

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> California Dashboard Academic Indicator ELA (3-8)- Points above/below level 3</p> <p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>• Overall- 68.2 points below (Orange)</li> <li>• English Learner (EL)- 82.3 below (Red)</li> <li>• Students with Disabilities (SWD)- 158.7 below (Red)</li> <li>• Socioeconomically Disadvantaged (SED)- 69.5 points below (Orange)</li> <li>• Hispanic- 66.6 points below (Orange)</li> <li>• African American - 91.7 points below (Red)</li> </ul>	<p>No longer reported</p>
<p><b>Metric/Indicator</b> California Dashboard Academic Indicator Math (3-8)</p> <p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>• Overall -117.2 points below (Red)</li> <li>• English Learner (EL) -129.2 points below (Red)</li> </ul>	<p>No longer reported</p>

Expected	Actual
<ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged (SED) -119.3 points below (Red)</li> <li>• Students with Disabilities (SWD) -220.1 points below (Red)</li> <li>• African American -148.1 points below (Red)</li> <li>• Hispanic -115 points below (Red)</li> </ul>	
<p><b>Metric/Indicator</b> College Career Indicator ELA</p> <p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>• Overall -13.2 points below (yellow)</li> <li>• English Learner (EL) -91 points below (red)</li> <li>• Socioeconomically Disadvantaged (SED) 28 points below (orange)</li> <li>• Students with Disabilities (SWD) -138.4 points below (red)</li> <li>• African American -24.9 points below (red)</li> <li>• Hispanic -26.1 points below (red)</li> </ul>	No longer reported
<p><b>Metric/Indicator</b> College Career Indicator Math</p> <p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>• Overall -104 points below (red)</li> <li>• English Learner (EL) -159 points below (red)</li> <li>• Socioeconomically Disadvantaged (SED) -105 points below (red)</li> <li>• Students with Disabilities (SWD) -205 points below (red)</li> <li>• African American -113 points below (orange)</li> <li>• Hispanic -103 points below (red)</li> </ul>	No longer reported
<p><b>Metric/Indicator</b> English Learner Progress Indicator (ELPI)</p>	English Learner Progress Indicator (ELPI)

Expected	Actual
<p>*changes in the ELPI calculations caused a different 15-16 ELPI status to be generated for the Fall CDE dashboard release. The Baseline ELPI is not comparable to the 17-18 ELPI.</p> <p><b>19-20</b> District will maintain ELPAC performance data while awaiting ELPI to be published in 2020</p> <p><b>Baseline</b> Baseline starting at 67.3% (yellow)</p>	<p>The 2019-20 ELPAC administration was interrupted due to Covid 19 school closures. The district tested approximately 60% of students prior to the school closures. Data is not comparable to the previous year and the CDE did not calculate an ELPI for 2020</p>
<p><b>Metric/Indicator</b> ELPI Reclassification Rate</p> <p><b>19-20</b> Increase 1% to 7%</p> <p><b>Baseline</b> Baseline starting at 6%</p>	<p>English Learner Progress Indicator (ELPI) Reclassification Rate The district Reclassification Rate per CDE Dataquest is 6.0% for 2018-19 The district Reclassification Rate per CDE Dataquest is 13.6.% for 2019-20</p>
<p><b>Metric/Indicator</b> ELPI % met status on the State Language Assessment (CELDT/ELPAC)</p> <p><b>19-20</b> Increase by 2% to 39%</p> <p><b>Baseline</b> Baseline starting at 61%</p>	<p>English Learner Progress Indicator (ELPI) The 2019-20 ELPAC administration was interrupted due to Covid 19 school closures. The district tested approximately 60% of students prior to the school closures. Data is not comparable to the previous year and the CDE did not calculate an ELPI for 2020</p>
<p><b>Metric/Indicator</b> Annual SARC Report on Teacher Credentialing</p> <p><b>19-20</b> 100% of staff are appropriately assigned and fully credentialed in area taught</p> <p><b>Baseline</b> 100% of staff are appropriately assigned and fully credentialed in area taught</p>	<p>100% of staff are appropriately assigned and fully credentialed in area taught</p>

Expected	Actual
<p><b>Metric/Indicator</b> Every pupil in the school district has sufficient access to standards aligned instructional materials</p> <p><b>19-20</b> Maintain student access to standards aligned instructional materials</p> <p><b>Baseline</b> 100% of students have access to standards aligned instructional materials</p>	<p>100% of students have access to standards aligned instructional materials</p>
<p><b>Metric/Indicator</b> California Dashboard Self Reflection Tool- Implementation of the academic content and performance standards adopted by the State Board of Education</p> <p><b>19-20</b> Priority 2- Overall Average Score of 4.3</p> <p><b>Baseline</b> Baseline- Priority 2- Overall Average Score of 3.2</p>	<p>Priority 2- Overall Average Score of 4.0</p>
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> Priority 2 CCSS and ELD Standards- Average Score of 4.7</p> <p><b>Baseline</b> Baseline- Priority 2 CCSS and ELD Standards- Average Score of 3.4</p>	<p>Priority 2 CCSS and ELD Standards- Average Score of 4.0</p>
<p><b>Metric/Indicator</b> Academic Indicator (Grades 5-8 and 11) ELA</p>	<p>Academic Indicator Not Calculated Due to Covid School Closure</p>

Expected	Actual
<p><b>19-20</b>  Average Distance from Standard:  All Students- Status: -19.8. Change: 15  English Learners- Status: -74.4. Change: 15  Homeless- Status: -34. Change: 15.  Socioeconomically Disadvantaged- Status: -32.9. Change: 15.  Students with Disabilities- Status: -126.5. Change: 15.  African American- Status: -43.1 Change: 15.  Asian- Status: 75.6. Change: 2.  Filipino- Status: 100.5. Change: 2.  Hispanic- Status: -32.2. Change: 15.  White- Status: -35.5. Change: 15.  Two or More Races- Status: 22.5. Change: 15.</p> <p><b>Baseline</b>  Baseline (2017-18 School Year)</p> <p>Average Distance from Standard:  All Students- Status: -34.8. Change: -12.8 Orange.  English Learners- Status: -89.4. Change: -9.2 Red  Homeless- Status: -49. Change: -18.3.  Socioeconomically Disadvantaged- Status: -47.9. Change: -14.9. Red.  Students with Disabilities- Status: -141.5. Change: -2  African American- Status: -58.1. Change: -14.5. Red  Asian- Status: 60.6. Change: 12.6. Green.  Filipino- Status: 85.5. Change: 18.6. Blue.  Hispanic- Status: -47.2. Change: -14.2. Red  White- Status: 20.5. Change: -5.3. Yellow  Two or More Races- Status: 7.5. Change: -7.4. Yellow</p>	
<p><b>Metric/Indicator</b>  Academic Indicator (Grades 5-8 and 11) Math</p> <p><b>19-20</b>  Average Distance from Standard:</p>	<p>Academic Indicator Not Calculated Due to Covid School Closure</p>

Expected	Actual
<p>All Students- Status: -97.7. Change: 15.  English Learners- Status: -135.6. Change: 15. .  Homeless- Status: -111. Change: -15.  Socioeconomically Disadvantaged- Status: -105.9. Change: 15.  Students with Disabilities- Status: -191.2. Change: 1.7  African American- Status: -121.9. Change: 15  Asian- Status: -1.4. Change: 15.  Filipino- Status: 3.1. Change: 15.  Hispanic- Status: -106.5 Change: 15  White- Status: -58.6. Change: 15  Two or More Races- Status: -68. Change: 15</p>	
<p><b>Baseline</b>  Baseline (2017-18 School Year)</p> <p>Average Distance from Standard:</p> <p>All Students- Status: -112.7. Change: 0. Orange.  English Learners- Status: -150.6. Change: 5. Orange.  Homeless- Status: -126. Change: -5.5. Red.  Socioeconomically Disadvantaged- Status: -120.9. Change: .6.  Red.  Students with Disabilities- Status: -206.2. Change: 1.7  African American- Status: -136.9. Change: -4.8. Red  Asian- Status: -16.4. Change: 19.7. Green.  Filipino- Status: -11.9. Change: 4.1. Green.  Hispanic- Status: -121.5. Change: 0.9. Red  White- Status: -73.6. Change: 1.6. Orange  Two or More Races- Status: -83.6. Change: -4.0. Orange</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Providing training and support for Literacy across the curriculum in all content areas.</p>	<p>1.1 Certificated Staff that includes: Academic Coaches: Math (2)(PVHS/HHS), Districtwide Summer School, 2 Professional Development Days for General Ed only and Coordinator of Ed Services 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$881,658</p>	<p>1.1 Certificated Staff that includes: Academic Coaches: Math (2)(PVHS/HHS), Districtwide Summer School, 2 Professional Development Days for General Ed only and Coordinator of Ed Services 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$792,244</p>
<p>1.2 Provide training and support to increase rigor and relevance in all ELA, math, science (Next Generation Science Standards), History and Social Science courses throughout the District.</p>	<p>1.2 Certificated Staff that includes: Science TOSA, 2 Sections Math Class Size Reduction (PMS), 4 FTE Math teachers to support Algebra I support. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$762,455</p> <p>1.2 Classified Staff that includes Professional Development Technician 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$87,416</p> <p>1.2 Materials and supplies to support core curriculum districtwide to include: manipulatives 4000-4999: Books And Supplies LCFF S/C \$49,655</p> <p>1.2 Food for 2 Days of District-wide Professional Development 5000-5999: Services And Other Operating Expenditures LCFF S/C \$26,525</p>	<p>1.2 Certificated Staff that includes: Science TOSA, 2 Sections Math Class Size Reduction (PMS), 4 FTE Math teachers to support Algebra I support. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$781,311</p> <p>1.2 Classified Staff that includes Professional Development Technician 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$82,713</p> <p>1.2 Materials and supplies to support core curriculum districtwide to include: manipulatives 4000-4999: Books And Supplies LCFF S/C \$49,904</p> <p>1.2 Food for 2 Days of District-wide Professional Development 5000-5999: Services And Other Operating Expenditures LCFF S/C \$30,169</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>1.3 Support the implementation of Multi-Tiered System of Support (MTSS).</p>	<p>1.3 Certificated Staff that includes: (2) Program Specialists, 2 Sections Class Size Reduction Reading Intervention (PMS), (1) section Class Size Reduction for math (PVHS) 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$568,518</p> <p>1.3 13 sections Class Size Reduction for ELD/Reading Intervention 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits Title I \$351,000</p> <p>1.3 PVHS Materials/Supplies for academic enrichment and support 4000-4999: Books And Supplies LCFF S/C \$11,600</p> <p>1.3 Professional development training (Linda Mood Bell) 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$21,220</p> <p>1.3 Software Programs including Turn It In / Edmentum / READ 180/CIC Tableau/Adobe Shi 5000-5999: Services And Other Operating Expenditures LCFF S/C \$352,894</p> <p>1.3 After School Bus for Pinacate MS for students to access intervention and supports through the after school program. 5817: Transportation LCFF S/C \$51,034</p>	<p>1.3 Certificated Staff that includes: (2) Program Specialists, 2 Sections Class Size Reduction Reading Intervention (PMS), (1) section Class Size Reduction for math (PVHS) 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$546,783</p> <p>1.3 13 sections Class Size Reduction for ELD/Reading Intervention 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits Title I \$336,059</p> <p>1.3 PVHS Materials/Supplies for academic enrichment and support 4000-4999: Books And Supplies LCFF S/C \$11,600</p> <p>1.3 Professional development training (Linda Mood Bell) 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$9,740</p> <p>1.3 Software Programs including Turn It In / Edmentum / READ 180/CIC Tableau/Adobe Shi 5000-5999: Services And Other Operating Expenditures LCFF S/C \$305,822</p> <p>1.3 After School Bus for Pinacate MS for students to access intervention and supports through the after school program. 5817: Transportation LCFF S/C \$49,897</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>1.4 Provide training and support for the integration of technology in all content areas (formerly part of Action 2).</p>	<p>1.4 4 FTEs Instructional Technology TOSAs to provide professional development on instructional technology that supports core academic programs that increases services for our unduplicated pupils. 1000-1999: Certificated Personnel Salaries Title I \$728,588</p> <p>1.4 Classified salaries that provide site level technical support for the increased access to technology that is principally directed towards our unduplicated pupils. 2000-2999: Classified Personnel Salaries LCFF S/C \$806,733</p> <p>1.4 Technology Materials/Supplies to include Chromebooks, hardware/software maintenance and upgrades, projector refresh, Apple TV, and Monitors. 4000-4999: Books And Supplies LCFF S/C \$1,448,298</p> <p>1.4 Technology Software/Professional Consultants 5000-5999: Services And Other Operating Expenditures LCFF S/C \$558,351</p>	<p>1.4 4 FTEs Instructional Technology TOSAs to provide professional development on instructional technology that supports core academic programs that increases services for our unduplicated pupils. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits Title I \$725,374</p> <p>1.4 Classified salaries that provide site level technical support for the increased access to technology that is principally directed towards our unduplicated pupils. 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$835,985</p> <p>1.4 Technology Materials/Supplies to include Chromebooks, hardware/software maintenance and upgrades, projector refresh, Apple TV, and Monitors. 4000-4999: Books And Supplies LCFF S/C \$25,370</p> <p>1.4 Technology Software/Professional Consultants 5000-5999: Services And Other Operating Expenditures LCFF S/C \$528,136</p>
<p>1.5 Provide training and supports to strengthen and enhance services for Integrated and Designated ELD (formerly part of Action 1).</p>	<p>1.5 Certificated Salaries to include ELD/Reading Intervention Sections (37 sections), ELD Release Sections: PVHS(2)HHS(4), 5% of FTE for EL TOSA 1000-1999: Certificated</p>	<p>1.5 Certificated Salaries to include ELD/Reading Intervention Sections (37 sections), ELD Release Sections: PVHS(2)HHS(4), 5% of FTE for EL TOSA 1000-1999: Certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries LCFF S/C \$837,018	Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$905,690

