

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

LEA Name

Perris Union High School District

CDS Code:

33 67207 0000000

Link to the LCAP:

(optional)

www.puhisd.org

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

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

Instructions

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

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

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

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

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

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

Strategy

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

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

Title I funds are focused on actions and services that support the LCAP Goals and addressing performance gaps in literacy, math, and academic language acquisition and development. PUHSD uses federal funds to provide supplemental funding to sites with the highest percentage of low income students.

The PUHSD English learner program has been very successful in closing the achievement gap. PUHSD plans to continue the current plan of having strong newcomer supports along with targeted supports to prevent long term learners at the middle and high schools.

Alignment

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

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

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

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

HERITAGE HIGH SCHOOL:

TOTAL TEACHERS: 117

TOTAL ENROLLMENT: 2878

MINORITY ENROLLMENT: 2396

% MINORITY STUDENTS: 83.25%

INEXPERIENCED TEACHERS: 12

% INEXPERIENCED TEACHERS: 10.26%

PALOMA HIGH SCHOOL:

TOTAL TEACHERS: 123

TOTAL ENROLLMENT: 3174

MINORITY ENROLLMENT: 2207

% MINORITY STUDENTS: 69.53%

INEXPERIENCED TEACHERS: 11

% INEXPERIENCED TEACHERS: 8.94%

PATHWAYS FOR ADULT LIFE SKILLS:

TOTAL TEACHERS: 4

TOTAL ENROLLMENT: 83

MINORITY ENROLLMENT: 64

% MINORITY STUDENTS: 77.11%

INEXPERIENCED TEACHERS: 1

% INEXPERIENCED TEACHERS: 25.00%

PERRIS HIGH SCHOOL:

TOTAL TEACHERS: 94

TOTAL ENROLLMENT: 2174

MINORITY ENROLLMENT: 2131

% MINORITY STUDENTS: 98.02%

INEXPERIENCED TEACHERS: 6

% INEXPERIENCED TEACHERS: 6.38%

PERRIS LAKE HIGH SCHOOL:

TOTAL TEACHERS: 10

TOTAL ENROLLMENT: 284

MINORITY ENROLLMENT: 255

% MINORITY STUDENTS: 89.79%

INEXPERIENCED TEACHERS: 0

% INEXPERIENCED TEACHERS: 0.00%

PINACATE MIDDLE SCHOOL:

TOTAL TEACHERS: 50

TOTAL ENROLLMENT: 1104

MINORITY ENROLLMENT: 1068

% MINORITY STUDENTS: 96.74%

INEXPERIENCED TEACHERS: 6

% INEXPERIENCED TEACHERS: 12.00%

SCHOLAR PLUS ONLINE LEARNING:
TOTAL TEACHERS: 4
TOTAL ENROLLMENT: 74
MINORITY ENROLLMENT: 56
% MINORITY STUDENTS: 75.68%
INEXPERIENCED TEACHERS: 0
% INEXPERIENCED TEACHERS: 0.00%

PUHSD currently has no teachers teaching out-of-field or ineffective/misassigned.
Data reflects the 2019-20 school year.

Parent and Family Engagement

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

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

PUHSD LCAP Goal #4: Secure and strengthen the home- school- community connections and communications recognizes that parent participation is a key factor in student success and that PUHSD will continue to promote the implementation of the family friendly schools program.

Through this program, schools will utilize parent surveys and interviews to identify roadblocks for parent involvement. Based on the information received from parents, schools will adjust and modify practices to encourage parents to become active participants in their child's education. In conjunction with Title I programs, family engagement and building capacity by providing opportunities through the Parent University. The Parent University will provide opportunity for parents to learn various home structures and activities to promote student success. Parents will learn how to create regular procedures for students and questioning strategies, among other important learning for parents working to become more active participants in the child's education. Parents will be provided the opportunity to develop an understanding of grade level expectations.

