Goal #5:
Action 5.1:
- Provide academic intervention and support that will improve student performance in ELA and math and promote academic success. Support services would include individualized tutoring, on-going academic monitoring by a wrap around team, and developing individualized academic and support plan.
- Implement wrap around services that includes support personnel (Social Worker, Behavior Specialist, Drug Counselor, Academic Counselor) across sites, that will specifically target Students with Disabilities and students experiencing homelessness to address chronic absenteeism and the increased suspension rates for these student groups.

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 in prior years. 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 educational partners. 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. If we implement actions in Goal #1 and monitor the ELA/Math indicator and the ELPAC assessments, PUHSD would expect to see incremental increases in student performance/outcomes and ELL placements and reclassification rates that will help to achieve this goal.

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.	The ELPI is not being reported due to the suspension of 2020 ELPAC Testing.	EL students who progressed at least one ELPI level- 49.8% EL students who Maintained ELPI level 4- 1.3% EL students who maintained lower ELPI		ELPI: 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			levels (i.e, levels 1, 2L, 2H, 3L, or 3H)- 29.5% EL students who decreased at least one ELPI Level.- 19.4%		
EL Reclassification Rate	EL Reclassification Rate: Data Quest (19-20): 6%	The Reclassification Rate: Data Quest: 2020-21 year was 2.5%	The Reclassification Rate: Data Quest: 2021-22 RFEP rates have not yet been released. Preliminary estimates from RCOE have a 15.7% RFEP rate.		EL Reclassification Rate: Data Quest: 12%
ELPAC Assessment: EL Progress towards English Language Proficiency	ELPI: CA Dashboard (18-19): 50.2%	The ELPI is not being reported due to the suspension of 2020 ELPAC Testing. However, students were assessed in 2021 and the per the CDE Summative ELPAC Reports, PUHSD had the following results: Level 4- 14.1% Level 3- 33.3% Level 2- 33.2% Level 1- 19.3%	Per the CDE Summative ELPAC Reports, PUHSD had the following results: Level 4- 15.8% Level 3- 35.1% Level 2- 33.4% Level 1- 15.7%		ELPI: CA Dashboard: 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.	SARC 2020-21: 100 % of staff are assigned and fully credentialed in the areas taught.	SARC 2021-22: 78.7% of staff are assigned and fully credentialed in the areas 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	SARC and Williams Report: 100 % of students have access to standards aligned instructional materials.	SARC and Williams Report: 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	2020-21 Dashboard: Overall Average Score of 4.0	2021-22 Dashboard: 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	2020-21: Baseline Priority 2 CCSS and ELD Standards Average Score of 4.0	2021-22 Dashboard: Overall 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:	The Academic Indicator was not reported due to the	Status was reported in the 2022 Dashboard but Change was not		Average Distance from Standard:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students- Status: -19.7. Change: 14.8 English Learners- Status: -85.2. Change: 6.1 Homeless- Status: -39.7. Change: 9. Socioeconomically Disadvantaged- Status: -34.8. Change: 12.5. Students with Disabilities- Status: -119. Change: 15.5 African American- Status: -48. Change: 8.5. Asian- Status: 117.7 Change: 51.5 Filipino- Status: 84.7. Change: 1.5 Hispanic- Status: -31.9. Change: 15. White- Status: -31.1 Change: 10.1 Two or More Races- Status: 37.8. Change: 30.3	suspension of 2020 CAASPP and LEA discretion for administering local assessments in 2021. PUHSD administered the SBAC in ELA for students in grades 5-8 and 11 in spring 2021. The percent of students scoring Standard Met or Exceeded per the CDE CAASPP Reporting site is as follows: All Students- 48.21% English Learners (Ever ELs)- 39.7% Homeless- 35.7% Socioeconomically Disadvantaged- 43.47% Students with Disabilities- 11.68% African American- 39.80% Asian- 70.73% Filipino- 89.36% Hispanic- 43.78% White- 60.92% Two or More Races- 65.21%	reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change. 2022 Dashboard results Average Distance from Standard: All Students- Status: -45.5. English Learners- Status: -120.7. Homeless- Status: -96.8. Socioeconomically Disadvantaged- Status: -65. Students with Disabilities- Status: -140.9. African American- Status: -68 Asian- Status: 62.4 Filipino- Status: 54.3. Hispanic- Status: -59.7. White- Status: -0.7		All Students- Status: 1. Change: 20 English Learners- Status: -65.2. Change: 20 Homeless- Status: -19.7. Change:20 Socioeconomically Disadvantaged- Status: -14.8. Change: 20 Students with Disabilities- Status: -99. Change: 20 African American- Status: -28. Change: 20 Asian- Status: 117.7 Change: Maintain Filipino- Status: 84.7. Change: Maintain Hispanic- Status: -11.9. Change: 20 White- Status: -11.1 Change: 20 Two or More Races- Status: 57.8. Change: 20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Two or More Races-Status: 19.6.		
Academic Indicator (Grades 5-8 and 11) Math	2018-19: Average Distance from Standard: All Students- Status: -100. Change: 12. English Learners- Status: -147.8. Change: 3.9. Homeless- Status: -121. Change: 9.1. Socioeconomically Disadvantaged- Status: -111.4. Change: 8.7. Students with Disabilities- Status: -190.6. Change: 7.3 African American- Status: -128.2. Change: 7 Asian- Status: -50.7. Change: 67.1 Filipino- Status: 13.6. Change: 25.2 Hispanic- Status: -110.9 Change: 9.9 White- Status: -59.9. Change: 13.3 Two or More Races- Status: -54.9. Change: 28.7	The Academic Indicator was not reported due to the suspension of 2020 CAASPP and LEA discretion for administering local assessments in 2021. PUHSD administered the SBAC in Math for students in grades 5-8 and 11 in spring 2021 The percent of students scoring Standard Met or Exceeded per the CDE CAASPP Reporting site is as follows:

All Students- Status- 21.09%
English Learners (Ever ELs)- 15.95%
Homeless- 11.48%
Socioeconomically Disadvantaged- 17.63%
Students with Disabilities- 3.49%
African American- 15.46% | Status was reported in the 2022 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change.

2022 Dashboard results
Average Distance from Standard: All Students- Status: -131.5. English Learners- Status: -184.4. Homeless- Status: -186.2. Socioeconomically Disadvantaged- Status: -144.8. Students with Disabilities- Status: -202.6. African American- Status: -153.6 | | Average Distance from Standard: All Students- Status: -80. Change: 20. English Learners- Status: -127.8. Change: 20. Homeless- Status: -101. Change: 20. Socioeconomically Disadvantaged- Status: -91.4. Change: 20. Students with Disabilities- Status: -170.6. Change: 20. African American- Status: -108.2. Change: 20. Asian- Status: -30.7. Change: 20. Filipino- Status: 33.6. Change: 20. Hispanic- Status: -90.9 Change: 20. White- Status: -39.9. Change: 20. Two or More Races- Status: -34.9. Change: 20. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Asian- 44.73% Filipino- 65.91% Hispanic- 17.21% White- 32.94% Two or More Races- 32.56%	Asian- Status: -38.9 Filipino- Status: -36.2. Hispanic- Status: -143.5. White- Status: -89 Two or More Races- Status: -101.		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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. This would include but limited to: Summer school materials/supplies, increased math services for support, professional development sub costs.	$1,856,493.00	Yes
1.2	Targeted Support Services	Implementation of Multi-Tiered System of Support (MTSS). To include but not limited to: reading intervention sections, ATS, Infinite Campus, Edmentum software, Program Specialists.	$1,308,558.00	Yes
1.3	Instructional Technology	Provide training and support for the integration of technology in all content areas. To include but not limited to: technology related items (chromebooks, software)	$2,111,394.00	Yes
1.4	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	$1,976,042.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning gaps and essential standards that students need to improve on, and implement strategies from the Ellevation Platform that will improve student performance. PUHSD offers a Structured English Immersion Program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English.		

Goal Analysis [2022-23]

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.

1.1 Literacy Across the Curriculum and Enhancement of the Core Curriculum-
This action was fully implemented. All teachers in the district were provided professional development in with Integrated ELD that focused on Literacy strategies for English Learners in all content areas. Teachers received training and were given time to explore the Ellevation Strategies platform with a variety of instructional resources, lesson plans, and materials to support Literacy across the Curriculum. All teachers in the district were provided professional development to improve student literacy in all content areas.

1.2 Targeted Support Services and Implementation of Multi-Tiered System of Support (MTSS)
This action was fully implemented. The ATS teacher, Speech Pathologist, and Program Specialist positions were fully funded and staffed. The reduced class sizes for Reading Intervention sections were in place during the 2021-22 school year. The Late Bus for after school support program at Pinacate was offered.

1.3 Instructional Technology- Provide training and support for the integration of technology in all content areas
This action was fully implemented. All positions were funded and staffed during the 2021-22 school year. All students were provided their own district Chromebook and teachers were provided Laptops and additional Educational Technology.

1.4 English Learner Supplemental Services
This action was fully implemented. Designated ELD sections were offered at reduced class size so that teachers could provided supplemental monitoring and intervention services. Each comprehensive school site had an EL Teacher Lead, on partial release, to provided instructional support for teachers, and provided supplemental monitoring and support for English Learners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1 Difference between Budgeted ($1,430,290) and Actual Expenditures ($1,398,529) is $31,761
Justification: PD Tech difference being on maternity leave
1.2 Difference between Budgeted ($1,212,731) and Actual Expenditures ($1,344,294) is ($131,563)
Justification: Salary increases and bonuses, increased software expenditures than budgeted
1.3 Difference between Budgeted ($2,089,241) and Actual Expenditures ($2,089,241) is $0
Justification:
1.4 Difference between Budgeted ($1,498,072) and Actual Expenditures ($1,382,740) is $115,332
Justification: Budgeted for Renaissance ELA/Math but only used ELA

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

1.1 Literacy Across the Curriculum and Enhancement of the Core Curriculum-
The 2022 Dashboard established a new baseline and reported "Status" only. The growth factor in will be reported again in the 2023 dashboard. For the ELA Academic Indicator, the Asian and Filipino subgroups achieved as status of "High," and the Two or More races subgroup achieved a status of Medium. All other subgroups were in the Low or Very Low status assignments. For the Math Academic Indicator, the Asian and Filipino subgroups achieved as status of "Medium." All other subgroups were in the Low or Very Low status assignments. The 2021-22 school year was the first year back to full time in person learning and the affects of Covid and school closures significantly impacted student results. Quarantine requirements and attendance issues for both students and staff proved to be challenging. Despite, challenges, the focus on Literacy Across the Curriculum was an effective action to help students readjust to regular instruction and improve towards proficiency in ELA and Math.