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

1.1 Difference between Budgeted (\$881,658) and Actual Expenditures (\$792,244) is \$89,414

Justification: All services were implemented. Salary and benefits for Science TOSA came in under budget. The excess funds were redistributed to cover deficits with in Goal #1 and to purchase materials and supplies that supported Distance Learning model that included: instructional materials, ancillary resources that supported core content.

1.2 Difference between Budgeted (\$926,051) and Actual Expenditures (\$944,097) is (\$18,046)

Justification: All services were implemented.

1.3 Difference between Budgeted (\$1,356,266) and Actual Expenditures (\$1,259,901) is \$96,365

Justification: All services were implemented. Software program Turn It In, was eliminated due to low usage. The excess funds were redistributed to cover deficits with in Goal #1 and to purchase materials and supplies that supported Distance Learning model that included: instructional materials, ancillary resources that supported core content.

1.4 Difference between Budgeted (\$3,541,970) and Actual Expenditures (\$1,586,729) is \$1,955,241

Justification: All services were implemented. The excess funds were redistributed to cover deficits with in Goal #1 and to purchase materials and supplies that supported Distance Learning model that included: instructional materials, ancillary resources that supported core content.

1.5 Difference between Budgeted (\$837,018) and Actual Expenditures (\$905,690) is (\$68,672)

Justification: All services were implemented. Health and welfare benefits for certificated salaries increased.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district was able to successfully implement the actions/services to achieve Goal #1. Successes for actions and services are detailed below. COVID 19 and the resulting school closures resulted in significant challenges and disruptions to the instructional program however, all of the actions and services were provided adequately prior to the closures. The suspension of state testing caused the majority of Goal 1 Metrics to be eliminated and that was a challenge.

1.1 The Academic Coaches provided instructional support for Math teachers using the Teacher Clarity Instructional Model. Coaches provided teachers the opportunity to participate in multiple sessions that focused on clear learning intentions, success criteria, and the gradual release model. Districtwide PD had multiple workshops focused on Social Emotional Learning, Professional Learning Communities, Teacher Clarity, and Integrated and Designated ELD. These workshops provided training and support to improve literacy across the curriculum in all content areas.

1.2 The Districtwide Science TOSA provided training and support to increase rigor and relevance in NGSS. She provided several staff development workshops with teachers across the district. Class sizes were reduced in Math to allow math teachers to provide additional and supplemental monitoring and interventions for students.

1.3 To support the implementation of MTSS, 2 program specialist provided MTSS services and this proved to be a successful intervention. After school transportation allowed students to participate in multiple tutoring sessions and was a success.

1.4 Instructional Technology TOSAs provided multiple professional development opportunities to ensure teachers were able to incorporate technology in all content areas. TOSAs provided professional development on the Canvas Learning Management System, Google for Education, Smarter Balanced Interim Assessment data analysis for PLCs, and a variety of platforms to support teachers and students.

1.5 Class sizes were reduced in Designated and specific Integrated ELD sections so that teachers could provide additional monitoring and interventions. Some of these interventions included small group instruction in stations, personalized conferences and AVID tutorials, and increased assessment analysis and reteaching. ELD Releases allowed teachers to provide onsite professional development and coaching, monitor progress for ELs and recently RFEP students, and small group instruction on specific standards after PLC data analysis. The 5% of FTE for EL TOSA allowed the TOSA to perform Core EL functions that are not allowable under Title III.

## Goal 2

All students will graduate from high school prepared for post-secondary and career options or obtain a certificate of high school completion.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            LEA Graduation Rate  <b>19-20</b>            Maintain rate between 92%-94% annually            Dashboard Performance: Green            SWD: Increase 2% (76.3%)            Dashboard Performance Level: Yellow            White: Increase by 1.5% (92.8%)            Dashboard Performance Level: Green            African American: Increase by 1% (93.6%)            Dashboard Performance Level: Green            Foster Youth: Increase by 2% (70.2%)            Dashboard Performance Level: Yellow</p>	<p>Not Met            The district did not meet the goal of maintaining a graduation rate between 92%-94%. The 2019 cohort graduation rate on the CA Dashboard is 91.4%.</p> <p>Graduation Rate: Decrease 0.4% (91.4%)            Dashboard Performance: Not Available            SWD: Decrease 1.1% (75.3%)            Dashboard Performance Level: Not Available            White: Increase by 0.9% (94.2%)            Dashboard Performance Level: Not Available            African American: Decrease by 5.3% (85%)            Dashboard Performance Level: Not Available            Foster Youth: Decrease of 17.5% (71%)            Dashboard Performance Level: Not Available</p>

Expected	Actual
<p><b>Baseline</b>  Local Graduation Rate: 92.1%  Dashboard Rate (2014-15): 87.0%  Dashboard Performance Level: Green  SWD: 59.2%  Dashboard Performance Level: Red  White: 89.4%  Dashboard Performance Level: Orange</p>	
<p><b>Metric/Indicator</b>  LEA A-G Completion Rate:  All Students</p> <p><b>19-20</b>  Increase rate by 9% (Target 40.64%)</p> <p><b>Baseline</b>  Local A-G Completion Rate (2015-16): 37.9%</p>	<p>Not Met  The district did not meet the goal of 40.64% A-G completion. The district had a decrease of 6.3% in overall A-G completion.  Data Quest: A-G completion rate for 2020 seniors was 33.7%</p>
<p><b>Metric/Indicator</b>  LEA AP Scores:  All Students</p> <p><b>19-20</b>  Increase rate by 2% (from 29.7% to 31.7%)</p> <p><b>Baseline</b>  Local Pass Rate (2015-16):  30.9%</p>	<p>Met  The district did meet the goal of increasing the AP pass rate by 2%. The district had an increase of 13.3% in students scoring a 3 or higher on the AP exam. The overall pass rate was 43%.</p>
<p><b>Metric/Indicator</b>  LEA EAP Scores:  All 11th grade students</p> <p><b>19-20</b></p>	<p>Not Calculated Due to Covid School Closure</p>

Expected	Actual
<p>Increase ELA Scores by 3% (from 17.72% to 20.72% College Ready) (from 31.35% to 34.35% College Ready Conditional)</p> <p>Increase EAP Math Score by 3%: (from 3.32% to 6.32% College Ready) (13.25% to 16.25% College Ready Conditional)</p> <p><b>Baseline</b> Local EAP ELA Scores (2015-16): 16% College Ready 31% College Ready-Conditional</p> <p>Local EAP Math Scores (2015-16): 4% College Ready 17% College Ready-Conditional</p>	
<p><b>Metric/Indicator</b> LEA CTE Course Completion All 12th grade students</p> <p><b>Baseline</b> Local CTE Course Completion 2015-16): 95.16%</p>	<p>**As of the this year we moved to CCI, we no longer collect this data separately. It is included in the College and Career Indicator.</p>
<p><b>Metric/Indicator</b> LEA FAFSA Completion: All 12th grade students</p> <p><b>19-20</b> Increase rate by 5% (Target 70.4%)</p> <p><b>Baseline</b></p>	<p>Met The district met the goal of 70.4% FAFSA completion. The overall FAFSA completion rate for the class of 2020 was 80%, an increase of 14.6%.</p>

Expected	Actual
Local FAFSA Completion Rate (2015-16): 72.8%	
<p><b>Metric/Indicator</b> LEA AVID Participation: All Students inclusive of unduplicated and exceptional needs students including: EL, Foster, LI, SWD</p> <p><b>19-20</b> Maintain AVID enrollment between 2100-2200</p> <p><b>Baseline</b> Local AVID Participation Rate (2015-16): 1880 students</p>	<p>Met The district met the goal of maintaining an AVID enrollment between 2100-2200. The district had 2163 students enrolled in the AVID program.</p>
<p><b>Metric/Indicator</b> College and Career Indicator (CCI)</p> <p><b>19-20</b> Increase Prepared by .5% Increase Approaching Prepared by .5% Decrease Not Prepared .5% Dashboard Performance Level: Yellow</p> <p><b>Baseline</b> (2015-16) Prepared: 34.1% Approaching Prepared: 23.8% Not Prepared: 42.1%</p>	<p>Not Calculated Due to COVID School Closure</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Provide expanded opportunities for remediation, acceleration and enrichment to college and career readiness.	2.1 Certificated Salary to include Perris Lake Off-Site Services, Increase in Instructional Day by	2.1 Certificated Salary to include Perris Lake Off-Site Services, Increase in Instructional Day by