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The PUHSD has numerous, long standing structures in place for effective communication with key stakeholders, particularly when it comes to its strategic objectives. PUHSD has used a proven stakeholder-consultation strategy that focuses on the long-term sustainability of the LCAP, LCAP Federal Addendum, and School Plans for Student Achievement (SPSA). Strategies include: a focus on building capacity of stakeholders; PUHSD pays close attention to the simplicity of its communications, often breaking down technical topics in accessible and practical chunks that are spread out and strategically sequenced throughout the school year. Efforts are made to show the alignment of related initiatives into a cohesive message so that stakeholders understand the big picture. PUHSD puts a premium on anchoring reforms in previous work, "connecting dots," and "making sense" of complex issues. PUHSD annually reviews and if necessary revises district parent and family engagement policies. Policies are reviewed and developed jointly and distributed to parents and family members of participating children. PUHSD provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology as appropriate that will foster parental involvement and engagement. PUHSD educates teachers, instructional support personnel, administrators, and other school leaders, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. This is achieved through districtwide professional development days and in collaboration with RCOE Parent Engagement Leadership Initiative (PELI).

Here is the formal means of family engagement and participation:

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

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

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

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

PUHSD currently has four Title I schoolwide programs (SWPs) that include but are not limited to:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

PUHSD Pupil Services Department facilitates the services and resources for our homeless students and families. These services and resources support the immediate enrollment and attendance of homeless students in schools and help ensure that homeless students have equal educational opportunities. Services include assistance and referrals in the following areas: school enrollment and attendance, special school programs, record retrieval, school supplies, hygiene supplies, clothing referrals, health/immunizations, housing, community agencies, technology assistance, English Language Development, tutoring and transportation to school. Students are guaranteed the opportunity to remain at their home school. Any student identified as homeless is automatically qualified for free breakfast and lunch and transportation to and from school. The reservation funds for Homeless are utilized in the following ways; backpacks, school supplies, hygiene kit, gift cards for clothing, bus passes, tutoring and/or outreach services to students and those living in shelters or transitional living programs, motels, and other temporary residencies, and PUHSD combines Title I and McKinney-Vento funds to provide a comprehensive program for homeless students. ensuring that specific needs of children experiencing homelessness or high mobility are met.

Student Transitions

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

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

Not Applicable

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Middle school to high school transitions:

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

High school to college and career transitions:

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

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

- PUHSD reserves Title I Part A funds to provide Assistance to Schools that include but not limited to the following:
1. Thirteen class size reduction sections for English Learners identified as Newcomers and those assessed at Level 1 and 2 on the ELPAC providing language acquisition support.
 2. One At-Risk Counselor at the middle school to provide mental health and well being support to students.
 3. Consultant Contract: Think Together to provide Work Based Readiness Employment Program (WREP) at the alternative education site.
 4. ELD support resources that include Rosetta Stone, NewsELA, Houghton Mifflin 3D.
 5. Two Technology Coaches to provide professional development on the integration and use of technology in the classrooms.
 6. Four class size reduction sections for math support providing students an opportunity for mastery of Algebra I standards.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

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

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

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

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

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

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our professional development is focused on closing the achievement gap, so schools with the highest percentage of low income students and students at risk of not meeting challenging academic standards are naturally receiving the most benefit from Title II funded professional development. All professional development using Title II funds supplements and supports district priorities aligned to our strategic goals and with specific consideration of the needs of our lowest performing subgroups; The District has identified that systemic weaknesses in mathematics has focused comprehensive and targeted support and improvement activities in grades 7-12.

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

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

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

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district will provide supplemental ongoing professional development on Partner and Group Interaction, use of Response Frames, Setting up and Monitoring Tasks, Academic Discussions, and Student Writing Models. These trainings are implemented at the start of the year and include multiple follow up coaching sessions with Designated ELD teachers as well as training on instructional delivery to all teachers to enhance Integrated ELD. Teachers will receive extensive professional development on the use of the Ellevation Instructional strategies. This professional development will be provided to both Designated and Integrated ELD Teachers with the intent of improving instructional practices to provide EL students access and an avenue towards success in the Core Curriculum. The district has allocated release sections for EL Teacher Leads to provide instructional support and coaching for teachers and improve progress of English Learners towards mastery of the CCSS in ELA and the California ELD Standards. Monthly EL Leadership trainings will be provided to site administrators, counselors, and EL Teacher Lead/Academic Coaches. Trainings focus on instructional delivery and support for English Learners, monitoring student achievement, and providing interventions. A strategic focus will be on implementing Individualized learning plans using the Ellevation platform to identify individual student needs and provided targeted interventions.