1.2 Targeted Support Services and Implementation of Multi-Tiered System of Support (MTSS).
This action was extremely effective and much needed as students had significant academic and mental health needs upon returning from distance learning.

1.3 Instructional Technology- Provide training and support for the integration of technology in all content areas.
Site Instructional Technology TOSAs continued to provided training and support for teachers, administrators, and classified staff on a daily basis. Extensive training was provided for all PUHSD teachers at the district professional development event and the district TOSAs provided ongoing trainings in a variety of formats including Ed Camps, individualized coaching, and Twitter chats. This action was effective as it was crucial to support teachers in the use of multiple Educational Technology platforms including Canvas, the district Learning Management System.

1.4 English Learner Supplemental Services
The reduced class sizes in Designated ELD sections were critical for teachers to provide additional monitoring and intervention for EL students. The 2021-22 school year was the first year using the Ellevation platform which helped us document progress and interventions to

enhance the this process. Teachers completed individual monitoring forms for each student in their Designated ELD section. The forms ask teachers to evaluate student performance in the Listening, Speaking, Reading, and Writing domains, document interventions provided in the classroom, and suggest additional interventions if applicable. The EL Teacher Lead release sections were also extremely effective in providing additional supports for English Learners. EL Leads assisted in the assessment of students, providing push-in interventions and instructional coaching for teachers, and professional development on ELD Standards and effective strategies for ELs.

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.

Changes to Goal: No change
Changes to Metrics: Eliminated ELPAC Assessment metric due to redundancy with the ELPI. The ELPI used to include ELPAC results and Reclassification Rates but is now based strictly on the ELPAC and the percentage of students who improve every year. Listing the ELPI and the ELPAC results is repetitive.
Changes to Actions and Services: No changes

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 such as Action 2.1 that would provide expanded opportunities for remediation, acceleration, and enrichment to college and career readiness. Action 2.4 would also provide training and support for students to develop college and career skills necessary for success in high school and postsecondary education.

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: 91.4% Dashboard Performance Level: Green SWD: 76.6%	No CA Dashboard data available for 2020-21 2020-21 Data Quest Data All Students: 90.5% English Learners: 80.6% Foster Youth: 68.2%	2021-22 CA Dashboard Graduation Rate: All Students: 91.4% English Learners: 84% Foster Youth: 81.6% Homeless: 91.4% SED: 90.5%		CA Dashboard 2023-24 Graduation Rate: Maintain between 92%-94% All Students: 92-94% English Learners: 88.6% Foster Youth: 70.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard Performance Level: Orange White: 93.3% Dashboard Performance Level: Green EL: 85.9% Dashboard Performance Level: Green	Homeless: 86.6% SED: 89.7% SWD: 81.4% African American:82.9% Hispanic: 89.6% White: 93.1%	SWD: 77.4% African American:86.2% Hispanic: 90.9% White: 92.3%		Homeless: 88.6% SED: 90.7% SWD: 82.4% African American:84.9% Hispanic: 90.6% White: 94.4%
LEA A-G Completion Rate: All Students	A-G Completion Rate: Data Quest (2019-20): All Students: 33.7% English Learners: 11.1% Foster Youth: 0.0% Homeless: 24.7% SED: 29.8% SWD: 5.1% African American: 28.0% Hispanic: 29.2% White: 40.5%	A-G Completion Rate: Data Quest (2020-21): All Students: 39.9% English Learners: 11.7% Foster Youth: 0.0% Homeless: 26.4% SED: 36.6% SWD: 5.7% African American: 26.1% Hispanic: 37.0% White: 44.3%	A-G Completion Rate: CA Dashboard(2021-22): All Students: 27.7% English Learners: 7.6% Foster Youth: 5.3% Homeless: 20.1% SED: 23.9% SWD: 4.4% African American: 25.4% Hispanic: 24.6% White: 30.1%		A-G Completion Rate: Data Quest (2023-24): All Students: 43% English Learners: 13.7% Foster Youth: 1.0% Homeless: 28.4% SED: 38.6% SWD: 6.7% African American: 28.1% Hispanic: 39.0% White: 46.3%
LEA AP Scores: All Students	Local Pass Rate (2019-20): All Students: 42.5% English Learners: 0.4%	Local Pass Rate (2020-21): All Students: 32.3% English Learners: 2.6%	Local Pass Rate (2021-22): CA Dashboard All Students: 36.4%		Local Pass Rate (2023-24): All Students: 36.9% English Learners: 3.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth: 0.0% Homeless: 2.7% SED: 74.6% SWD: 0.0% African American: 2.2% Hispanic: 58.7% White: 16.6%	Foster Youth: 0.0% Homeless: 1.7% SED: 71.3% SWD: 0.6% African American: 2.4% Hispanic: 55.7% White: 16.1%	English Learners: 17.6% Foster Youth: 1.8% Homeless: 12.4% SED: 84.2% SWD: 15.7% African American: 6.0% Hispanic: 67.7% White: 16.2%		Foster Youth: 1.0% Homeless: 2.7% SED: 75.3% SWD: 1.6% African American: 3.4% Hispanic: 59.7% White: 18.1%
LEA EAP Scores: All 11th grade students	EAP ELA Scores 2018-19 English Language Arts EAP ELA College Ready (Standard Exceeded) All Students- 23.0% English Learners (Ever ELs)- 15.1% Homeless- 17.7% Socioeconomically Disadvantaged-18.1% Students with Disabilities- 0.5% African American-22.1% Hispanic- 17.5% White- 31.4%	EAP ELA Scores 2020-21 English Language Arts EAP ELA College Ready (Standard Exceeded) All Students- 24.9% English Learners (Ever ELs)- 17.4% Homeless- 21.1% Socioeconomically Disadvantaged-21.4% Students with Disabilities- 1.6% African American-21.0% Hispanic- 20.1% White- 30.2%	EAP ELA Scores 2021-22 English Language Arts EAP ELA College Ready (Standard Exceeded) All Students- 17.2% English Learners (Ever ELs)- 12.3% Homeless- 4.2% Socioeconomically Disadvantaged-13.8% Students with Disabilities- 2.2% African American-13.0% Hispanic- 12.8% White- 26.2%		EAP ELA Scores 2020-21 English Language Arts EAP ELA College Ready (Standard Exceeded) All Students- 27.9% English Learners (Ever ELs)- 20.4% Homeless- 24.1% Socioeconomically Disadvantaged-24.4% Students with Disabilities- 2.6% African American-24.0% Hispanic- 24.1% White- 34.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EAP ELA College Ready Conditional (Standard Met) All Students- 33.1% English Learners (Ever ELs)- 33.6% Homeless- 28.1% Socioeconomically Disadvantaged-32.5% Students with Disabilities- 11.2% African American- 26.5% Hispanic- 33.9% White- 36.7% EAP Math College Ready (Standard Exceeded) All Students- 6.0% English Learners (Ever ELs)- 4.2% Homeless- 4.4% Socioeconomically Disadvantaged-5.4% Students with Disabilities- 0.5% African American- 1.8% Hispanic- 3.6% White- 10.2%	EAP ELA College Ready Conditional (Standard Met) All Students- 34.6% English Learners (Ever ELs)- 32.4% Homeless- 28.1% Socioeconomically Disadvantaged-33.4% Students with Disabilities- 14.4% African American- 29.2% Hispanic- 35.5% White- 32.4% EAP Math College Ready (Standard Exceeded) All Students- 7.6% English Learners (Ever ELs)- 3.7% Homeless- 3.1% Socioeconomically Disadvantaged-5.4% Students with Disabilities- 0% African American- 1.5% Hispanic- 4.4% White- 11.3%	EAP ELA College Ready Conditional (Standard Met) All Students- 29.3% English Learners (Ever ELs)- 24.3% Homeless- 20.8% Socioeconomically Disadvantaged-26.0% Students with Disabilities- 7.9% African American- 26.1% Hispanic- 28.3% White- 32.6% EAP Math College Ready (Standard Exceeded) All Students- 3.2% English Learners (Ever ELs)- 1.8% Homeless- 1.4% Socioeconomically Disadvantaged-1.9% Students with Disabilities- .4% African American- .8% Hispanic- 1.7% White- 6.7%		EAP ELA College Ready Conditional (Standard Met) All Students- 37.6% English Learners (Ever ELs)- 35.4% Homeless- 31.1% Socioeconomically Disadvantaged-36.4% Students with Disabilities- 16.4% African American- 32.2% Hispanic- 38.5% White- 35.4% EAP Math College Ready (Standard Exceeded) All Students- 9.6% English Learners (Ever ELs)- 5.7% Homeless- 5.1% Socioeconomically Disadvantaged-8.4% Students with Disabilities- 1% African American- 3.5% Hispanic- 7.4% White- 14.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EAP Math College Ready Conditional (Standard Met) All Students- 17.1% English Learners (Ever ELs)- 13.5% Homeless- 11.3% Socioeconomically Disadvantaged-14.6% Students with Disabilities- 0.5% African American- 12.4% Hispanic- 14.8% White- 21.1%	EAP Math College Ready Conditional (Standard Met) All Students- 20.3% English Learners (Ever ELs)- 18.1% Homeless- 12.7% Socioeconomically Disadvantaged-18.0% Students with Disabilities- 2.9% African American- 15.0% Hispanic- 18.2% White- 23.5%	EAP Math College Ready Conditional (Standard Met) All Students- 10.6% English Learners (Ever ELs)- 6.8% Homeless- 2.7% Socioeconomically Disadvantaged-8.9% Students with Disabilities- 0.9% African American- 7.0% Hispanic- 8.1% White- 16.0%		EAP Math College Ready Conditional (Standard Met) All Students- 23.3% English Learners (Ever ELs)- 21.1% Homeless- 15.7% Socioeconomically Disadvantaged-21.0% Students with Disabilities- 4.9% African American- 18.0% Hispanic- 21.2% White- 26.5%
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 (2020-2021): All Students: 8.3% English Learners: 3.5% Foster Youth: 0.0% Homeless: 6.9% SED: 8.0% SWD: 1.8% African American: 5.7% Hispanic: 7.4% White: 12.0%	LEA CTE Course Completers CA Dashboard (2021-2022): All Students: 9.1% English Learners: 0.8% Foster Youth: 2.6% Homeless: 6.7% SED: 8.4% SWD: 4.1% African American: 8.5% Hispanic: 8.7% White: 7.7%		LEA CTE Course Completers: Data Quest (2023-24): All Students: 10.3% English Learners: 4.5% Foster Youth: 1.0% Homeless: 7.9% SED: 9.0% SWD: 2.8% African American: 6.7% Hispanic: 9.4% White: 14.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA FAFSA Completion: All 12th grade students	Local FAFSA Completion Rate (2019-20): 80%	Local FAFSA Completion Rate (2020-21): 72%	Local FAFSA Completion Rate (2021-22): 82%		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): 2,017 total students English Learners: 5.9% Foster Youth: 0.4% Homeless: 5.9% SED: 53.3% SWD: 2.8% African American: 5.6% Hispanic: 78.9% White: 8.8%	Local AVID Participation Rate (2020-21): 2,083 total students English Learners: 6.8% Foster Youth: 0.2% Homeless: 5.5% SED: 79.3% SWD: 3.3% African American: 4.7% Hispanic: 79.3% White: 8.5%	Local AVID Participation Rate (2021-22): 1921 total students English Learners: 6.2% Foster Youth: 0.2% Homeless: 5.7% SED: 78.2% SWD: 3.1% African American: 5.1% Hispanic: 80.1% White: 8.7%		Local AVID Participation Rate (2023-24): Maintain student enrollment 2100-2200 English Learners: 7.8% Foster Youth: 1.2% Homeless: 7.5% SED: 80.3% SWD: 4.3% African American: 6.7% Hispanic: 81.3% White: 10.5%
College and Career Indicator (CCI)	CA Dashboard CCI Indicator: (2019-20) Prepared: 35% Approaching Prepared: 18.9% Not Prepared: 46.2%	No CA Dashboard CCI Indicator Available for 2020-21	No CA Dashboard CCI Indicator Available for 2021-22		CA Dashboard CCI Indicator: (2023-24) Prepared: 39.7% Approaching Prepared: 25.8% Not Prepared: 34.5%
LEA Percentage of pupils who have completed both A-G and CTE	% A-G and CTE Completers: 2019-20: 1.4% CALPADs	Data Quest % A-G and CTE Completers 2020-2021:	CA Dashboard % A-G and CTE Completers 2021-2022		Data Quest % A-G and CTE Completers 2023-24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		All Students: 4.6% English Learners: 1.3% Foster Youth: 0.0% Homeless: 3.6% SED: 4.4% SWD: 0.90% African American: 2.4% Hispanic: 4.2% White: 6.0%	All Students: 4.6% English Learners: 0.0% Foster Youth: 0.0% Homeless: 2.2% SED: 3.7% SWD: 0.3% African American: 5.4% Hispanic: 4.1% White: 3.4% :		All Students: 5.6% English Learners: 2.3% Foster Youth: 1.0% Homeless: 4.6% SED: 5.4% SWD: 1.9% African American: 3.4% Hispanic: 5.2% White: 7.0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Support and Interventions	Provide expanded opportunities for remediation, acceleration and enrichment to college and career readiness. To include but not limited to: Transportation/Special Ed contributions, increase in instructional day.	$8,671,407.00	Yes
2.2	CTE Pathways	Provide expanded opportunity for students to participate and complete CTE pathways. To include but not limited to: CTE Teachers, Agricultural Teachers, CTE materials/supplies.	$5,024,885.00	Yes
2.3	Comprehensive Counseling Programs	Provide funding, training and support to build and maintain a comprehensive counseling program to support college and career readiness. To include : Counselors	$1,726,030.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	College and Career Readiness	Provide training and support for students to develop the CCR skills necessary for success in high school and postsecondary education. To include but not limited to: AVID Tutors, AVID materials/supplies, AVID release sections, College and Career Release, PSAT/AP Readiness	$1,455,243.00	Yes