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>25 mins 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$4,229,641</p> <p>2.1 Classified Salaries to include increase to Instructional Day by 25 mins 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$493,449</p> <p>2.1 Classified Salary to include AVID Tutors 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$471,832</p> <p>2.1 GATE Site Allocations, AVID District Wide activities 4000-4999: Books And Supplies LCFF S/C \$79,210</p> <p>2.1 Increased transportation cost for extending the instructional day by 25 mins providing students increased access to courses that include support, reading/math intervention, ELD and CTE. 5000-5999: Services And Other Operating Expenditures LCFF S/C \$2,731,508</p> <p>2.1 College/Career Exploration - Non AVID Transportation 5817: Transportation LCFF S/C \$42,816</p> <p>2.1 AVID District Wide Conferences, PVHS College &amp; Career Trips 5000-5999: Services And Other Operating Expenditures LCFF S/C \$93,632</p>	<p>25 mins 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$4,175,549</p> <p>2.1 Classified Salaries to include increase to Instructional Day by 25 mins 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$460,995</p> <p>2.1 Classified Salary to include AVID Tutors 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$351,693</p> <p>2.1 GATE Site Allocations, AVID District Wide activities 4000-4999: Books And Supplies LCFF S/C \$24,395</p> <p>2.1 Increased transportation cost for extending the instructional day by 25 mins providing students increased access to courses that include support, reading/math intervention, ELD and CTE. 5000-5999: Services And Other Operating Expenditures LCFF S/C \$2,731,508</p> <p>2.1 College/Career Exploration - Non AVID Transportation 5817: Transportation LCFF S/C \$34,616</p> <p>2.1 AVID District Wide Conferences, PVHS College &amp; Career Trips 5000-5999: Services And Other Operating Expenditures LCFF S/C \$173,135</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	<p>2.1 Certificated salaries for increased services for Special Education not related to student IEPs that will increase and improve the instructional practices, delivery and strategies principally directed towards unduplicated students. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$28,500</p> <p>2.1 Classified salaries for increased services for Special Education not related to student IEPs that will increase and improve the instructional practices, delivery and strategies principally directed towards unduplicated students. 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$9,500</p>	<p>2.1 Certificated salaries for increased services for Special Education not related to student IEPs that will increase and improve the instructional practices, delivery and strategies principally directed towards unduplicated students. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$28,500</p> <p>2.1 Classified salaries for increased services for Special Education not related to student IEPs that will increase and improve the instructional practices, delivery and strategies principally directed towards unduplicated students. 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$9,500</p>
<p>2.2 Provide opportunities and support for high school students to take college level coursework.</p>	<p>2.2 Certificated Subs for AP Readiness 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$5,352</p> <p>2.2 Materials/Supplies for 8, 10, 11 PSAT &amp; AP Testing &amp; AP Readiness 4000-4999: Books And Supplies LCFF S/C \$101,688</p> <p>2.2 AP Readiness contract, Dual Enrollment non-resident fees 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$68,349</p>	<p>2.2 Certificated Subs for AP Readiness 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$1,589</p> <p>2.2 Materials/Supplies for 8, 10, 11 PSAT &amp; AP Testing &amp; AP Readiness 4000-4999: Books And Supplies LCFF S/C \$80,257</p> <p>2.2 AP Readiness contract, Dual Enrollment non-resident fees 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$60,549</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
2.3 Provide expanded opportunity for students to participate and complete CTE pathways.	<p>2.3 Certificated Salary for PVHS Teacher Extra Duty 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$13,518</p> <p>2.3 PVHS materials/ supplies 4000-4999: Books And Supplies LCFF S/C \$10,523</p> <p>2.3 RCOE Contract for 9 CTE Teachers 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$938,516</p>	<p>2.3 Certificated Salary for PVHS Teacher Extra Duty 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$13,173</p> <p>2.3 PVHS materials/ supplies 4000-4999: Books And Supplies LCFF S/C \$28,457</p> <p>2.3 RCOE Contract for 9 CTE Teachers 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$999,666</p>
2.4 Provide funding, training and support to build and maintain a comprehensive counseling program to support college and career readiness.	<p>2.4 Certificated Salaries to include 6 High School Counselors and 3 College &amp; Career Counselors 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$1,478,909</p> <p>2.4 College and Career Readiness Training (RCOE) 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$26,760</p>	<p>2.4 Certificated Salaries to include 6 High School Counselors and 3 College &amp; Career Counselors 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$1,614,287</p> <p>2.4 College and Career Readiness Training (RCOE) 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$9,060</p>
2.5 Provide training and support for students to develop the CCR skills necessary for success in high school and postsecondary education.	<p>2.5 Certificated Salaries to include Ex Duty All Events (FAFSA, KOTC, College Fair), College &amp; Career Release Period: PHS/HHS/PVHS (3), AVID Release sections 3 PHS/3 HHS/3 PVHS/1 PMS 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$365,890</p>	<p>2.5 Certificated Salaries to include Ex Duty All Events (FAFSA, KOTC, College Fair), College &amp; Career Release Period: PHS/HHS/PVHS (3), AVID Release sections 3 PHS/3 HHS/3 PVHS/1 PMS 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$350,935</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2.5 Classified Salaries to include 1 FTE Job Development Specialist - PALS 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$79,622  2.5 Materials/Supplies for FAFSA/College Sign Day/KOTC 4000-4999: Books And Supplies LCFF S/C \$44,320  2.5 Professional Consulting Contract for CCGI 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$32,112	2.5 Classified Salaries to include 1 FTE Job Development Specialist - PALS 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$79,443  2.5 Materials/Supplies for FAFSA/College Sign Day/KOTC 4000-4999: Books And Supplies LCFF S/C \$11,491  2.5 Professional Consulting Contract for CCGI 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$20,662
2.6 (aka 2f) has been moved to Action 2.1	Not Applicable NA 0	Not Applicable NA 0
2.7 (aka 2g) has been moved to Action 2.5	Not Applicable NA 0	Not Applicable NA 0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

2.1 Difference between Budgeted (\$8,180,088) and Actual Expenditures (\$7,989,891) is \$190,197  
 Justification: All services were implemented. When schools closed in March 2020 AVID tutors were released for the remainder of the school year. The number of off-site sections for student credit recovery were not all utilized. Remaining funds were redistributed to support Goal #2 2.2 and 2.4 Action/Services for the increased contract service fee for RCOE CTE Contract.

2.2 Difference between Budgeted (\$175,389) and Actual Expenditures (\$142,395) is \$32,944  
 Justification: All services were implemented. Low AP test fee waiver and sub cost for AP test prep was not utilized. The excess funds were redistributed to cover deficits with in Goal #2 and to purchase materials and supplies that supported the Distance Learning model that included: instructional materials, ancillary resources that supported core content.

2.3 Difference between Budgeted (\$962,557) and Actual Expenditures (\$1,041,296) is (\$78,739)  
 Justification: All services were implemented. Increased contract services fee for RCOE CTE contract for CTE teachers.

2.4 Difference between Budgeted (\$1,505,669) and Actual Expenditures (\$1,623,347) is (\$117,678)

Justification: All services were implemented. Increased health and welfare benefits for certificated salaries.

2.5 Difference between Budgeted (\$521,944) and Actual Expenditures (\$462,531) is \$59,413

Justification: All services were implemented. Events scheduled after March 13, 2020 were canceled due to COVID-19. The excess funds were redistributed to cover deficits with in Goal #2 and to purchase materials and supplies that supported the Distance Learning model that included: instructional materials, ancillary resources that supported core content.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

2.1 Students have been provided opportunities to complete courses toward graduation through extended course opportunities in both credit recovery and acceleration classes. The additional instructional minutes have allowed for students to complete credit recovery classes during the normal school day, along with continuing to access core and elective programs. The district graduation rate continues to stay above 90%.

2.2 The certificated subs, supplies and materials provided to support college and career readiness programs increased participation and success in college preparation programs (AP, Dual Enrollment, and PSAT). There was a 13% increase in students scoring a 3 or higher on AP exams during the 2019-20 school year.

2.3 Additional CTE teachers have increased participation in pathway programs leading to an increase in college and career readiness. The district has seen an overall increase in the college and career indicator rate by 5%.

2.4 Additional counselors have provided a greater opportunities for post-secondary planning. These counselors provide college and career focused support that has helped increase the college going rate in the district by 5% over the last three years.

2.5 Supplies and materials provided to students through workshops and class presentation continues to raise the awareness of planning for the future. A strong emphasis on post-secondary education and planning is done through multiple modalities to ensure both students and parents are provided with the necessary tools for success. This year, the district met and exceeded the goal of 70.4% FAFSA completion. The overall FAFSA completion rate for the class of 2020 was 80%, an increase of 14.6%.

Challenges:

2.1 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 and English Learner. The focus will continue to be on closing the gap for graduation rate with these populations.

2.2 In 2020, there was a decrease in students taking AP exams due to the Covid-19 Pandemic and the testing format provided by college board. Students were only able to take AP exams in an online platform. Not in person AP exams were provided.

2.3 No Challenges

2.4 No Challenges

2.5 The district has continued it's outreach to families on financial aid. There has been increased success in FAFSA submissions at most of the high school campuses. However, there continues to be challenges with supporting students and families that have fears about sharing necessary information in the application. More support and resources are needed to support these families.

### Goal 3

All departments and sites will provide a safe and positive environment for staff and students.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:    CA Healthy Kids Survey

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            LEA Suspension Rate: All students</p> <p><b>19-20</b>            Decrease rate by 2.0%            Dashboard Status level: Declined            Dashboard Performance:            Green</p> <p><b>Baseline</b>            Local Suspension Rate (15/16):            8.5%</p>	<p>Not Calculated Due to Covid School Closure</p>
<p><b>Metric/Indicator</b>            LEA Suspension Rate: African American</p> <p><b>19-20</b>            Decrease rate by 1%            Dashboard Status level: Declined            Dashboard Performance: Orange</p>	<p>Not Calculated Due to Covid School Closure</p>

Expected	Actual
<p><b>Baseline</b> Local Suspension Rate (15/16): 15.27%</p>	
<p><b>Metric/Indicator</b> LEA Suspension Rate: Students with Disabilities</p> <p><b>19-20</b> Decrease rate by 1% Dashboard Status level: Declined Dashboard Performance: Orange</p> <p><b>Baseline</b> Local Suspension Rate (15/16): 16.94%</p>	<p>Not Calculated Due to Covid School Closure</p>
<p><b>Metric/Indicator</b> Expulsion Rate All Students</p> <p><b>19-20</b> Maintain less than .2% expulsion rate</p> <p><b>Baseline</b> Local Indicator Rate (15/16): .01%</p>	<p>Not Calculated Due to Covid School Closure</p>
<p><b>Metric/Indicator</b> Middle School Dropout Rate All Students</p> <p><b>19-20</b> Maintain less than .1% MS dropout rate</p>	<p>Metric/Indicator Middle School Dropout Rate All Students 19-20: .02%</p>