PUHSD in conjunction with experts in the field provide certificated staff with professional development workshops to support the implementation of designated and integrated ELD; measuring student learning in assessments; culturally responsive teaching; sentence unpacking; Universal Design for Learning; and online websites or platform integration. The workshops provide teachers with ELL strategies to effectively support students in their core courses. These supports are determined by ongoing EL student needs as well as academic core teacher growth needs to further support our staff. The district EL Teacher Leads provide training on strategies and best practice instructional approaches for teaching ELs in academic core courses. This professional development is guided by the California ELA/ELD Frameworks, EL Roadmap, and experienced and knowledgeable professionals in the field. The Perris Union High School District EL Leadership team consists of academic coaches, EL teacher leads, administrators, and counselors who collaborate almost monthly to implement best instructional practices for EL students.

On a quarterly basis, middle and high school Designated ELD teachers are provided the opportunity to collaborate with grade level teams in a districtwide capacity to expand upon their PLC practice. The EL Teacher Leads facilitate processes for content teams to identify and unpack essential core content and ELD standards. Content teams conduct the PLC cycle at least two to three times a semester. The PLC cycle provides these academic core teachers with the ability to analyze common formative assessment data to determine which students need intervention for a particular ELD and core content standard or skill. Once students are identified, an intervention action plan is developed and scheduled. PLC teams are further supported by academic content team leaders and site EL Leads.

Academic core teachers attend outside professional development including, the California Association of Bilingual Educators (CABE) conference, Riverside County Office of Education EL Symposium, and Advancement Via Individual Determination (AVID) English Learner Instructional strands and other research based instructional programs. Attending and participating in professional development opportunities provides academic core teachers with perspectives, EL strategies, and lessons they can bring back to their practice to enhance the learning environment for their EL students while building access to core content standards. These supports are provided by CABE, County office Instructional teams, AVID Institute, and other professional organizations. These supports are determined by EL leadership teams, teachers, and administration.

District and site professional development workshops will focus on Teacher Clarity modules, Close Reading, and WICOR. Teacher clarity modules provide academic core teachers with strategies in identifying learning targets (lesson objectives) and success criteria (student mastery of objectives), guiding teachers to be clear about what students are learning and how students need to demonstrate those learning targets. Close reading workshops for academic content areas provide teachers with strategies on how to support EL students in breaking down texts and concepts while WICOR sessions provide teachers with AVID strategies for further scaffolding and EL engagement. These professional development workshops scheduled throughout the school year provide academic core teachers with effective ways to instruct ELs within their courses.

Ongoing staff development at all levels is critical to supporting teaching and learning for ELs, and Perris Union High School District provides a full range of meaningful staff development opportunities for teachers including classroom observation, instructional co-teaching and feedback, and one to one coaching sessions with core academic teachers. All teachers participate in weekly Professional Learning Communities (PLC) where they identify clear learning targets, student success criteria, common assessments, and targeted interventions based on student achievement data from those assessments. The EL Leads will provide professional development to academic core teachers on how to effectively use the results of standards based assessments to identify targeted interventions for ELs.

As part of PUHSD's weekly Professional Learning Communities (PLC) and Collaboration, academic core teachers collaborate with content teams to support one another in determining best practice interventions, discussing EL student needs for team solutions and advice, analyzing student data to guide next steps, and exploring updates on research based practices. Friday collaborations allow academic core teachers to reflect on their classroom practices, student performance

and capabilities, and be exposed to new strategies from peer teachers to provide our EL students with an enriched and constantly improving learning environment. Monday and Friday collaborations are facilitated by department heads, academic core teachers, and EL Teacher Leads. These supports are determined by EL student needs, academic core teacher needs and school site improvement needs.