Goal Analysis [2022-23]

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.

2.1 Student Support and Interventions: All services were implemented as indicated.
Successes:
*Students continue to have success in credit recovery programs supporting graduation rate in all student groups except Special Ed and the White population

Challenges:
*Decrease in Special Education graduation rate by 4%
*Slight decrease in the white population

Next Steps:
*Special education collaboration with general education teachers to support more student success classes required for graduation

2.2 CTE Pathways: All services were implemented as indicated.
Successes:
*Increased CTE pathway offerings

Challenges:
*Data collection challenges in the student information system

Next Steps:
*SIS training for accurate CTE tracking for pathway completion
*Counselor training for pathway sequencing

2.3 Comprehensive Counseling Programs: All services were implemented as indicated.
Successes:
*Professional development provided monthly for improving systems provided by RCOE

Challenges:
*Multiple new counselors

Next Steps:
*Continued RCOE comprehensive counseling program training for next year
*New counselor training and one on one support

2.4 College and Career Readiness: All services were implemented as indicated.
Successes:
*FAFSA Completion over 80%
*Increase in AP Pass Rate Success of 4.1%
*District-wide college and career readiness opportunities for students-Kickoff to college with lessons and activities supporting college awareness and preparation, college fair, career presentations

Challenges:
*Slight Decrease in AVID participation

Next Steps:
*AVID Summer Institute and AVID training for new and returning coordinators

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1 Difference between Budgeted ($9,187,496) and Actual Expenditures ($8,292,974) is $894,522
Justification: Transportation costs were offset due to additional funds received from CDE.

2.2 Difference between Budgeted ($3,843,024) and Actual Expenditures ($5,425,772) is ($1,582,748)
Justification: All services were implemented. Additional CTE teachers were hired to support student enrollment requests in district CTE programs. More students are participating in CTE courses at schools across the district with the growth in enrollment at Liberty High School, our newest comprehensive high school.

2.3 Difference between Budgeted ($1,706,127) and Actual Expenditures ($1,677,153) is $28,974
Justification: All services were implemented. The salaries of the counselors were less than projected based on step and column designations.

2.4 Difference between Budgeted ($587,516) and Actual Expenditures ($658,975) is ($71,459)
Justification: All services were implemented. An increase in salaries was approved with the addition of a one time bonus given in December.

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

The district fell short of its goal to maintain a graduation rate between 92% and 94% by a narrow margin of 0.5%. Nonetheless, there was a notable improvement in the 2021-22 graduate cohort, which increased by 1% compared to the previous school year. Most student groups experienced an increase in graduation rates, highlighting their progress. However, there were decreases observed in two groups: Students with Disabilities saw a 4% decline, and the white student group experienced a decrease of 0.80%. Conversely, all other student groups demonstrated remarkable improvement. English Learners witnessed a substantial increase of 3.4%, Foster Youth showed an impressive rise of 13.4%, Homeless students displayed a noteworthy growth of 4.8%, Socioeconomically Disadvantaged students exhibited an encouraging increase of 1.8%, African American students experienced a commendable rise of 3.3%, and Hispanic students demonstrated a respectable increase of 1.3%. These positive trends among several student groups bring us incredibly close to achieving the desired outcome for the 2023-24 academic year, where the overall graduation rate is targeted to be within the range of 92% to 94%. The specific actions continue to support graduation rate success. Although, we fell short by a narrow margin, there was improvement in most student groups.

The district did not meet the goal of increasing A-G completion. The completion rate for District A-G in the 2021-22 academic year declined by 12.2%, dropping from 39.9% to 27.7%. This decrease in A-G completion can be attributed to a change in the grading system, where only grades A-C were considered as meeting the requirement, whereas in the previous year, a Pass (P) grade was also accepted. Additionally, we discovered multiple data errors related to validation rules that failed to identify several students as completers. These errors affected 34 students, resulting in their completion status not being accurately calculated, and consequently reducing the overall completion rate by 2.2%. It is important to note that these data errors were identified after the CALPADS data had already been certified. Despite the 12.2% decline in overall completion, the A-G completion for our Foster Youth student group saw a notable increase of 5.3%. However, all other student groups experienced a decrease in A-G completion. The specific actions have proven to be successful prior to COVID. However, the learning gaps that were created due to distance learning have impacted the overall achievement in A-G courses. In addition, more students are struggling with mental health issues also creating challenges with academic achievement.