Expected	Actual
<p><b>Baseline</b> Local Dropout Rate (15/16): .02%</p>	
<p><b>Metric/Indicator</b> High School Dropout Rate All Students</p> <p><b>19-20</b> Maintain less than 7% HS dropout rate</p> <p><b>Baseline</b> Local Drop Out Rate (15/16): 5.7%</p>	<p>Metric/Indicator High School Dropout Rate All Students Data Quest: 19-20: 5.5%</p>
<p><b>Metric/Indicator</b> LEA Attendance Rate All Students</p> <p><b>19-20</b> Increase rate to: ADA to Enrollment: 92.8% Attendance Rate: 94.5%</p> <p><b>Baseline</b> Local Attendance Rate (15/16): 92.92%</p>	<p>LEA Attendance Rate: All Students 19-20 Attendance Rate: 94.5% ADA to Enrollment 92.8%</p>
<p><b>Metric/Indicator</b> Chronic Absenteeism Rate All Students</p> <p><b>19-20</b> Decrease rate by 2% Dashboard Status level: High</p>	<p>Not Calculated Due to Covid School Closure Locally Calculated: Chronic Absenteeism Rate All Students 19-20: 18.1%</p>

Expected	Actual
<p>Dashboard Performance: Yellow</p> <p><b>Baseline</b> Local Indicator Rate (15/16): 19.4%</p>	
<p><b>Metric/Indicator</b> Annual Williams Report: Safe, Clean, and functional facilities</p> <p><b>19-20</b> Local Indicator: Incidents: zero</p> <p><b>Baseline</b> Local Indicator: Incidents: zero</p>	<p>Not Reported Due to Covid School Closure</p>
<p><b>Metric/Indicator</b> School Climate Survey</p> <p><b>19-20</b> Local Indicator: California Healthy Kids Survey Maintain student participation of 95% or better</p> <p><b>Baseline</b> Local Indicator: California Healthy Kids Survey Survey conducted in 2016-2017</p>	<p>CA Healthy Kids Survey was postponed to May 2021</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Provide training and support to ensure all Tier I practices of PBIS are fully implemented at all school sites throughout the District.</p>	<p>3.1 Certificated Salaries for release time to provide additional support services (such as PD for Gen Ed teachers) that will increase and improve the instructional practices, delivery and strategies principally directed towards unduplicated students with IEPs; Stipends for extra curricular/co-curricular for Advisors Districtwide 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$541,000</p> <p>3.1 Certificated Salaries for release time to provide additional support services (such as PD for Gen Ed teachers) that will increase and improve the instructional practices, delivery and strategies principally directed towards unduplicated students with IEPs; Stipends for extra curricular/co-curricular for Advisors Districtwide 1000-1999: Certificated Personnel Salaries LCFF S/C \$230,585</p> <p>3.1 Professional Consulting Contracts for Student Support - RCOE PBIS, Rest. Justice, After School Programs 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$202,715</p>	<p>3.1 Certificated Salaries for release time to provide additional support services (such as PD for Gen Ed teachers) that will increase and improve the instructional practices, delivery and strategies principally directed towards unduplicated students with IEPs; Stipends for extra curricular/co-curricular for Advisors Districtwide 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$541,698</p> <p>3.1 Certificated Salaries for release time to provide additional support services (such as PD for Gen Ed teachers) that will increase and improve the instructional practices, delivery and strategies principally directed towards unduplicated students with IEPs; Stipends for extra curricular/co-curricular for Advisors Districtwide 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$234,726</p> <p>3.1 Professional Consulting Contracts for Student Support - RCOE PBIS, Rest. Justice, After School Programs 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$73,413</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
3.2 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.	3.2 Certificated Salaries for Extra Duty Credit Recovery for After School 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$25,140	3.2 Certificated Salaries for Extra Duty Credit Recovery for After School 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$20,499
3.3 Provide training and develop a comprehensive tiered approach to improving student attendance and reducing chronic absenteeism.	<p>3.3 Certificated Salary for a Psychologist that in part will work to identify and monitor students at-risk of not attending school and that run the risk of being chronically absent. Services will include small group and one-to-one sessions that will meet the social emotional needs of students dealing with anxiety, suicidal ideation, bullying, drugs/alcohol/tobacco, physical and emotional abuse and harassment in order to reduce chronic absenteeism and increase attendance. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$148,840</p> <p>3.3 Classified Salaries to include PMS Para for ATS, 2 Attendance Specialists 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$228,799</p> <p>3.3 Materials/Supplies for Attendance Incentives 4000-4999: Books And Supplies LCFF S/C \$31,928</p>	<p>3.3 Certificated Salary for a Psychologist that in part will work to identify and monitor students at-risk of not attending school and that run the risk of being chronically absent. Services will include small group and one-to-one sessions that will meet the social emotional needs of students dealing with anxiety, suicidal ideation, bullying, drugs/alcohol/tobacco, physical and emotional abuse and harassment in order to reduce chronic absenteeism and increase attendance. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$149,257</p> <p>3.3 Classified Salaries to include PMS Para for ATS, 2 Attendance Specialists 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$197,108</p> <p>3.3 Materials/Supplies for Attendance Incentives 4000-4999: Books And Supplies LCFF S/C \$4,516</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3.3 Professional Consulting Services A2A Attendance Support, Girls Gossip, Women Network PMS/PHS 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$78,947	3.3 Professional Consulting Services A2A Attendance Support, Girls Gossip, Women Network PMS/PHS 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$32,270
3.4 Provide services and activities to enhance and strengthen student and staff safety on all school campuses throughout the District.	3.4 Clover Enterprises Contract, SRO's 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$654,042	3.4 Clover Enterprises Contract, SRO's 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C \$687,959

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

3.1 Difference between Budgeted (\$974,300) and Actual Expenditures (\$849,837) is \$124,463

Justification: Most services were implemented. Some contract services that included student support for RCOE PBIS, Restorative Justice, After School Programs were halted in March 2020 due to school closures. The excess funds were redistributed to purchase materials and supplies that supported the Distance Learning model that included: instructional materials, ancillary resources that supported core content.

3.2 Difference between Budgeted (\$25,140) and Actual Expenditures (\$20,499) is \$4,641

Justification: All services were implemented. The excess funds were redistributed to purchase materials and supplies that supported the Distance Learning model that included: instructional materials, ancillary resources that supported core content.

3.3 Difference between Budgeted (\$488,514) and Actual Expenditures (\$383,151) is \$105,363

Justification: All services were implemented. Some contract services were halted in March 2020 due to school closures. The excess funds were redistributed to cover deficits with in Goal #3 and to purchase materials and supplies that supported the Distance Learning model that included: instructional materials, ancillary resources that supported core content.

3.4 Difference between Budgeted (\$654,042) and Actual Expenditures (\$687,959) is (\$33,917)

Justification: All services were implemented. Increased service fee for SRO contract.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### 3.1 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: Prepping for the First Days of School, Building Relationships, Teacher Clarity, Video Conferencing with Teachers/Staff, Engagement, Surviving and Thriving, New Semester Preparations, Mastery Connect, Thrively SEL Web-based Program, and Integrated ELD. Professional development was scheduled on the fourth Friday of each month.

### Challenges

Professional Consulting Student Support Programs struggled to connect with students to provide services due to COVID-19.

### 3.2 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 2020/21 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 2020/21 school year, there was an increase in counselor student check-ins to support mental health and social emotional well-being by approximately 50%. During the 2020-21 school year, counselors documented 2,508 student check-ins in comparison to the 2019-2020 school year, in which counselors documented 1,275.

### Challenges

After school credit recovery and after was not offered due to COVID-19.

### 3.3 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 were not participating in distance learning. Letter 1 was sent to 8,881 families, letter 2 was sent to 7, 903 families and letter 3 was sent to 2,156 families.

Our attendance specialists also made phone calls to connect with families whose students were not participating in distance learning: 614 were made for PMS, 144 phone calls were made for PHS, 78 phone calls were made for HHS, 55 phone calls were made for PVHS, and 9 phone calls were made for PLHS, totaling 900 phone calls.

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

Sites created incentive programs to celebrate students with gift cards, bikes and other gifts to encourage students participation and engagement.

#### Challenges

Student participation and engagement was impacted as a result of COVID-19.

#### 3.4 Successes

The goal to maintain facilities per Williams compliance was met at 100%.

All sites, District Office, and Student Services Center have a COVID-19 Safety Plan in place. All sites have barriers installed on student desks and offices.

#### Challenges

No identified challenges.

## Goal 4

Secure and strengthen the home- school- community connections and communications.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Increase parent capacity to support their students academically while participating in or attending trainings/ workshops and conferences</p> <p><b>19-20</b>            Increase by 1%            (from 11,820 to 11,938)</p> <p><b>Baseline</b>            Districtwide Parent Participation: 10,780</p>	<p>Parent Participation up to March 13, 2020 was 11,624 due to COVID-19 District closure there were no remaining in person events or activities through June 2020.</p>
<p><b>Metric/Indicator</b>            Parent participation in the Community Advisory Committee for Special Education (CAC)</p> <p><b>19-20</b>            Increase the average attendance/participation to 2</p> <p><b>Baseline</b>            CAC average/participation attendance is 1</p>	<p>The Parent Participation in the Community Advisory Committee for Special Education (CAC) up to March 13, 2020 was 2.</p>
<p><b>Metric/Indicator</b>            Student/Staff/Parent            Surveys inclusive of unduplicated and exceptional needs students:</p>	<p>CA Healthy Kids Survey 2020 Spring administration was suspended due to COVID-19 school closures.</p>



Expected	Actual
<p>California School Parent Survey (CSPS) California School Staff Survey (CSSS)</p> <p><b>19-20</b> Increase response rate by 2%</p> <p><b>Baseline</b> 510 out of 1,703 Parent/Community responded Annual Survey</p>	
<p><b>Metric/Indicator</b> Infinite Campus Parent Portal</p> <p><b>19-20</b> Increase parent accounts by 1%</p> <p><b>Baseline</b> IC Parent Accounts: 8,273</p>	<p>Infinite Campus Parent Portal for 2019-20: 11,038</p>
<p><b>Metric/Indicator</b> Access to information via Social Media</p> <p><b>19-20</b> Increase followers on Social Media by 1%</p> <p><b>Baseline</b> Facebook followers: 5,200 Twitter followers: 3,700 Instagram: 865 Haiku: 353 Parent LINK App: 1,949 downloads Infinite Campus Parent Portal: 5,495</p>	<p>Access to Social Media increased by 37%</p> <p>Facebook followers: 12,148 Twitter followers: 4,505 Instagram: 5,065 Parent LINK App: App is no longer available Infinite Campus Parent Portal: is separate metric see above.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Building the capacity of educators to do work in partnership with parents/families.	<p>4.1 Certificated extra duty to support family engagement events and activities. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$10,740</p> <p>4.1 Classified extra duty to support family engagement events and activities. 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$5,417</p>	<p>4.1 Certificated extra duty to support family engagement events and activities. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$1,900</p> <p>4.1 Classified extra duty to support family engagement events and activities. 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$676</p>
4.2 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.	<p>4.2 Community Aide: PVHS 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$59,959</p> <p>4.2 Food for events and materials &amp; supplies 4000-4999: Books And Supplies LCFF S/C \$48,386</p> <p>4.2 Workshops/Trainings/Conferences 5000-5999: Services And Other Operating Expenditures LCFF S/C \$28,968</p>	<p>4.2 Community Aide: PVHS 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$56,729</p> <p>4.2 Food for events and materials &amp; supplies 4000-4999: Books And Supplies LCFF S/C \$35,647</p> <p>4.2 Workshops/Trainings/Conferences 5000-5999: Services And Other Operating Expenditures LCFF S/C \$13,642</p>
4.3 Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.	4.3 Community Engagement Specialist 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$107,714	4.3 Community Engagement Specialist 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C \$110,563
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.	4.4 Parent / Community Information System 5000-5999: Services And Other Operating Expenditures LCFF S/C \$28,735	4.4 Parent / Community Information System 5000-5999: Services And Other Operating Expenditures LCFF S/C \$18,265

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

4.1 Difference between Budgeted (\$16,157) and Actual Expenditures (\$2,576) is \$13,581

Justification: All services were implemented, but some were halted in March 2020 due to school closures. The excess funds were redistributed to cover deficits with in Goal #4 and to purchase materials and supplies that supported the Distance Learning model that included: instructional materials, ancillary resources that supported core content.