In conjunction with experts in the field, PUHSD provides district level Integrated ELD professional development workshops to certificated staff in order to develop awareness of key strategies and approaches that are efficient in supporting English Learners to overcome language barriers encountered in core content courses. For instance, the “Instructional Strategies and Routines for English Learners in all Content Area Classes” professional development session guides core content teachers on the practical integration of academic response frames, paraphrasing, and building reading fluency and comprehension within their core content instruction. Other district professional development sessions focus on the effectiveness of utilizing SDAIE strategies, direct instruction, and establishing clear learning intentions and success criteria to build comprehensibility, engage English Learners, and to teach high utility and precise academic words of the content area to English Learners.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Language instruction educational programs including supplemental instructional programs include, but are not limited to Houghton Mifflin Hart Court (HMH) Collections, HMH English 3D, Cengage EDGE, Pearson ELD Companion, AVID Excel, Newsela, Ellevation Strategies, and Rosetta Stone. All English Learners are monitored and placed in the appropriate Designated ELD programs using student achievement data on standardized assessments and their program placement is formally monitored twice a semester in addition to regular ongoing assessments in the classroom. Class sizes have been reduced from a staff to student ratio of 36:1 to 25:1 to allow for small group and individualized instruction and enhanced progress monitoring. Approximately 150 class size reduction sections are offered throughout the district.

The Ellevation Strategies platform includes research-based instructional strategies for classroom teachers to help them meet the needs of our current and former English Learners. Strategies is an easy-to-use tool that allows teachers to easily integrate language activities into existing lesson plans and curriculum. Embedded within each activity are data-driven differentiation ideas and student groupings. By providing purposeful opportunities throughout a lesson for students to read, write, listen, and speak, Ellevation Strategies ensures students build language proficiency and access rigorous, grade-level content at the same time

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All schools will assess ELs on the HMH Reading Inventory assessments 3 times a year for diagnostic and monitoring purposes in reading comprehension for all English Learners. Designated ELD Teachers will also be provided professional development on the Ellevation Platform and Strategies. The professional development will show teachers how to monitor students language proficiency and provide supplemental services and interventions using research based tools and instructional practices. This will be used in addition to interim standards based assessments and data analysis in weekly Professional Learning Communities. Teachers and EL Teacher Leads will provide targeted interventions and reteaching opportunities based on specific standards students are struggling with. All designated ELD teachers administer standards based assessments every three weeks including CAASPP Interim Assessment blocks in ELA. All designated ELD teachers receive at minimum 4 full day trainings during EL Collaboration days at the Educational Services office. These training include instructional coaching to help students gain proficiency on the ELD Standards and English Language Proficiency Assessment for California (ELPAC), analyzing student achievement data, deconstructing CCSS in ELA and ELD, and providing targeted interventions by standards for students who are not making progress. Training will be provided on the Ellevation Platform to assist teachers in monitoring student progress and implementing individual learning programs for each student. Teachers will be provided with the Ellevation Strategies platform that will help them differentiate instruction for ELs at different proficiency levels.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

PUHSD LCAP Community Stakeholder Meeting - Parent Advisory Committee (PAC) and the District English Language Acquisition Committee (DELAC) met six times this year on August 14, 2020, September 10, 2020, December 1, 2020, March 12, 2021, April 22, 2021, and May 20, 2021. The Stakeholder meeting summarized the essential components of the LCAP in terms of a framework that began with the needs that had surfaced in the consultation process and survey administration, the three-year goals identified to meet each need, and a summary of both what the district is doing now to address the needs, and what was proposed to do next in order to improve or expand services to our students and subgroups including English Learners. Committee reviewed student performance data, the LCAP determination of needs, goals, action needed, and tentative recommendations.

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

Funds that are being used to support safe and healthy students:

- Mental Health and Wellness
- Addiction Management Treatment
- Alternative to Suspension program

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

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

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

- Attention to Attendance