The district met the goal of increasing the overall AP pass rate. The overall District AP pass rate in 2021-22 showed a remarkable improvement, surging by 4.1% from 32.3% to 36.4%. Virtually all student groups demonstrated a positive trend in their pass rates, except for the white student group, which experienced a marginal decrease of only 0.10%. On the other hand, all other student groups exhibited significant increases: English Learners witnessed a remarkable surge of 15%, Foster Youth experienced a commendable rise of 1.8%, Homeless students showed an impressive growth of 10.7%, Socially Economically Disadvantaged students demonstrated a noteworthy increase of 12.9%, Students with Disabilities achieved a substantial growth of 15.7%, African American students experienced a

commendable rise of 3.6%, and Hispanic students witnessed an encouraging surge of 12%. This collective progress brings us remarkably close to reaching our desired outcome for 2023-24, as we missed it by a mere 0.30%. The specific actions continue to support improvement in AP pass rate.

The district fell short of its goal to increase the number of students achieving college readiness in English and math. The data reveals that only 46.5% of our students are currently scoring college ready or conditionally ready in ELA, which represents a significant decrease of 13% from the previous year's rate of 59.5%. Similarly, in math, the figure stands at a mere 13.8%, a decline of 14.1% from 27.9% in 2020-21. This decline in college readiness can be attributed to the learning gaps that emerged during the COVID-related school closures, coupled with the return of testing requirements mandating 95% participation in 2021-22. Notably, the participation rate in 2020-21 was considerably lower, with high-performing students accounting for the majority of participants, while many struggling students did not complete the testing process. In response, school sites are prioritizing interventions and support for students who have experienced significant learning gaps, with district-wide assistance. The district remains committed to addressing this issue and providing the necessary support to ensure student success. The specific actions have proven to be successful prior to COVID. However, the learning gaps that were created due to distance learning have impacted the overall achievement. In addition, more students are struggling with mental health issues also creating challenges with academic achievement.

The district made modest progress towards achieving the desired outcome for CTE course completers in the 2023-24 academic year, with a slight increase of 0.80%. However, this falls short by 1.2% of the target. Several student groups experienced slight improvements, including Foster Youth, who saw a 2.6% increase, Socioeconomically Disadvantaged students with a 0.40% increase, Students with Disabilities with a 2.3% increase, African American students with a 2.8% increase, and Hispanic students with a 1.3% increase. On the other hand, English Learners, homeless students, and white students showed small decreases in CTE completion rates. Despite the slight growth in CTE pathway completion, there was no progress in the number of CTE completers also fulfilling A-G requirements. The district remained stagnant in this metric, with only 4.6% of CTE completers meeting the A-G requirements. Notably, only African American students showed growth in this area, with a 3% increase. All other student groups experienced a slight decrease in the proportion of CTE completers also completing A-G requirements. As a result, we are 1% shy of the desired outcome for the 2023-24 academic year. To address these challenges, the district is actively collaborating with school sites to enhance data collection, sequencing, and course designations for CTE pathways. These measures aim to support the growth and improvement of CTE programs within the district. The specific actions for this goal continue to support an increase in CTE course completers. There have been some data collection and monitoring challenges that need to be cleaned up on the data entry side that will be beneficial in improving CTE pathway completion data points.

The district met the goal of increasing FAFSA completion. In the 2021-22 academic year, the FAFSA completion rate among 12th grade students reached 82%, marking a notable increase of 10% from the previous rate of 72%. The implementation of effective strategies to engage and support students post-COVID played a pivotal role in driving this significant improvement in completion rates. It is important to note that FAFSA has now transitioned into a state-wide graduation requirement, which further underscores the importance of its completion. As a result, we anticipate a continued upward trend, with a projected desired outcome of at least 89% for the 2023-24 academic year. The specific actions for this goal continue to support an increase in FAFSA completion. All school sites have shown growth from the previous year.

The district did not meet the goal of increasing student enrollment in the AVID programs district-wide. In the 2022-23 academic year, there was a decrease of 162 students in AVID enrollment, dropping from 2,083 students to 1,921 students. This decline can be attributed to one of the feeder districts discontinuing the offering of AVID at the middle school level. To address this issue, it is crucial for the two districts to maintain a collaborative approach and actively support the recruitment process for incoming 9th grade students. Moreover, there have been recent changes in AVID coordinators at two school sites. The newly appointed coordinators are currently working in tandem with other district coordinators to establish and implement effective strategies for recruitment and retention. Despite the enrollment decrease, the district remains in close proximity to achieving its desired outcome of 2,100-2,200 students for the 2023-24 academic year. The specific actions for this goal have proven to work prior to COVID. There have been some transitions in AVID coordinators, creating a slight learning curve that will decrease as the coordinators get more comfortable in their new role. They are working closely with other coordinators in the district to ramp up enrollment with the current actions in place.

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.

Change to Goal: No change
Changes to Metrics: Data source changed to the CA Dashboard Additional Reports for Graduation Rate, A-G Completion, AP Pass Rate, CTE Completers, and CTE Completers/A-G
Changes to Actions and Services: No changes

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 (19-20): 4.8%	Suspension Rate: Data Quest (20-21): 0% Sub Group Local Indicator: as of June 2022	Suspension Rate: Data Quest (21-22): 7.3% Sub Group Local Indicator: English Learners: 8.8%		LEA Suspension Rate: All students Data Quest: 4.2% Performance level: Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		English Learners: 9.15% Foster Youth: 21.05% Homeless: 9.01% SED: 7.36%	Foster Youth: 20.9% Homeless: 8.8% SED: 8.4%		
LEA Suspension Rate: African American	Suspension Rate: Data Quest (19-20): 7.9%	Suspension Rate: Data Quest (20-21): 0% Local Indicator:as of June 2022 African American: 11.76%	Suspension Rate: Data Quest (21-22): 12.2%		LEA Suspension Rate: African American Data Quest: 6.0% Performance level: Green
LEA Suspension Rate: Students with Disabilities	Suspension Rate: Data Quest (19-20): 7.9%	Suspension Rate: Data Quest (20-21): 0% Local Indicator: as of June 2022 Students with Disabilities: 10.94%	Suspension Rate: Ed-Data (21-22) SWD: 11.6%		LEA Suspension Rate: Students with Disabilities Data Quest: 4.5% Performance level: Green
Expulsion Rate All Students	Indicator Expulsion Rate: Data Quest (19-20): .22%	Indicator Expulsion Rate: Data Quest (20-21): 0% Sub Group Local Indicator: as of June 2022 African American: 6.25%	Indicator Expulsion Rate: Data Quest (21-22) : 0.1% Sub Group Local Indicator: African American: 0.1%		Maintain Expulsion Rate less than .2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		English Leaners: 18.75 Foster Youth: 0%	English Learners: 0.1% Foster Youth: 0%		
Middle School Dropout Rate All Students	Dropout Rate: Data Quest (19-20): 0%	Middle School Dropout Rate: Data Quest (20-21): 0%	Middle School Dropout Rate: Data Quest (21-22): 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%	High School Dropout Rate: Data Quest (20-21): 6.5%	High School Dropout Rate: Ed-Data (21-22) : 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 (20-21): 89.6% ADA to Enrollment: 87.6%	LEA Attendance Rate: All Students (21-22): 91.0% ADA to Enrollment: 87.5%		LEA Attendance Rate: All Students Attendance Rate: 95% ADA to Enrollment 94.5%
Chronic Absenteeism Rate All Students	Chronic Absenteeism Rate All Students (19-20): 17.0% CA Dashboard 2018-19: 21.2% Performance level: Red	Chronic Absenteeism Rate: All Students Dataquest (20-21): 27.3% Dataquest (20-21): 37.5% (grade 7-8/PMS)	Chronic Absenteeism Rate: All Students Data Quest (21-22) : 40.8% Data Quest (21-22) : 45.1% (grade 7-8 PMS)		Chronic Absenteeism Rate All Students 23-24: 11.6% CA Dashboard: 5.9% Performance level: Yellow
Annual Williams Report:	Local Indicator: Incidents: zero	Local Indicator Incidents: zero	Local Indicator Incidents: zero		Local Indicator: Incidents: zero

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safe, Clean, and functional facilities					
School Climate Survey	Local Indicator: California Healthy Kids Survey Survey (2020-21): 340 responses	Local Indicator: California Healthy Kids Survey (2021-2022): 570 7th graders: 84 9th graders: 250 11th graders: 236 School Safety: 54.67% of respondents felt safe at school School Connectedness: 48.33% of respondents felt connected to school	Local Indicator: California Healthy Kid Survey (2022-2023) : 3,938 7th graders: 589 9th graders: 2,010 11th graders: 1,329 School Safety: 49% of respondents felt safe at school School Connectedness: 45.75% of respondents felt connected to school		Local Indicator: California Healthy Kid Survey (2023-2024) : 4,500 7th graders: 650 9th graders: 2,200 11th graders: 1,800 School Safety: 60% of respondents felt safe at school School Connectedness: 55% of respondents felt connected to school

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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. To include but not limited to: LEA SPED Support Sections	$1,755,394.00	Yes
3.2	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. To include but not limited to: after school support: materials/supplies, Psychologist.	$2,007,009.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Student Engagement and Participation	Provide training and develop a comprehensive tiered approach to improving student attendance and reducing chronic absenteeism. To include but not limited to: A2A attendance supports, ATS	$715,406.00	Yes
3.4	Safety and Security	Provide services and activities to enhance and strengthen student and staff safety on all school campuses throughout the District. To include but not limited to: Security resources	$124,660.00	Yes
3.5	Wellness Centers	This action has been completed. PUHSD is committed to the ongoing services provided through the Wellness Centers and the resources needed will be funded through other state and federal funds.	$0.00	No

Goal Analysis [2022-23]

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.

Action 3.1: Universal Support Services
Successes:
- Each school site has established an MTSS committee to develop site based implementation of components of Multi Tiered Systems of Support and specifically Positive Behavior Intervention and Supports.
- Several monthly PD opportunities were provided for our staff throughout the year: Building Relationships, Teacher Clarity, Surviving and Thriving, New Semester Preparations, Thrively SEL and Integrated ELD.

Challenges:
- Professional Consulting Student Support Programs struggled to connect with students to provide services.