4.2 Difference between Budgeted (\$137,313) and Actual Expenditures (\$106,018) is \$31,295

Justification: All services were implemented, but some were halted in March 2020 due to school closures. The excess funds were redistributed to cover deficits with in Goal #4 and to purchase materials and supplies that supported the Distance Learning model that included: instructional materials, ancillary resources that supported core content.

4.3 Difference between Budgeted (\$107,714) and Actual Expenditures (\$110,563) is (\$2,849)

Justification: All services were implemented.

4.4 Difference between Budgeted (\$28,735) and Actual Expenditures (\$18,265) is \$10,470

Justification: All services were implemented. The excess funds were redistributed to cover deficits with in Goal #4 and to purchase materials and supplies that supported the Distance Learning model that included: instructional materials, ancillary resources that supported core content.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

4.1 Success:

- Staff were trained on how to utilize various technology platforms to reach out to parents while working remote in particular (email through Infinite Campus, using Google Hangouts to phone, Google Voice, etc.).

Challenges:

- Lack of built in time. Lack of capacity to access platforms. Calling parents without valid numbers. Teacher fear of conflict with parents over student engagement and success.

4.2 Success:

- We held workshops for parents on how to access their IC Parent Portal.
- CAFE Project 2 Inspire Parent Leadership Classes.
- ERHMS Therapists presented a Mental Health Parent Workshop

- Counselors presented information on how parents can help their students with Mental Health and stay motivated during Distance Learning.
- Monthly parent meetings with educational updates were helpful for our community to understand the changing world of education throughout the pandemic.

#### Challenges:

- It was difficult to get engagement from parents to participate in virtual events.
- Finding new resources, speakers and presentations to offer our parents/families.
- Lack of parent engagement. Disconnected nature of working remote for employees and having students and families remote in meetings as opposed to in person events.

#### 4.3 Success

- City of Perris
- City of Menifee
- TAY Resource Center
- Perris Valley Family Resource

#### Challenges

- Disconnected nature of remote working and learning

#### 4.4 Success

- Community Aides are point of contact
- Information is sent to families via Blackboard (text, voice, email)
- Use Social Media Platforms: Facebook, Instagram, and Twitter.
- Peachjar: Informational electronic flyers with links
- Personal phone calls are made
- Zoom
- Google Meets
- Spanish interpretation always offered

#### Challenges

- Some parents don't always have access to social media
- All staff, especially clerical staff need a hardcore customer service training along with the importance of family engagement.
- The staffing power to oversee these systems has been a challenge.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Risk Management: Personal Protective Equipment: face coverings, face shields, gloves, vomit bags, hand towels, nurses bags, infrared thermometers	\$122,418	\$138,816	No
Risk Management: Cleaning equipment and supplies: disinfectant and sprayers, cloth wipes, hand sanitizers,	\$36,364	\$37,902	No
Maintenance & Operations: plexiglass, hand sanitizer stands, 23 Karcher Misters, 10 electrostatic hand held sprayers/4 electrostatic BackPack sprayer, 30ncases of Vital Oxide, 1 ES Sprayer	\$51,267	\$257,665	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Significant increased expenditures for Personal Protective Equipment to ensure all district/school personnel adhere to the CDC Guidelines. This included additional plexiglass, disinfectant spray, hand held sprayers, and hand sanitizers.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes:

- Provided in person learning for small cohorts of English Learners, Students with Disabilities, and students at risk of failing
- Provided opportunities for 12th grade students to participate in on campus face to face instruction in a hybrid model
- Provided additional support utilizing our community based organization partnership (Think Together). They provided additional staffing to support our most at risk seniors

- Provided training to 70 substitute teachers to support cohorts of students at all of our school sites
- At-risk student groups were invited to participate in face-face-face instructional opportunities
- All students and staff had access to a device to support distance learning
- Transportation was offered to all students that qualified for in person instruction
- Social/emotional support was provided by district counselors, social worker interns, and ERMHS providers through referrals and outreach to families
- Mental health and social/emotional resources were made available via Thrively, Ripple Effects, and Care Solace

#### Challenges:

- Limitations on instructional program due to bell schedules and MOU with certificated union allowing teachers to work remotely
- Student participation in cohort and hybrid instruction represents low percentage of our total student population
- Low participation from students in the on campus instructional models
- Documented mental health and social/emotional issues increased during the Covid 19 pandemic

#### Analysis:

- Students weren't able to get enough support in the grade level cohorts with just a substitute teacher in the room while they were completing regular distance learning activities
- To pivot between instructional models, it would benefit to have a bell schedule that is fluid and moves in and out of an instructional program easily to accommodate possible changes in state health guidelines regarding in-person instruction, distance learning, or hybrid models.
- The need for additional mental health services is apparent based on data
- More opportunities for students to attend classes in person with their current teachers face to face could increase student participation in on campus instruction

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide access for all teaching staff to the Learning Management System: CANVAS and Google Classroom, G-Suite	\$110,461	\$110,650	Yes
Increased hardware and software upgrades	\$59,951	\$17,254	Yes
Professional Development: Distance Learning Playbook, RCOE Google Camp, Leading Edge Flex Online Certification (RCOE)	\$42,079	\$42,079	Yes
Instructional materials and supplies to address virtual learning platforms: eBooks, online resources to support READ 180, EDGE, English 3D, System 44, MS Science, software licenses	\$717,860	\$844,441	Yes
AVID tutors to provide academic support for students in AVID and Newcomers classes	\$250,000	\$77,835	Yes
Class size reduction for English Learner	\$850,000	\$776,821	Yes
Instructional support: Academic Coaches (6), Technology TOSAs (4), ELA/Math TOSAs (2)	\$1,966,291	\$1,929,424	Yes
Technology support: Tech III (10), System Analyst (1)	\$851,728	\$777,761	Yes
Counseling support: High School Counselors, College & Career Counselors	\$1,438,103	\$1,545,640	Yes
Hazard pay for Classified staff working to maintain clean and sanitized facilities	\$196,097	\$207,983	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide devices and connectivity to all students including Chromebooks, Interactive Tablets, Monitors, Laptops, power cords and adapters, and WiFi Hotspots	\$3,005,129	\$2,911,509	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Major differences between budgeted and actual expenditures included:  
 Overall Distance Learning Budget: \$9,487,699  
 Overall Distance Learning Expenditures: \$9,241,397  
 Difference: \$246,302  
 The excess funds have been redistributed to support the ancillary materials and supplies that support core content instruction. This included take home kits for math manipulatives, VAPA Dept. art supplies, CTE pathways: Floral Design

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

**CONTINUITY OF INSTRUCTION:**  
**Successes:**

- With the exception of small cohorts, the district was consistent in staying on Distance Learning all year so there was continuity of instruction throughout the year
- The district has been a 1:1 Chromebook district since 2014 and we were able to provide devices to all students as well as technical support
- Teachers consistently used a learning management system, synchronous virtual instruction, and a digital workflow system
- Teacher webpages and syllabi clearly communicated course expectations to students and parents
- Digital curriculum and online learning platforms and resources were made available to support distance learning instruction and continuity
- The School Board voted several months in advance to continue on distance learning which provided continuity, structure and consistency for students, teachers, and parents.

**Challenges:**



- The challenges with distance learning have been significant and we have many students who are not logging in consistently and struggling to keep up with assignments and instruction

#### Analysis:

- Although Distance Learning was a challenge for all involved, the continuity of the Distance Learning Only model provided instructional continuity because there were no significant changes to the instructional delivery models and plans to continue in -Distance Learning were announced by the School Board several months in advance.

#### ACCESS TO DEVICES AND CONNECTIVITY:

PUHSD was in a good position prior to implementing distance learning due to COVID-19 due to the fact that the district has been a 1:1 district since 2013.

Prior to distance learning, the district 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 were already in great shape and had all the updates. PUHSD had in place the Google domain to manage Chromebooks remotely, the student safety platforms that filter or send safety alerts to admin, and the productivity tools students need to do classwork.

When PUHSD went to distance learning, the district made an adjustment on how students get tech help through the use of information on the website, having students submit help desk tickets, and training techs to use Google Meet with students for virtual help. Each school also set up Chromebook hours for students to get in person help when virtual help was not working.

Prior to distance learning, PUHSD teachers already had a laptop for preparing and delivering lessons, had levelled training on how to use the Learning Management System, and had been using the tools with varying levels of proficiency.

When PUHSD went to distance learning, 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.

Prior to distance learning, PUHSD had worked with Human IT to help families get connected. The district had posted on our website information on government programs for getting broadband to their house.

When PUHSD went to distance learning, the district updated information on the website to reflect the new government programs for broadband and met with Human IT to ensure that families had a direct contact to get help and updated our website with that information.

Prior to distance learning, the district had a small-scale hotspot deployment to meet the needs of students who were in the Home Hospital or Independent Study program.

When PUHSD went to distance learning, we created a hotspot deployment process. School admin and parent liaisons were trained to do a consultation with parents prior to issuing a hotspot. This was to match up the families with the correct solution to include checking that they have used Human IT for a more permanent solution. Site admin and parent liaisons also did home visits when needed.

#### PUPIL PARTICIPATION AND PROGRESS:

##### Successes:

- Synchronous learning is real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.
- Learners can ask questions and receive feedback simultaneously and allow for collaboration between teacher and students, as well as students with other students.
- Teachers can provide immediate feedback, assessment, and make adjustments as needed.
- Synchronous learning can occur using computer interaction through Google Meets or video options through Canvas.
- Asynchronous learning occurs separately and without real-time interaction. The learning is directly aligned to live instruction and allows teachers to provide feedback and opportunities for questions. Students can learn content at their own pace during this time. The time allows for more flexibility in scheduling.
- Asynchronous learning occurs through classwork, videos, group work, or with other support from a teacher.
- Students participate in all forms of instruction and complete all assignments and activities on synchronous and asynchronous instructional days.
- The District has an approved calendar for asynchronous and synchronous learning that identifies type of instruction for each period each day of the week.
- Students check in to the district student information system and teachers verify student participation during synchronous instruction.
- Teachers are using various methods to assess pupil progress in asynchronous instruction.

##### Challenges:

- PUHSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long.