Action 3.2: Targeted and Intensive Support Services
Successes

- 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.
- Perris Union High School District and Cal Baptist University and California State University, San Marcos partnered for the 2022-23 school year to have Social Work Interns placed at each of our schools to assist and monitor students who demonstrate behavioral challenges. 108 referrals were received to provide support services to students in crisis.
- During the 2022-23 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 2022-23 school year, counselors documented 2,508 student check-ins.

Challenges:
- After school credit recovery has been experiencing low student participation

Action 3.3: Student Engagement and Participation
Successes:
- 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.
- Our attendance specialists also made phone calls to connect with families whose students were not attending schools or who are chronically absent.
- 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, student support, regular monitoring and mental wellness supports. Tier 2 and 3 supports included; identify barriers and supports.
- Sites created incentive programs to celebrate students success in both academic and behavior.

Challenges:
- Student participation and engagement was impacted as a result of COVID-19. Students returned experiencing anxiety, depression, and trauma.

Action 3.4: Safety and Security
Successes:
- Facilities per Williams compliance was met at 100%.
- All sites, District Office, and Student Services Center have Safety Plan in place.

Challenges:
- Provide on-going training for campus supervisors and para educators.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1 Difference between Budgeted ($1,629,786) and Actual Expenditures ($1,885,682) is ($255,896)
Justification: Increase salaries and benefits and added bonus. Increased LEA Release sections.

3.2 Difference between Budgeted ($1,818,249) and Actual Expenditures ($2,538,144) is ($719,895)
Justification: Increase salary and benefits and added bonus.

3.3 Difference between Budgeted ($253,111) and Actual Expenditures ($498,921) is ($245,810)
Justification: Increase salary and benefits and added bonus.

3.4 Difference between Budgeted ($77,805) and Actual Expenditures ($92,254) is ($14,449)
Justification: All services were implemented. Increase in contracts for Risk Management for Campus Security training.

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

A concerted effort was made across the district to be more aware of our students' social-emotional needs and respond to those needs. With this in mind, counselors were tasked with charting after each student encounter to record the type of interaction they had with a student. This included not only why the student sought out a counselor but also what time of day, what day of the week, the gender or gender identification of the student. As we went into LCAP planning this year the data that was gathered has helped us recognize our students' greatest areas of need and helped to ensure that resources are directly tied to the support most required.

There was an intentional effort to reduce suspensions and expulsions across the district. In terms of discipline responses a specific area of focus was to be more aware the whole child and take an intervention rather than punitive approach. In pursuit of this goal an alternative to suspension program was implemented at Perris High School and its feeder school, Pinacate Middle School. For non violent offenses, students were placed in the alternative to suspension coaching program and taught replacement strategies and self reflection techniques. The staff at each site was trained in restorative practices and the concept of replacement strategies. The goal was that this would not only reduce overall suspensions and expulsions, but also address disproportionality, particularly in the areas of African American students and students with disabilities.
The emphasis on student connection led cabinet to reclassify athletic directors to full administrative positions. It was recognized that our athletic directors know our athletes and our student body. Site Administration has become more involved in the response to discipline and help direct students toward involvement in sports, clubs, and activities. They could also bring a coaching lens to discipline.

In the spirit of student and school connection, mentoring programs were made available to schools. The mentoring programs were focused on African American students and female students who were struggling socially and academically to help them with self advocacy and connection.

The awareness of whole child and mentoring was extended beyond the administrative and teaching staff. Campus Supervisors were trained regarding the concepts of adverse childhood experiences and their effect on brain chemistry, development, and the flight/fight response. Student absenteeism was also an area of focus with the goal to reduce chronic absenteeism and truancy. Two attendance specialists were dedicated to track, follow up, and meet with students and parents that were chronically absent and/or truant from school. To facilitate this work, a system to track and monitor student attendance (A2A) was continued.

The emphasis placed on counselors documenting and tracking their students encounters garnered huge results and provided actionable data. Counselors found that student interactions were tied to suicidal ideation, some were focused on self- harm, and depression issues. A review of the total data tells that student emotional wellness needs to be a major focus in the year to come. In support of that PUHSD has partnered with Cal Baptist University to work with social worker interns. Our goal is to have a social worker intern at each site that can engage the social emotional concerns of our students. The efforts to reduce suspensions and expulsion has been a success. A review of the alternative to suspension data has demonstrated the interventions have had a dramatic impact.

The rise of the use of vape pens and marijuana wax has given a spike in personal marijuana use we are directing far more resources to drug awareness and drug counseling next year. This year we had drug counselors running groups at each school but we will devote even greater resources and attention to this concern. We have increased the group counseling for Tier 2 interventions and will engage the social worker interns for Tier 3 students that have a second drug violation to do one to one counseling.
While great gains were made in the areas of expulsion and suspension reduction we did not see improvement in the area of absenteeism. It is very evident a district wide push needs to be made to improve attendance. In support of this PUHSD will hire a Coordinator of Pupil Services to focus primarily on improving attendance in the district.

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.

Change to Goal: No change
Changes to Metrics: No changes
Changes to Actions and Services: No changes

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.
If PUHSD implements the actions listed below and monitors implementation and progress, we expect to see a minimum of 6% increase in parent engagement and participation in all district and school wide events as measured by sign-in sheets and registration information; as well as an increase in social media exposure as measured through analytics on the number of hits to our social media platforms. Feedback from survey's remains a large part in the monitoring and implementation of this goal. An annual evaluation of the metrics listed below helps direct the discussion of effectiveness of goals, actions, and services and any future revisions needed.

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	2021-22 District Parent Participation: 2,004	2022-2023 District Parent Participation: 12,471		Increase Parent Participation by 6% (748) to 13,219

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation in the Community Advisory Committee for Special Education (CAC)	2020-21: CAC average/participation attendance is 1	2021-22: CAC average/participation attendance is 2	2022-2023: CAC average/participation attendance is 2		Maintain 2 CAC Special Education Parent Advisors
California School Parent Survey (CSPS)	2019-20: 510 out of 1,703 Parent/Community responded Annual Survey	2021-22: Parent/Community responded Annual Survey: 77	2022-2023: Parent/Community responded Annual Survey: 319 MS: 13 HS: 295		Increase Parent Survey responses by 20% (102) to 612
California School Staff Survey (CSSS)	2020-21: 0	2021-22: Staff Responses: 262	2022-2023: Staff Responses: 457 MS: 26 HS: 398		Increase Staff Survey responses by 10% (46) to 503
Access to information via Social Media	2020-21: Facebook followers: 5,200 Twitter followers: 3,700 Instagram: 865	2021-22: Facebook followers: 14,000 Twitter followers: 14,000 Instagram: 7,200	2022-2023: Facebook followers: 16,400 Twitter followers: 6,400 Instagram: 15,500		Increase Social Media access by 10% for each platform. Facebook followers by 1,640 = 18,040 Twitter followers by 640 = 7,040 Instagram by 1,550 = 17,050
Infinite Campus Parent Portal	IC Parent Accounts: 8,273	2021-22: IC Parent Accounts: 10,549	No data		This metric will be discontinued in 2022-23

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent-Teacher Communications	Building the capacity of educators to do work in partnership with parents/families.	$28,731.00	Yes
4.2	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.	$288,310.00	Yes
4.3	Community Engagement and Outreach	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. To include but not limited to: Community Engagement Specialist/Liaisons.	$624,505.00	Yes
4.4	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. To include but not limited to: Community Information Systems	$205,486.00	Yes

Goal Analysis [2022-23]

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.

Action 4.1: Building the capacity of educators to do work in partnership with parents/families.
Successes:
- The District Parent Engagement Leadership Institute (PELI) / Action Team for Partnerships (ATP) Virtual Training at the beginning of the school year followed by monthly virtual site visits from RCOE's Family Engagement Consultants have been successful for the most part. We realized that implementing general training at the beginning of the school year followed by monthly site visits with research-based approaches is useful to educators, community liaisons, students, and parents.
- We hired Bilingual Community Liaisons for each of our school sites and they were able to make a strong connection between educators and our families.
- We offered in-person, Zoom, and Google Meet interpretation for parent workshops and events which has been a huge success.

Challenges:
- No matter how much a parent event is promoted, teachers are oftentimes unaware of the partnerships that we have with parents/families.
- We had a lot of new Administrators that focused on getting acclimated to their schools and connecting with families was understandably not at the top of their list.

Action 4.2: Provide training/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement.
Successes:
- Parent Engagement Leadership Institute (PELI) / Action Team for Partnerships (ATP) Districtwide Initiative that uses research to train and support parents, families, family engagement leaders, educators, and community members for the overall success of our students.
- Positive Parenting Workshops related to mental health, relationship building, and parent empowerment.
- Stronger Together Workshops were hosted in Semesters 1 and 2 which provided information and resources to parents and community members on the importance of being an engaged parent.
- Dual Enrollment Informational Workshops hosted by the ASPIRE (District Counselors) Team.
- The Parent Project series focuses on Arguing and Family Conflict, Improving Academic Performance & Attendance, Teen Drug Prevention, and Identifying Local Resources.
- All workshops were hosted in person and virtually to give all families an opportunity to participate.

Challenges:
- Parent Attendance: We always have difficulty choosing a time slot that works best for our families to attend training/ workshops and events.

Action 4.3: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
Success:
- RCOE provides CAREspace (Community, Access, Relationships, and Emotional Wellness) workshops that are dedicated to students and parents with a wide array of mental health and social-emotional workshops.
- Perris Valley Resource Center provides us with a wide array of resources and services at no cost. All of these resources are printed and handed out to families or shared via Peachar.
- Grandparents Raising Grandchildren support group provides the opportunity to socialize, share information, learn new skills, receive peer support, and get connected with community resources.
- The Parent Project: Invites our local police department to share information about drug prevention methods and drug awareness.
- Love for Life / Stronger Together: Provides a wide array of community resources including parenting tips, immigration assistance, and bullying prevention.