#### DISTANCE LEARNING PROFESSIONAL DEVELOPMENT:

##### Successes:

- Monthly district professional development was provided on distance learning instructional practices, teacher clarity, learning intentions, success criteria, gradual release model, and Integrated ELD.
- English Learner Leadership Team Meetings included instructional supports and professional development on best practice instructional techniques and strategies to support English Learners in Distance Learning
- The district English Learner Instructional Support TOSA provided several professional development opportunities during PLCs and Collaboration meetings
- Having both Designated and Integrated ELD teachers working remotely and on a common collaboration schedule, allowed us to provide more high quality and ongoing professional development to support English Learners in the Digital environment

- Teachers had access to ongoing professional development support from our Technology Teachers on Special Assignment in the best use of a learning management system to support student engagement, learning, and participation
- Provided opportunities for teacher feedback after every training

#### Challenges:

- It was a challenge to implement PD due to teachers' being overwhelmed with new demands of distance learning, and prioritizing instructional strategies during distance learning at times would conflict with other initiatives such as safety.
- Monitoring participation and implementation of professional development remotely proved difficult in many situations

#### Analysis:

- In the area of professional development, we were able to provide high quality training in districtwide PD. TOSAs and Coaches quickly adapted to virtual meeting platforms and were able to meet the needs of teachers in formal and informal settings such as districtwide PD, PLCs, collaboration meetings, and 1:1 coaching.

#### STAFF ROLES AND RESPONSIBILITIES:

##### Success:

- District Office Administrators: Developed and provide curricular, instructional, social-emotional, and professional learning resources and support; established systems and structures that support virtual school-based leadership.
- Principals: Ensured communication to all families was consistent between and among teachers; used established communication platforms to keep parents and students informed of system and school messages; monitoring of emails and responded quickly; established a schedule for teachers and school-based leadership teams, and monitored feedback from ClassLink.
- Paraeducators: worked with students during synchronous and asynchronous in a virtual center based support. Paraeducators were available via Chromebook or other devices for the duration of their workday; checking emails and communicating regularly with staff including case carriers; and carry out other duties as assigned that aligned to the job description.

##### Challenges:

- Early in distance learning communication with teachers and students regarding synchronous and asynchronous schedules became an issue as to when to sign on, some teachers changed schedules causing students to miss class time. It took time to communicate with staff, students and parents to define the synchronous and asynchronous schedules.

#### SUPPORT FOR PUPILS WITH UNIQUE NEEDS:

##### ENGLISH LEARNERS:

##### Successes:

- Coaching and support from District EL TOSA, site Literacy Coaches, and English Learner Teacher Leads. Training included technology supports for Designated ELD platforms, English 3D Instructional strategies in an online environment, and the Teacher -Clarity Distance Learning Playbook with specific PD on identifying clear learning and language intentions and instructional supports specific to ELs

- Coaching and support from District Technology TOSAs, teacher collaboration, and teachers' ability to update lessons and instructional programs to support students in Distance Learning
- Teachers have done an excellent job of shifting from in person teaching to online instruction and have worked very hard to provide added supports to our ELs with individual Google Meets during distance learning
- The district was able to provide mobile hotspots to ELs in areas with limited or no Internet access
- The district was able to provide reduced class sizes for Designated ELD Sections allowing teachers the opportunity to closely monitor student progress and provide additional support such 1:1 breakout session support, communication with parents, and additional opportunities to complete assignments

#### Challenges:

- Lack of Internet connectivity at home for some ELs made it difficult to provide additional support to ELs
- Attendance and participation (students not logging in), caused students to get behind on assignments and need even more additional support
- Supporting students remotely with technology and multiple different platforms made it difficult to provided necessary and additional support to ELs
- Reduced instructional time because of Distance Learning bell schedules created barriers to providing additional supports
- Remote testing for ELPAC has been problematic due to students not logging in, technical issues and lack of our ability to troubleshoot and support students from afar

#### Analysis:

- First semester grades show a significant increase in the number of Ds and Fs for our English Learners. In all Core Content areas, over 50% of students have Ds or Fs. Teachers have significantly reduced the amount of standards being taught and even with fewer standards and fewer assignments, our ELs are still struggling
- Participation and test completion rates were low on most local assessments and student performance on local assessments is significantly lower than performance on the same assessments in previous years. This low participation by students made it difficult to measure student progress and provide additional interventions and support.

#### STUDENTS WITH DISABILITIES:

- Virtual instruction offered a dynamic range of successes and challenges for our students, families and staff. The nuance of virtual instruction for all stakeholders resulted in the need of identifying, developing and training of the virtual platforms was paramount to address access for our students and families. Training and retraining from Special Education staff with our students and families was necessary to address accessibility constraints. This opportunity transformed the teaching industry moving past the classroom to support our students in accessing the curriculum and the individualized goals of our student's IEP.
- Students identified with Special Education needs are provided access and support from their Special Education teachers and Paraprofessionals in a virtual environment.

- Students are able to connect with special education staff to obtain auditory instruction and more importantly through the virtual platforms the needed visual instruction for our students. This allowed our staff to model for our students the necessary steps to support our students.
- Students through the virtual platform were able to connect with their peers to continue to address social skills development.
- Special Education staff including related service providers have been able to support students in addressing their IEP goals. In addition, staff were able to assess students in determining supports, services and placement recommendations based.

Through the virtual platform the special education department held various trainings for staff including the following:

- For Paraprofessionals: The IEP process A-Z, Behavior Management, Special Education law, Accessibility tools in the Google platform, Supporting students identified with Autism and Data Collection.
- For Special Education Teachers: IEP process A-Z, Behavior Management, Navigating challenging IEP's, Conducting Academic Assessments in a Virtual Environment.

Through the support of District partners with the California Baptist University and the California State University, San Marcos the district supervised nine interns who provided mental health support to our students, families and staff. Our students are struggling with various social, emotions and/or behavioral challenges including thoughts of suicide with plans, means and intent. With the support of our interns, over 100 hundred students received mental health support during this pandemic.

Some of our students refused to log in during synchronous and asynchronous instruction which resulted in students not accessing the curriculum. This resulted in our district opening cohorts. PUHSD also initiated three cohorts starting November of 2020 that include:

- Paloma Valley High School cohort for our students needing support in the moderate to severe Specialized Academic Instruction classroom. Nine students attend this cohort.
- Perris High School cohort for our students needing support in our newcomers programs
- Heritage High School cohort for our students in need of support in the mild to moderate Specialized Academic Instruction classroom and our newcomers programs
- In March of 2021 PUHSD established three additional cohorts including:
- Pathway for Adult Life Skills for our adult transition program (18-21 year old students) who are wanting to earn a high school diploma
- California Military Institute for our seniors who are at risk for not graduating
- Pinacate Middle School for our students who are struggling with social, emotional and/or behavioral needs.

#### FOSTER YOUTH AND HOMELESS:

##### Successes:

- Time is provided to review student progress during collaboration and Professional Learning Communities.
- Counselors reached out to Foster Youth and Homeless students to ensure access to a chromebook and WiFi hotspots if connectivity was needed.
- Counselors conducted student check-ins throughout the school year to support students' academic, career and personal and social needs.

- Paper Co., an online web-based tutoring service was provided to support students' academic needs. The online service is available 24/7 and accessible in all core subjects.
- Counselors worked collaboratively with the site social worker interns to refer students when needed to resources available through the district and within the community.
- Each site has participated in home visits in an attempt to connect, reach out and build relationships with students and their families; Pincata Middle School conducted 50 plus, Heritage High School conducted 100, Paloma Valley High School conducted 52; -California Military School conducted 40, Perris Lake High School/ScholarPlusOLA conducted 20 and Perris High School conducted 24. Students were provided with school supplies and anxiety kits during home visits.
- The district initiated cohorts in November 2020 to support students' learning loss at three sites initially, Perris High School, Paloma Valley High School and Heritage High School. Additional cohorts were initiated at Pinacate Middle School, California Military Institute, and Perris Lake High School/ScholarPlusOLA. Foster Youth and Homeless students were the target group to participate initially.

#### Challenges:

- The Foster Youth and Homeless 1:1 initiative was not successful.
- Bi-weekly check-ins were not conducted.

#### Analysis:

- Foster Youth and Homeless students struggled as a result of distance learning.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase access to IO assessment Management System that supports interim and benchmark assessments	\$84,000	\$84,000	Yes
Consultant Contract: Paper.Co online tutoring services principally directed to English Learners, Homeless, and Foster Youth	\$186,533	\$186,533	Yes
Intervention and student support services: summer school, credit recovery, Saturday school	\$185,000	\$76,924	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Major differences between budgeted and actual expenditures included:

- Intervention and support services for summer school, credit recovery and Saturday school will be realized during June 2021. PUHSD anticipates utilizing the budgeted amount.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

PUPIL LEARNING LOSS:

Successes:

- Teachers were able to administer standards based assessments, provide remote testing technical assistance, and monitor student progress fairly well
- Teachers administered Smarter Balanced Interim Assessment Blocks (IABs), Standards Based assessments in iO Education in ELA, Math, and ELD. Teachers monitored student progress for ELs with the Houghton Mifflin Hartcourt reading assessment.



- Test completion rates were lower than typical years but similar to daily participation rates

#### Challenges:

- Due to lower than normal general attendance, many students didn't log into their tests on the designated testing date and therefore teachers struggled with make up testing and general test participation rates were lower than normal
- Questions regarding validity and reliability of students testing remotely

#### Analysis:

- Due to challenges with remote test administration, it has been difficult for teachers to complete typical data analysis activities in PLCs. Since many students are not participating, it is difficult to get whole class or whole school information. We continue to work with teachers and students in assessing learning loss but due to circumstances of Distance Learning and remote testing, this is proving to not be successful. Based on these challenges, we are focused on supporting students with credit recovery and are planning to administer additional diagnostic assessments in ELA, Math, and ELD in order to provide targeted instruction and support.

#### PUPIL LEARNING LOSS STRATEGIES:

##### Successes:

- Coaching and support from District EL TOSA, site Literacy Coaches, and English Learner Teacher Leads. Training included technology supports for Designated ELD platforms, English 3D Instructional strategies in an online environment, and the Teacher Clarity Distance Learning Playbook with specific PD on identifying clear learning and language intentions and instructional supports specific to ELs
- Coaching and support from District Technology TOSAs, teacher collaboration, and teachers' ability to update lessons and instructional programs to support students in Distance Learning
- Teachers have done an excellent job of shifting from in person teaching to online instruction and have worked very hard to provide added supports to our ELs with individual Google Meets during distance learning
- The district was able to provide mobile hotspots to ELs in areas with limited or no Internet access
- The district was able to provide reduced class sizes for Designated ELD Sections allowing teachers the opportunity to closely monitor student progress and provide additional support such 1:1 breakout session support, communication with parents, and additional opportunities to complete assignments
- Site Literacy coaches provided several 1:1 online support sessions with Newcomer students to help them navigate the many different platforms used by their teachers in different content areas
- The Academic Guidance course allowed Newcomer ELs the opportunity to get tutoring in breakout sessions to support them in their core content areas

##### Challenges:

- Lack of Internet connectivity at home for some ELs made it difficult to provide additional support to ELs
- Attendance and participation (students not logging in), caused students to get behind on assignments and need even more additional support



- Supporting students remotely with technology and multiple different platforms made it difficult to provide necessary and additional support to ELs
- Reduced instructional time because of Distance Learning bell schedules created barriers to providing additional supports
- Remote testing for ELPAC has been problematic due to students not logging in, technical issues and lack of our ability to troubleshoot and support students from afar

#### Analysis:

- First semester grades show a significant increase in the number of Ds and Fs for our English Learners. In all Core Content areas, over 50% of students have Ds or Fs. Teachers have significantly reduced the amount of standards being taught and even with fewer standards and fewer assignments, our ELs have struggled both academically and emotionally.
- Participation and test completion rates were low on most local assessments and student performance on local assessments is significantly lower than performance on the same assessments in previous years. This low participation by students made it difficult to measure student progress and provide additional interventions and support.
- The addition of in person small cohorts was helpful but due to the many restrictions dictated by the state, very few students participated and the overall effect was minimal. An overall analysis of student success for English Learners has demonstrated that despite the dedication and perseverance of students, teachers, parents, and administrators, distance learning is not an effective instructional model for ELs

#### SPECIAL EDUCATION:

- Within the virtual platform, special education teachers have established a virtual center based classroom through Google hangouts. In each hangout paraeducators are supporting students and the special education teacher is supervising the support.
- Within the moderate to severe programs teachers have utilized the Unique Learning Suite and the SANDI to support our students IEP goals.
- To support our students with social, emotional and/or behavioral needs the following curriculum was developed: Anger Management, Self-Advocacy/Empowerment, Empathy, Grief, Motivation and Social Skills
- PUHSD purchased the Measure suite for our School Psychologists to conduct standardized assessments.
- Given these resources our state scores for Special Education students continues to be a struggle for our students. Students are making progress towards their IEP goals as a result of the aforementioned measures that have been implemented.

#### LOW INCOME STUDENTS:

##### Successes:

- Coaching and support from District EL TOSA, site Literacy Coaches, and English Learner Teacher Leads provided much needed assistance for teachers of low income students. Training included technology supports for Designated ELD platforms, English 3D Instructional strategies in an online environment, and the Teacher Clarity Distance Learning Playbook with specific PD on identifying clear learning and language intentions and instructional supports specific to ELs
- The district was able to provide mobile hotspots to ELs in areas with limited or no Internet access

- The district was able to provide reduced class sizes for Designated ELD Sections allowing teachers the opportunity to closely monitor student progress and provide additional support such 1:1 breakout session support, communication with parents, and additional opportunities to complete assignments
- Site Literacy coaches provided several 1:1 online support sessions with Newcomer students to help them navigate the many different platforms used by their teachers in different content areas
- The Academic Guidance course allowed Newcomer ELs the opportunity to get tutoring in breakout sessions to support them in their core content areas
- Paper.com, a 1:1 Online tutoring service was offered to ELs to support them with assignments and content specific support in English, Math, Science, Social Studies, and Electives

#### Challenges:

- Lack of Internet connectivity at home for some ELs made it difficult to provide additional support to ELs
- Attendance and participation (students not logging in), caused students to get behind on assignments and need even more additional support
- Supporting students remotely with technology and multiple different platforms made it difficult to provided necessary and additional support to ELs
- Very few students took advantage of of Paper.com
- Staffing challenges prevented teachers from being able to provide AVID tutors at some sites for the Newcomer Guidance course

#### Analysis:

- First semester grades show a significant increase in the number of Ds and Fs for our English Learners. In all Core Content areas, over 50% of students have Ds or Fs. Teachers have significantly reduced the amount of standards being taught and even with fewer standards. Very few low income students actually used the paper.com program even though they had more than one D or F. The monitoring of student progress via curriculum based assessments proved difficult due to low participation rates

#### FOSTER YOUTH AND HOMELESS:

##### Successes:

- Time is provided during weekly collaboration and Professional Learning Communities to assess student learning.
- Foster and Homeless Youth were provided with school supplies and anxiety kits during the first semester.
- Collaboration amongst teaching staff to support Foster Youth and Homeless students.

##### Challenges:

- Increase Ds and Fs in comparison to the previous year.
- Less than 400 students used the online tutoring service

##### Analysis:

- Distance learning has been challenging and impacted students' academic success in the classroom.

#### EFFECTIVENESS OF IMPLEMENTED PUPIL LEARNING LOSS STRATEGIES:

##### Successes:

- Time is allocated weekly for teachers to analyze data and implement interventions during PLC and teacher collaboration time
- Teachers have administered Math and ELA formative assessments and district benchmarks throughout the entire school year with at least 80% completion rate in most courses
- Common prep time in a digital environment allowed teachers to collaborate within their own departments and across different departments and schools

##### Challenges:

- Some of the services are new and just being implemented this school year so there is now baseline to measure the impact of these services or supports
- Questions regarding validity and reliability of students testing remotely has been problematic

##### Analysis:

- Teachers, site administrators, and the Educational Services leadership team will continue to evaluate services and supports provided and measure success using a combination of qualitative and quantitative tools. We have sent Google Form surveys/evaluations, provided opportunities for parent feedback, analyzed data including interim assessments and course grades, and worked with teachers, administrators, and counselors to get feedback during multiple remote meetings. Based on both qualitative and quantitative data analysis, it is apparent that many of the supports were effective but weren't enough to prevent significant learning loss as evident in 1st semester D/F rates.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes:

- The one stop student and family resource website was introduced to students and their families during student orientations, monthly Coffee with the Principal meetings at the sites, Back-to School Nites, Parent Engagement Leadership meetings, and School Site Council meetings.
- Since July 2020, Care Solace received 747 inquiries from users, 100 new cases and warm handoffs, 3,709 communications saved, 70 appointments confirmed, and 79 anonymous searches.
- District and site administration, counselors, certificated and classified staff were trained in the new Crisis Response Protocol for students expressing self harm in a virtual setting.
- District and site administrations and certificated staff were trained on February 26, 2021 in Thrively, the online web-based Social Emotional Learning program. Students were provided eight lessons to review that are aligned to the five CASEL competencies; Self Awareness, Self Management, Responsible Decision Making, Social Awareness, and Relationship Skills. Most sites incorporated these lessons into their weekly Friday period 2 student check-ins during synchronous period.
- Each site has participated in home visits in an attempt to connect, reach out and build relationships with students and their families; Pincata Middle School conducted 50 plus, Heritage High School conducted 100, Paloma Valley High School conducted 52; California Military School conducted 40, Perris Lake High School/ScholarPlusOLA conducted 20 and Perris High School conducted 24. Students were provided with school supplies and anxiety kits during home visits.
- During the 2020-2021 school year, there was an increase in counselor student check-ins to support mental health and social emotional well-being by approximately 50%. During the 2020-2021 school year, counselors documented 2,508 student check-ins in comparison to the 2019-2020 school year, in which counselors documented 1,275 student check-ins.
- Site administration provided reminders to all staff regarding employee wellness provided by the district through the Employee Assistance Program, during monthly staff meetings, email correspondence, and during times of crisis throughout the school year.

### Challenges:

- Student engagement during weekly social emotional support during period 2 on Fridays is low district wide.
- The process for counselors to document student check-ins is not consistent. It is our belief that more student check-ins are occurring and not being recorded due to counselor oversight.

### Analysis:

- Support for mental health and social emotional well-being has increased significantly during the current year.
- Administrators, social workers, counselors, certificated and classified staff have increased their efforts, supports and services to support the whole child.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Successes:

- A Distance Learning website was created for parents to access Distance Learning information, Parent Resources, College and Career Information, and Mental Health Resources.
- Each site provided informational video tutorials that taught parents how to check grades, attendance, how to connect with teachers, counselors, how to access resources, and they have been successful.
- A lot of our families found it a lot easier to communicate through virtual platforms once they felt comfortable connecting.
- Virtual meetings and parent workshops really helped our parents remain connected during distance learning.
- The District purchased a Business Plan through Zoom which allowed us to offer simultaneous Spanish interpretation.
- We saw an increase in parent participation when we used Zoom as a virtual platform compared to Google Meet.
- Family Surveys were created to see what our families were struggling with during distance learning and we received a very high number of responses.
- A virtual Parent Roundtable was offered to families which allowed parents to have candid conversations about things that helped them during the distance learning process.
- As the pandemic wore on parents they expressed that they enjoyed the ability to participate remotely without having to take time to drive to the site.

### Re-engagement strategies for students who were chronically absent from distance learning:

#### Tier 1 Universal Prevention:

- Assistant Principals ran weekly reports for absent and/or non participating students.
- Students received a phone call to offer interventions and supports before students fall into the chronically absent range.
- PUHSD provided informational postcards regularly to inspire students to attend.
- An effort was made to contact every no show student personally by phone.
- A script was created for those reaching out, which offered interventions and support particularly to discover if students were struggling with connectivity.

#### Tier 2 Early Intervention:

- Assistant Principals and attendance clerks continued to run 3 day absence reports and personally contact students by phone. The names of students that cannot be reached by phone are provided to the district and attendance specialists make continuous calls to reach families. If those calls are unsuccessful for three attempts, at different times of the day, then the specialists will make a home visit using appropriate social distancing measures.

#### Tier 3- Intensive Intervention:

- Pupil Services sent letters home. Letters are sent at 18 period absences, 36 period absences and 54 period absences.
- Students that are found to be chronically absent, 10% or more absenteeism, after the first six weeks will be invited to a virtual School Attendance Review Team (SART) meeting to be conducted via phone or a virtual venue by the school site.

- After the SART meeting students will be monitored and any student who continues to be chronically absent will be invited by Pupil Services to attend a formal SARB hearing to listen to the plight of individual families and offer support.

#### Challenges:

- Families felt disconnected from the school sites.
- We realized that we had parents that were not technologically inclined.
- Many of our families were only Spanish speaking and having them assist their students with online homework and assignments was a challenge.
- Some of our parents didn't have a computer at home and they were doing everything from their phones.
- Families felt disconnected from the school community particularly without the traditional avenues they engaged through extracurricular and athletics.

#### Analysis:

- We will continue to support and engage with our families through virtual platforms as they have expressed that they prefer online meetings, workshops, and events.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition Services has successfully served over 1.3 million meals to deserving families in need. Although it was a new way in providing Grab and Go Meals, the Nutrition Services Department adapted to the change in meal service distribution. All meals provided contained a week's worth of Breakfast, Lunch and a variety of fruits and vegetables. Nutrition Services encountered many different challenges during the pandemic. One of those challenges being procurement. At times, individually wrapped or packaged food items were not available to purchase which required additional staff and labor in order to package all items in house. As more items became available, those items were added to the Grab and Go Meal Bags. With the addition of pre-packaged items Nutrition Services also encountered an increase in food costs. Majority of the items that are usually not purchased by Nutrition Services were around 20-30% more than the usual cost of an item that was purchased pre-pandemic. Another challenge the Nutrition Services Department encountered was when participation would drop. In order to increase our participation and bring back families, reminders were sent out via phone call, email and text messages.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Blue Water, Positive Solutions, Tinya Holt, CareSolice (Addiction Treatment Technologies), Ripple Effects, Smiles for Students	\$212,090	\$49,624	Yes
School Nutrition	Bags needed to package meals for distribution	\$3,525	\$3,700	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Major differences between budgeted and actual expenditures included:

- Consultant contract services were not available due to vendors limited resources to meet demand for services.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Perris UHSD recognizes that the COVID-19 pandemic caused unprecedented school closures throughout the United States, prompting educators to search for ways to meet the needs of children and families outside the bounds of traditional school walls. We have had to employ numerous approaches. PUHSD prioritized students' basic needs, technology, and family engagement. In the immediate aftermath of school closures, addressing students' basic health and wellbeing came first. The district made intentional choices to prioritize students' access to school meals and health services as we figured out plans to adapt rigorous academics to a remote learning environment. While our district was not positioned to provide families with all the services they need, we were able to help families navigate supports outside of the school. Next, ensuring students had access to the technology necessary to continue learning at home was another top priority for PUHSD. That included triaging students' technology needs and partnering with internet service and technology providers to provide devices and equipment to students who lacked these at home. Strong family and student engagement was even more important in the context of virtual learning. Some schools leveraged existing teacher-student cohort



structures and others created these structures in response to the pandemic. Through these cohorts, teachers could support small groups of students, and provide individual academic and social-emotional support through office hours, advisories, and other touchpoints. School leaders also set an expectation that someone from the school would contact families at least once a week, sometimes daily to check-in and offer support, especially for students who were absent. As a result of these communication structures, many schools adjusted their remote learning strategies to meet students' and families' needs, such as offering additional synchronous learning time.