- We partner with the City of Perris and the City of Menifee and collaborate in sharing resources information and resources to our families.

Challenges:
- The resources and the communication are there, however, families still struggle to step foot on campus to receive the resources.

Action 4.4: 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.
Successes:
- Information is sent to families via Blackboard (text, voice, email), PUHSD uses Social Media Platforms: Facebook, Instagram, and Twitter to disseminate information to parents & the community, and through Peachjar which is a program that sends out informational electronic flyers with links.
* We also purchased video cameras to capture and share information in a more engaging way. Short mini-videos are created and posted on social media, which have been very successful.

Challenges:
- We try our best to use all forms of communication with our families and sometimes too much information overwhelms our families.
- It is difficult to create and promote informational videos for every event that we host. It can be a whole other job but we try our best to get our information out.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Difference between Budgeted ($28,430) and Actual Expenditures ($27,967) is $463
Justification: All services were implemented
4.2 Difference between Budgeted ($233,415) and Actual Expenditures ($179,870) is $53,545
Justification: All services were implemented. Didn't fully expend budget for conferences.
4.3 Difference between Budgeted ($135,342) and Actual Expenditures ($510,810) is ($375,468)
Justification: All services were implemented. Additional Community Liaisons are being funded.
4.4 Difference between Budgeted ($203,330) and Actual Expenditures ($151,592) is $51,738
Justification: All services were implemented. Over budgeted RCOE contract.

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

Action 4.1: This action proved not to be as effective due to lack of attendance, shortage of teachers/substitutes, and students returning to in-person school after Covid. Social isolation and family instability due to grief, anxiety, and depression were key factors in achieving our goal.

Action 4.2: The District was effective in implementing workshops and training both in English and Spanish via Zoom and Google Meet. We gradually hosted in-person events where parents were eager to obtain mental health and wellness information.

Action 4.3: The District was effective in providing resources to our families through our social media platforms and our informational canopies. Parents were fully engaged to receive resources and services from our informational canopies and they were also incentivized to participate in the process.

Action 4.4: The District has proved effective in providing two-way communication through our in-house communication platforms (Peachjar and Blackboard) and through our outside vendor that works with us to disseminate information to our families via social media platforms.

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.

Change to Goal: No change
Changes to Metrics: Modified Desired Outcomes for 2023-24 for both parent and Staff Survey's as well as the Social Media metrics. This is to reflect a more current expectation for these metrics.
Changes to Actions and Services: No changes

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Targeted intervention and services to improve student performance and promote academic success for students with disabilities and students experiencing homelessness.

An explanation of why the LEA has developed this goal.
PUHSD has been identified for Differentiated Assistance for Students with Disabilities and students experiencing homelessness in the areas of chronic absenteeism, suspension rates, ELA and math. Following a discussion of current initiatives, policies, procedures, practices and analysis of our primary and secondary root cause tools, our Leadership and Educational Partners teams determined that PUHSD has implemented inconsistent tier one and tier two interventions and supports resulting in a disproportionate number of students with disabilities and homelessness being suspended and expelled. Also resulting in low academic performance in both ELA and math. Based on the review of the root cause analysis, the following discrepancies were discovered: a. Each school site has an incongruent student handbook documenting how students are disciplined based on various infractions. b. Each school site has an incongruent understanding in the implementation of MTSS, including how referrals are established and addressed. The district needs to establish tiered interventions and methodologies for responding to student behaviors. c. Communication between school teaching staff and school site administration are impacted through daily responsibilities of their respective positions and results in deficient communication articulating the interventions, supports, services for students. The perception is that it is the obligation of the site administrator to issue discipline rather than acknowledging a culture of overall support for students across staff positions. d. Universal district policies regarding discipline have not been updated for the last five to six years. e. The district formed a committee to establish tiered interventions and a foundation for MTSS. That committee was established three years ago. Upon returning from school closure, resources were allotted to support this work which included an MTSS Site Lead release section at each school and this year a new position was created, Coordinator of Pupil Services, to focus on the area of MTSS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator (Grades 5-8 and 11) ELA	2021-22: Status was reported in the 2021-22 Dashboard but	New metric for 2023-24	New metric for 2023-24		Average Distance from Standard:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change. 2021-22 Dashboard results Average Distance from Standard: All Students- Status: -45.5. Homeless- Status: -96.8. Students with Disabilities- Status: -140.9.	Outcomes will be described in Year 3	Outcomes will be described in Year 3		All Students- Status: 1. Change: 20 Homeless- Status: -19.7. Change: 20 Students with Disabilities- Status: -99. Change: 20
Academic Indicator (Grades 5-8 and 11) Math	2021-22: Status was reported in the 2021-22 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the	New metric for 2023-24 Outcomes will be described in Year 3	New metric for 2023-24 Outcomes will be described in Year 3		Average Distance from Standard: All Students- Status: -80. Change: 20. Homeless- Status: -101. Change: 20. Students with Disabilities- Status: -170.6. Change: 20.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	dashboard (December 2023), will include Status and Change. 2021-22 Dashboard results Average Distance from Standard: All Students- Status: -131.5. Homeless- Status: -186.2. Students with Disabilities- Status: -202.6.				
Chronic Absenteeism (Grades 7-8)	2021-22 Students with Disabilities: Very High Homeless: Very High	New metric for 2023-24 Outcomes will be described in Year 3	New metric for 2023-24 Outcomes will be described in Year 3		Students with Disabilities: High Homeless: High As indicated on the CA Dashboard
Chronic Absenteeism (Grades 9-12)	2022-23 Chronic Absenteeism - (Infinite Campus as of June 1, 2023) 2022-23 Grades 9-12 - TBD 2022-23 District Wide - TBD 2021-22 Chronic Absenteeism (Ed.Data.org)	New metric for 2023-24 Outcomes will be described in Year 3	New metric for 2023-24 Outcomes will be described in Year 3		Chronic Absenteeism: Grades 9-12 - TBD District Wide - TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021-22 Grades 9-12 - 40% 2021-22 District Wide - 40.2%				
Suspension Rate	2021-22 Students with Disabilities: Very High Homeless: Very High	New metric for 2023-24 Outcomes will be described in Year 3	New metric for 2023-24 Outcomes will be described in Year 3		Students with Disabilities: High Homeless: High As indicated on the CA Dashboard
Attendance Rate	2022-23 Attendance Rate (as of P2 per Infinite Campus) SWD - 87.36% Homeless - 85.85% 2021-22 Attendance Rate (as of P2 per Infinite Campus) SWD - 84.96% Homeless - 85.18%	New metric for 2023-24 Outcomes will be described in Year 3	New metric for 2023-24 Outcomes will be described in Year 3		Attendance Rate: SWD - 88% Homeless - 87%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Targeted and Intensive Support Services	Provide academic intervention and support that will improve student performance in ELA and math and promote academic success. Support services would include individualized tutoring, on-going academic monitoring by a wrap around team, and developing individualized academic and support plan.	$148,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Universal Supports	Implement wrap around services that includes support personnel (Social Worker, Behavior Specialist, Drug Counselor, Academic Counselor) across sites, that will specifically target Students with Disabilities and students experiencing homelessness to address chronic absenteeism and the increased suspension rates for these student groups.	$148,000.00	No

Goal Analysis [2022-23]

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.

Goal analysis will be completed Spring 2024

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal analysis will be completed Spring 2024

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

Goal analysis will be completed Spring 2024

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.

Goal analysis will be completed Spring 2024

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
29,879,553	$2,325,424

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.70%	0.00%	$0.00	24.70%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

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 24.83%. 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 continuing 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 2023-24.

English Language Arts and Mathematics Academic Indicators:

Status was reported in the 2022 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change.

2022 Dashboard results

English Language Arts
Average Distance from Standard:
All Students- Status: -45.5.
English Learners- Status: -120.7.
Homeless- Status: -96.8.
Socioeconomically Disadvantaged- Status: -65.
Students with Disabilities- Status: -140.9.

African American- Status: -68
Asian- Status: 62.4
Filipino- Status: 54.3.
Hispanic- Status: -59.7.
White- Status: -0.7
Two or More Races- Status: 19.6.

Math
Average Distance from Standard:
All Students- Status: -131.5.
English Learners- Status: -184.4.
Homeless- Status: -186.2.
Socioeconomically Disadvantaged- Status: -144.8.
Students with Disabilities- Status: -202.6.
African American- Status: -153.6
Asian- Status: -38.9
Filipino- Status: -36.2.
Hispanic- Status: -143.5.
White- Status: -89
Two or More Races- Status: -101.

Continued Action 1.1: Increased and/or Improved Services includes:
- Professional Development Sub Cost
- Professional Development Technician
- Professional Development Days: Food
- Increased services for Math support
- Districtwide Librarian
- 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 is being continued as it was deemed successful based on the 2021 CAASPP results that showed improvements for the overall group and all numerically significant subgroups when looking at the % of students scoring in the Standard Met/Standard Exceeded bands. All subgroups showed slight improvements in both ELA and math. Although all student groups will continue to make progress, the unduplicated student needs are greater and this action provides opportunities for professional development with a focus on effective instructional practices that will translate into improved student performance on SBAC and CAASPP assessments as measured above; closing the achievement gap for our unduplicated students groups.

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 assessments, the overall performance of students scoring Standard Met/Standard Exceeded improved by 2% and all numerically significant subgroups increased approximately 1%. 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 2022-23.

Suspension Rate:
2021-22 SBAC Very High
Student Group: African American, Foster Youth, Pacific Island, SWD, Homeless
2021-22 SBAC High
Student Groups: EL, Hispanic, SED, White, Two or more races

Continued Action 1.2: Increased and/or Improved Services include:

- Reading Intervention Sections
- PMS Late Bus for after school academic support
- Alternative To Suspension: PHS Teacher
- Speech Pathologist
- Program Specialist
- Edmentum/Adobe Suite

This action is being provided on an LEA-wide basis. The 2022 CAASPP results showed improvements for the overall group and all numerically significant subgroups when looking at the % of students scoring in the Standard Met/Standard Exceeded bands. All subgroups showed slight improvements in both ELA and math. Although all student groups will continue to make progress, the unduplicated student needs are greater and this action provides opportunities for our unduplicated student groups to access before and after school resources such as credit recovery, tutoring, and the Wellness Centers. Class sizes have also been reduced to provide for more intensive intervention resulting in students meeting grade level standards and passing courses meeting graduation requirements.

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 and current year, PUHSD 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. Surveys indicated that access to WiFi both on and off school campuses proved challenging and in some cases unattainable primarily affecting English Learners, Low Income, and Foster Youth students. This action will help to alleviate WiFi access for students. 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, and upon students returning schools had dedicated areas in the media centers allowing students

to walk in as needed for tech support. The student safety platforms that filter or send safety alerts to admin, and the productivity tools students need to do classwork were effective in monitoring students web searches and any potential signs of emotional/mental stress.

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2023-24:

Continued Action 1.3: Increased and/or Improved Services:

- 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.
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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 Dataquest and LEA local indicators, specific subgroups were impacted as described below.

DataQuest: Graduation Rate: 2021-22: 91.4%
SWD Graduation Rate: 77.4%

LEA A-G Completion Rate:
2021-22: 27.7%
2020-21: 39.9%

LEA A-P Scores:
2021-22: 36.4%
2020-21: 32.3%

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. In 2021-22, this populations did not maintain consistent growth in graduation rate. This 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 2021-22, the District fell short of the 43% goal for completion with only 27.7% 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 2023-24:

Continued Action 2.1: 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, Dataquest, 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: CTE Course Completers, the data reflects significant performance gaps amongst English Learners, Foster Youth and SED students. This action will provide Counselors at each comprehensive high school site to 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).these student groups and working with the district's educational partners to align courses and programs so that students seamlessly transition into college.

Dataquest:
% A-G and CTE Completers:
2020-2021: 4.6% All Students
English Learners: 1.3%
Foster Youth: 0.0%
Homeless: 3.6%
SED: 4.4%

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2023-24:

Continued Action 2.2: Increased and/or Improved Services:

- CTE Pathways & PLTW Materials
- RCOE - CTE Teacher Contracts
- District CTE Teacher Salaries and Benefits
- CTE facilities upgrades for expansion of pathways and programs

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 in preparedness for college and Career and Career Indicator as measured by the CA Dashboard and Dataquest.

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 2023-24:

Continued Action 2.3: 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 LEA Local Indicator: AVID participation: 2021-22: 1,921; FAFSA Completion: 2021-22: 82% 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 2023-24:

Continued Action 2.4: Increased and/or Improved Services:

- AP Readiness
- PSAT (grades 8,10,11)
- 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 LHS
- 1 FTE Job Development Specialist
- 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 the A-G % completion. 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: Suspension and Expulsion Rates, the data shows that all unduplicated student groups have been

suspended and expelled at a higher rate than any other student group. As a result we will be contracting with Positive Solutions to offer counseling in the areas of Decision Making, Anger Management, and Substance Abuse Awareness at all sites during the school day and on Saturdays during our Scholar Saturdays. Alternative to Suspension (ATS), is also an alternative program currently offered at two of our school sites, Pinacate Middle School and Perris High School. The program offers evidence-based curriculum to support student behavior and aims to keep students in school rather than a suspension outside of school. This action will allow for our unduplicated students to access services and participate in programs that will decreased the number of suspensions and expulsions.

Local Indicator: Suspension Data for 2021-22
All Students: 7.3%
English Learners: 8.8%
African American: 12.2%
Foster Youth: 20.9%
Homeless: 8.8%
SED: 8.4%
SWD: 11.6%

Sub Group Local Indicator: Expulsion Rate for 2021-22
Data Quest (20-21): All Students: .1%
African American: .1%
English Leaners: .1%
Foster Youth: 0%

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 2023-24:

Continued Action 3.1: Increased and/or Improved Services:

- Student Support- BARR Program is a strengths-based educational model that provides schools with a comprehensive approach to meeting the academic, social, and emotional needs of all students through the power of data and relationships.
- Stipends for extra curricular/co-curricular for Advisors Districtwide to engage students in after school activities and athletics
- Workshops/Trainings/Conferences for staff that support social and emotion health and wellbeing, and positive behavior interventions
- Care Solace is a specialized Care Companions matching students, staff and families in need to verified, local service providers, securing appointments in days, not weeks or months.

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 Dataquest 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 2021-22 school year, there was an increase in counselor student check-ins to support mental health and social emotional well-being by approximately 50%. Between August 2022 through May 2023, the Wellness Centers were accessed 17,624 times; 3,890 students received services; 35% participated in lunch groups; 19% Wellness Center Station; 18% were counseled; 12% received other services resources; 7% attended student workshops; 2% received individual counseling. 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.

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2023-24:

Continued Action 3.2: Increased and/or Improved Services:

- 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: 2021-22: 91.0% and ADA to Enrollment 87.6% 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 10,470 families, letter 2 was sent to 5,466 families and letter 3 was sent to 5,410 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 support the sites in scheduling and assisting in preparing for Student Attendance Review Team (SART) and Student

Attendance Review Board (SARB) meetings. They also make daily and weekly phone calls and conduct home visits to connect with families in order to provide support and resources and re engage students to their school site.

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 2023-24:

Continued Action 3.3: Increased and/or Improved Services:

- A2A Attendance Support
- Two Attendance Specialists
- Risk Management Services that include districtwide staff training (i.e. campus security)

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 3.4: Safety and Security is a NEW action contributing to increased and improved services for English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students. After assessing the needs, conditions, and circumstances of English Learner, Low Income, Students with Disabilities, Homeless, and Foster Youth students. According to the CA Healthy Kids Survey 56.67% of the unduplicated students responded that they di not feel safe at school and 48.33% of the same unduplicated student group did not feel connected to school. This puts these students at greater risk of misbehavior, increased absences, failing grades, and emotional distress. The services provided under this action would help support professional development training for support staff that interact with these students, therefore decreasing negative student incidents. This action will allow for our unduplicated students to feel more connected and safe at school.

According to the California Healthy Kids Survey:
(2022-2023): 3,938
7th graders: 589
9th graders: 2,010
11th graders: 1,329
School Safety: 49% of respondents felt safe at school
School Connectedness: 45.75% of respondents felt connected to school

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2023-24:

Continued Action 3.4: Increased and/or Improved Services:

- Contracts for Professional Development consultants to provide training to support staff on positive discipline strategies, defense training, and emergency preparedness

This action is being provided on an LEA-wide basis and we expect to provide services and activities to enhance and strengthen student and staff safety on all school campuses throughout the District.

Goal #4: Secure and strengthen the home, school, community connections and communications.

Effective family engagement has been described as "an intentional and systemic partnership of educators, families, and community members who share responsibility for a student's preparation for school, work and life, from the time the child is born to young adulthood (Weiss, Lopez & Rosenberg, 2010). To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving" (California Department of Education, 2017a, Definition, para. 3). This description of family engagement is grounded in the work of key family engagement scholars and researchers of the last four decades, including Joyce Epstein at Johns Hopkins University, Karen Mapp at the Harvard Graduate School of Education, and Anne Henderson at the Annenberg Institute for School Reform at Brown University. PUHSD has aligned with the California Department of Education (CDE) Family Engagement Toolkit: Continuous Improvement through an Equity Lens. The toolkit is grounded in the concepts set forth in Partners in Education: A Dual Capacity Building Framework for Family-School Partnerships (Mapp & Kuttner, 2013), a research based framework funded by and published in collaboration with the U.S. Department of Education in 2013.

There has been a growing recognition, grounded in research, that effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels. "Moreover, experts advocate for family engagement as an essential strategy for building the pathway to college and career readiness for all students, as well as an essential component of a systems approach to school turnaround" (Weiss, Lopez, Rosenberg, 2010; Center on School Turnaround, 2017). Title I of ESSA continues to require parent and family engagement policies and programs (Section 1116); Title III requires local education agencies (LEAs) to strengthen parent, family, and community engagement in programs that serve English Learners (Section 3111 [b][2][D][iv]). Research shows that involving families and the community contributes to children's academic and social success. The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."

4.1 Parent-Teacher Communications is a NEW action contributing to increased and improved services for English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students. After assessing the needs, conditions, and circumstances of English

Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students, it was evident that parents of these unduplicated students who provided feedback from the surveys were parents that are struggling to effectively communicate with school personnel. This action will begin the work of a district level Action for Partnership Team (APT) that will include parents and teachers to begin planning professional development opportunities for both teachers and parents on effective communication strategies. The action will improve home-school communication and increase parent-teacher collaboration of our unduplicated students.

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2023-24:

Continued Action 4.1: Increased and/or Improved Services:

- Classified extra duty salaries and benefits for child care as families attend workshops/trainings

This action is being provided on an LEA-wide basis and we expect that teaching staff and parents/guardians of English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students will make progress towards building the capacity of educators to do work in partnership with parents/families increasing effective and positive two-way communication that focuses on supporting student academic and behavioral outcomes.

4.2 Parent Leadership is a NEW action contributing to increased and improved services for English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students. After assessing the needs, conditions, and circumstances of English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students, it was evident that parents of these unduplicated students who provided feedback from the surveys and were part of focus groups that parents were requesting additional trainings and workshops in the areas of emotional trauma, anxiety, and drug use. This action will begin the work of a district level Action for Partnership Team (APT) that will include parents and teachers to begin planning professional development opportunities for both teachers and parents on effective communication strategies. This action will build capacity for our families struggling to transition their students back to in-person learning. This action will increase parent engagement and participation as well as build capacity for our families of unduplicated students.

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2023-24:

Continued Action 4.2: Increased and/or Improved Services:

- Parent Workshops/Trainings/Conferences that include but not limited to: Positive Parenting, CABE, PELI, Mental Health, Emotional Trauma, Anxiety and Stress
- Materials and supplies to support parent Leadership events and activities (PELI Gala, food, snacks, parent volunteer tees, etc)

This action is being provided on an LEA-wide basis and we expect that parents/guardians of English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students will participate in trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement and behavioral outcomes.

4.3 Community Engagement and Outreach is a NEW action contributing to increased and improved services for English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students. After assessing the needs, conditions, and circumstances of English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students, parents of these unduplicated students were requesting additional community resources and linkages to county resources. This action will allow the Community Engagement Specialist to collaborate with outside agencies, the City of Perris services as well as local community organizations aligning services and resources that will support families in the areas of food, shelter, and mental support.

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2023-24:

Continued Action 4.3: Increased and/or Improved Services:

- Community Engagement Specialist salaries and benefits

This action is being provided on an LEA-wide basis and we expect that parents/guardians of English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students will receive and utilize resources and services from the community to strengthen school programs, family practices, and student learning and development making progress towards increasing parent engagement and participation that focuses on supporting student academic and behavioral outcomes.

4.4 Effective Two-Way Communication is a NEW action contributing to increased and improved services for English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students. After assessing the needs, conditions, and circumstances of English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students, the social media platforms showed significant increase to followers and hits to the district and school websites, especially during Distance Learning. Parents of unduplicated students provided feedback that has been positive in how PUHSD disseminates information. Many followers have commented on how effective our sites are and that they are user friendly. The analytical data reflects the comments and feedback from our families and community. This action will increase the amount of information PUHSD is able to disseminate to families and the community via social media platforms, Blackboard, and Peachjar covering all forms of communication styles therefore improving and including various options for feedback.

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2023-24:

Continued Action 4.4: Increased and/or Improved Services:

- RCOE Contract services for Parent Engagement Leadership Institute (PELI) allowing parents to be part of site level leadership team
- Consultant Contract (dissemination of information on all social media platforms)
- Parent/Community Information System (Parent Link, Blackboard)

This action is being provided on an LEA-wide basis and we expect that parents/guardians of English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless students will 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.

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 24.70% to increase and/or improve services is reflected in the actions and services outlined in this plan.
In addition to the actions listed above, PUHSD will also include the following that goes above and beyond the level that would be otherwise required.

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 the 2022 English Language Proficiency Assessment (ELPAC) 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:
The ELPI is not being reported due to the suspension of 2020 ELPAC Testing. The ELPI requires two years of individual student data to measure individual student growth and use that growth in the aggregate school and district calculations. The ELPI will be reported on the next CDE Dashboard release in 2023.

However, students were assessed in 2022 and the per the CDE Summative ELPAC Reports, PUHSD had the following results:
Level 4- 15.1%
Level 3- 34.6%
Level 2- 32.4%
Level 1- 17.9%

This action is principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2023-24:

Continued Action 1.4: 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
- Assessment platforms for ELA and math

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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All PUHSD sites have an enrollment of unduplicated student groups greater than 55%
* Unduplicated = Foster, Homeless, English Learner and Free & Reduced Lunch

PUHSD will use the concentration grant add-on funding to maintain and increase direct services for unduplicated student groups that include:
Goal #1:
Action 1.4
- Additional CSR for ELs
- Math and Reading Intervention sections
- Building Assets, Reducing Risks (BARR) release sections to improve student performance and promote academic success for our most at-risk students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:20
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:36

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$29,879,553.00			$296,000.00	$30,175,553.00	$18,708,910.00	$11,466,643.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	English Learners Foster Youth Low Income	$1,856,493.00				$1,856,493.00
1	1.2	Targeted Support Services	English Learners Foster Youth Low Income	$1,308,558.00				$1,308,558.00
1	1.3	Instructional Technology	English Learners Foster Youth Low Income	$2,111,394.00				$2,111,394.00
1	1.4	English Learner Supplemental Services	English Learners	$1,976,042.00				$1,976,042.00
2	2.1	Student Support and Interventions	English Learners Foster Youth Low Income	$8,671,407.00				$8,671,407.00
2	2.2	CTE Pathways	Low Income	$5,024,885.00				$5,024,885.00
2	2.3	Comprehensive Counseling Programs	English Learners Foster Youth Low Income	$1,726,030.00				$1,726,030.00
2	2.4	College and Career Readiness	English Learners Foster Youth Low Income	$1,455,243.00				$1,455,243.00
3	3.1	Universal Support Services	English Learners Foster Youth Low Income	$1,755,394.00				$1,755,394.00
3	3.2	Targeted and Intensive Support Services	English Learners Foster Youth Low Income	$2,007,009.00				$2,007,009.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Student Engagement and Participation	English Learners Foster Youth Low Income	$715,406.00				$715,406.00
3	3.4	Safety and Security	English Learners Foster Youth Low Income	$124,660.00				$124,660.00
3	3.5	Wellness Centers	All	$0.00				$0.00
4	4.1	Parent-Teacher Communications	English Learners Foster Youth Low Income	$28,731.00				$28,731.00
4	4.2	Parent Leadership	English Learners Foster Youth Low Income	$288,310.00				$288,310.00
4	4.3	Community Engagement and Outreach	English Learners Foster Youth Low Income	$624,505.00				$624,505.00
4	4.4	Effective Two-Way Communication	English Learners Foster Youth Low Income	$205,486.00				$205,486.00
5	5.1	Targeted and Intensive Support Services	Students experiencing Homelessness Students with Disabilities				$148,000.00	$148,000.00
5	5.2	Universal Supports	Students with Disabilities				$148,000.00	$148,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
120,960,053	29,879,553	24.70%	0.00%	24.70%	$29,879,553.00	0.00%	24.70 %	**Total:**	$29,879,553.00
								LEA-wide Total:	$27,903,511.00
								Limited Total:	$1,976,042.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,856,493.00	
1	1.2	Targeted Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,308,558.00	
1	1.3	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,111,394.00	
1	1.4	English Learner Supplemental Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,976,042.00	
2	2.1	Student Support and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,671,407.00	
2	2.2	CTE Pathways	Yes	LEA-wide	Low Income	All Schools	$5,024,885.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Comprehensive Counseling Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,726,030.00	
2	2.4	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,455,243.00	
3	3.1	Universal Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,755,394.00	
3	3.2	Targeted and Intensive Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,007,009.00	
3	3.3	Student Engagement and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$715,406.00	
3	3.4	Safety and Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,660.00	
4	4.1	Parent-Teacher Communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,731.00	
4	4.2	Parent Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$288,310.00	
4	4.3	Community Engagement and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$624,505.00	
4	4.4	Effective Two-Way Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,486.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$25,933,965.00	$28,154,918.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	Yes	$1,430,290.00	$1,398,529.00
1	1.2	Targeted Support Services	Yes	$1,212,731.00	1,344,294.00
1	1.3	Instructional Technology	Yes	$2,089,241.00	$2,089,241.00
1	1.4	English Learner Supplemental Services	Yes	$1,498,072.00	1,382,740.00
2	2.1	Student Support and Interventions	Yes	$9,187,496.00	$8,292,974
2	2.2	CTE Pathways	Yes	$3,843,024.00	$5,425,772
2	2.3	Comprehensive Counseling Programs	Yes	$1,706,127.00	$1,677,153
2	2.4	College and Career Readiness	Yes	$587,516.00	$658,975
3	3.1	Universal Support Services	Yes	$1,629,786.00	$1,885,682
3	3.2	Targeted and Intensive Support Services	Yes	$1,818,249.00	$2,538,144

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Student Engagement and Participation	Yes	$253,111.00	$498,921
3	3.4	Safety and Security	Yes	$77,805.00	$92,254
3	3.5	Wellness Centers	No	$0	$0
4	4.1	Parent-Teacher Communications	Yes	$28,430.00	$27,967
4	4.2	Parent Leadership	Yes	$233,415.00	$179,870
4	4.3	Community Engagement and Outreach	Yes	$135,342.00	$510,810
4	4.4	Effective Two-Way Communication	Yes	$203,330.00	$151,592

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$26,937,120	$25,743,965.00	$28,154,918.00	($2,410,953.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	Yes	$1,280,290.00	$1,398,529		
1	1.2	Targeted Support Services	Yes	$1,172,731.00	$1,344,294		
1	1.3	Instructional Technology	Yes	$2,089,241.00	$2,089,241		
1	1.4	English Learner Supplemental Services	Yes	$1,498,072.00	$1,382,740		
2	2.1	Student Support and Interventions	Yes	$9,187,496.00	$8,292,974		
2	2.2	CTE Pathways	Yes	$3,843,024.00	$5,425,772		
2	2.3	Comprehensive Counseling Programs	Yes	$1,706,127.00	$1,677,153		
2	2.4	College and Career Readiness	Yes	$587,516.00	$658,975		
3	3.1	Universal Support Services	Yes	$1,629,786.00	$1,885,682		
3	3.2	Targeted and Intensive Support Services	Yes	$1,818,249.00	$2,538,144		
3	3.3	Student Engagement and Participation	Yes	$253,111.00	$498,921		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Safety and Security	Yes	$77,805.00	$92,254		
4	4.1	Parent-Teacher Communications	Yes	$28,430.00	$27,967		
4	4.2	Parent Leadership	Yes	$233,415.00	$179,870		
4	4.3	Community Engagement and Outreach	Yes	$135,342.00	$510,810		
4	4.4	Effective Two-Way Communication	Yes	$203,330.00	$151,592		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
108,081,371	$26,937,120	1.12%	26.04%	$28,154,918.00	0.00%	26.05%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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