As PUHSD continues to navigate the ever changing government COVID-19 restrictions and plan to transition back to in-person instruction in the fall, we've learned the following lessons that has informed the development of goals and actions for the 21-24 LCAP:  
Lesson #1: Human welfare comes first.

When PUHSD first transitioned to remote instruction in response to COVID-19, our first focus was nutrition and food security. In our district, there are around 7,490 students — that depend on their schools for daily meals. We immediately worked with our food services teams and made sure we would feed our children.

A focus on general welfare, well-being, and social-emotional learning (SEL) for staff, students, and community remained crucial as the pandemic continued. While our work is teaching and helping our students learn, we are also responsible for the well-being of all people in our educational systems, including adults. Wellness strategies for adults can best be described as any resource or technique used to support a teacher's social and emotional well-being. These strategies can also be called self-care. The pandemic has reminded us that when teachers take time to manage their own health and happiness, everyone in the school community benefits.

Lesson #2: Relationships. Relationships. Relationships

We've all found ourselves alone throughout this pandemic, or at least "socially distanced." However, many educators have found pockets of tremendous success by connecting in new ways with students, even virtually. For instance, student daily check-ins have proven to be effective. Having students respond to questions such as, "How are you feeling?" and "Are you here and ready to learn?" have helped teachers reach out to students and provided a sense of connectedness during this isolation. Furthermore, offering or reassuring students that support can and will be provided for academic, social, and emotional concerns continues to build opportunities to connect with students. In addition to daily student check-ins, weekly reflections (e.g., on attendance, behavior, student achievement) not only for students but for staff have been helpful and should continue post-pandemic.

Relationships between adults have become even more critical. Relying on professional learning communities to help drive instruction, create content, build assessments, and garner authentic engagement has been essential for teachers this past year. Moreover, being cognizant of our collective digital footprint has become a part of our day-to-day routines. Collaborating not only with those in our curricular teams and grade levels, but also with our school librarians (instructional resources, fostering literacy, targeted text sets); technology and academic coaches (pedagogy and instructional technology support); Multi-Tiered System of Supports coordinators (individualized interventions); and counselors (SEL, postsecondary planning, small groups, outreach to families) have proven to be so valuable and will continue.



As schools transition back to full in-person learning, teachers need to evaluate how they will keep parents abreast of their children's learning. This can include a teacher's webpages or district/school learning platforms. The best practice would call for teachers in the same building to have uniformity with respect to platforms for delivering information to students, parents, and each other. Teachers should keep in mind that not only are our students transitioning to in-person learning; the parents are transitioning as well. Teachers should make known to students and/or parents the different supports that are available, when, and how the student and/or parents can access them. Many families' circumstances have changed or are changing, and that may affect student(s) and/or parent engagement.

Districts are still facing many uncertainties as we resume in-person instruction, so it is important for leaders to reach out and to get help from others to lead impactfully and effectively. Lead with all skills technical and adaptive to get through the unknown. Often, we are faced with situations that have been encountered before by others, so we can analyze their actions and determine their success and their failures. Our technical skills, our "known" experiences, and our toolkits are not always relevant in this COVID-19 situation. Instead, we've had to adapt and venture into the unknown to create a new reality. We had to let go of some of the rituals and routines and create new ones that fit the reality that to this date is still unfolding.

Lesson #3: Leverage technology in new, inventive, and meaningful ways.

Our schools and how we do school will always look differently and change. It is critical to keep a perspective. This is our chance to look at things from a growth perspective and be deliberate about making long-lasting changes that will better serve our students and communities. If in five years things are relatively the same as they were last year, then we will have missed a huge opportunity for meaningful, adaptive change. On the technical levels, we have all become far more adept at web conferencing; we have used innovative technology (Zoom, Google Meets, etc.) to interact with parents, students, teachers, and colleagues. Of course, technology existed prior to the pandemic, but it has now become commonplace as everyone was forced to use it and, in many cases, rely on it. Our teachers and students are now comfortable using these tools, and we believe that now is the time to harness and expand what we have learned to reach new horizons. Opportunities to save time and money by creating new efficiencies and adaptive changes are right in front of us. Taking deliberate action now with a future-oriented approach is certain to benefit our students and communities across the district.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Academic content streamlining was implemented during this past school year to teach the essential standards as completely as possible. Teachers worked with the end in mind to implement backward design for units, mini lessons, and rigorous practice. Teaching strategies that are known to be impactful, such as scaffolding and summarizing, were utilized. Inquiry-based/project-based learning evolved as the need for engagement and the availability for students to use various methods for fact retrieval became evident. Assignments and projects that were rooted in real-world problems allowed for creative, critical, and innovative thinking. Digital citizenship (appropriate online behavior) became a focus across grades. Teachers and families were increasingly cognizant of screen time expectations. A balance of independent work, synchronous lessons, asynchronous experiences, and teacher-supported work sessions was imperative. Individualized interventions to meet student needs were especially challenging. Continued work toward meeting students' needs and assisting their growth will be intentional.

Maximizing learning requires creative and innovative classroom assessment solutions. This included well-crafted discussion prompts. It also included classroom assessments that allowed students to use varied resources to highlight their learning. Practices, such as having clear learning objectives and goals, targeted formative classroom assessment (daily, weekly), and meaningful specific feedback (written or 1:1), were implemented. Teachers quickly found some practices, such as linking academics to compliance in behavior, were not effective. One important lesson learned is that to have an authentic classroom assessment means creating one that aligns to today's world. These include project-based assessments, collaborative work, open note tests, and using resources. Many teachers realized their traditional classroom testing methods could be compromised and therefore were invalid. Instead of wasting time deterring and monitoring cheating, many teachers took a step forward in terms of classroom assessment that can continue to improve outcomes in future school years.

PUHSD will continue to assess learning loss specifically for our students with unique needs (English Learner, Low Income, SWD, Foster and Homeless Youth) as follows:

For the 2021-24 LCAP Actions and strategies addressing learning loss and accelerated learning progress:

English, ELD, and Mathematics teachers will continue to administer online standards based diagnostic assessments using iO Education/Illuminate in order to identify learning gaps and improve instruction during distance learning. We have used this program for several years and teachers have had several professional development opportunities on assessment administration, data analytics, and monitoring student learning. The diagnostic assessments allow teachers to get instant feedback on non constructed response items and identify which standards students are struggling with so that they can develop their instructional plans accordingly and focus on the targeted standards. Constructed response items are then analyzed and scored by the teachers to get a better understanding of individual student performance. Since we were a 1:1 Chromebook district prior to the school closures, teachers regularly administer online assessments using iO Education/Illuminate, the Smarter Balanced Interim Assessment Blocks, Pearson Online Curriculum assessments, and the Canvas Learning Management System for formative assessments. Districtwide assessments are typically every 4 to 6 weeks with department/site based assessments in between. District assessments are based on the standards and similar to the SBAC IABs where teachers analyze student achievement data by question and standard. The district assessment system can be applied in a Distance Learning, Traditional, or Hybrid Instructional setting with no additional configuration or set up required and can easily be adjusted should the instructional delivery model change. Each site has been allocated additional section release dedicated for ELA/math that monitors students in the EL Program, coaches teachers on best practice instructional strategies such as identifying clear language objectives, success criteria, and formative assessment and interventions.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Actions and Services Contributing towards Increased or Improved Services and the implementation of services:

Mental Health and Social Emotional Well Being:

Budgeted: \$212,090

Est. Actual Expenditures: \$49,624

Difference: \$162,466

Description of services: Consultant contract services were not available due to vendors limited resources to meet demand for services.

Pupil Learning Loss:

Budgeted: \$185,000

Est. Actual Expenditures: \$76,924

Difference: \$108,076

Description of services: Limited number of student cohorts were able to participate in intervention and student support services due to COVID-19 restrictions including social distance requirements and available facilities.

Distance Learning Program:

Budgeted: \$9,377,238

Est. Actual Expenditures: \$9,088,668

Difference: \$288,570

Description of services: There was an increased demand for materials and supplies for additional software and student licenses needed to support instructional practices during distance learning. Due to COVID-19, PUHSD was unable to hire the needed AVID tutors due to their availability as they were attending college online. Increased support for mental health services through the counseling department was needed to conduct student check-ins.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based on the information from the 2019-20 LCAP Annual Update and student outcomes along with the 2020-21 Learning Continuity and Attendance Plan the following Goals, Actions, and Services have been used to develop the 2021-24 LCAP.

**GOAL #1:** All students will attain proficiency in ELA and Math.

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.

1.2 Targeted Support Services: Implementation of Multi-Tiered System of Support (MTSS).

1.3 Instructional Technology: Provide training and support for the integration of technology in all content areas

1.4 English Learner Supplemental Services: Provide supplemental opportunities for monitoring and interventions specific to English Learners

**GOAL #2:** All students will graduate from high school prepared for postsecondary and career options.

2.1 Student Support and Interventions: Provide expanded opportunities for remediation, acceleration and enrichment to college and career readiness.

2.2 Post-Secondary Opportunities: Provide opportunities and support for high school students to take college level coursework.

2.3 CTE Pathways: Provide expanded opportunity for students to participate and complete CTE pathways.

2.4 Comprehensive Counseling Programs: Provide funding, training and support to build and maintain a comprehensive counseling program to support college and career readiness.

2.5 College and Career Readiness: Provide training and support for students to develop the CCR skills necessary for success in high school and postsecondary education.

**GOAL #3:** All departments and sites will provide a safe and positive learning environment for all students and staff.

3.1 Universal Support Services: Provide training and support to ensure all Tier I practices of PBIS are fully implemented at all school sites throughout the District

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.

3.3 Student Engagement and Participation: Provide training and develop a comprehensive tiered approach to improving student attendance and reducing chronic absenteeism.

3.4 Safety and Security: Provide services and activities to enhance and strengthen student and staff safety on all school campuses throughout the District.

3.5 Wellness Centers: Creating a trauma-informed and trauma-sensitive environment provides the critical resources students need to overcome and cope with adversity. Our Wellness Center Initiative provides low-income, Foster Youth, Homeless and their families with social-emotional support through clinical social workers addressing mental health/trauma related services. Additionally, the initiative provides professional development to equip teachers and staff with the skills and strategies to understand trauma and to create a safe and supportive learning environment.

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

Actions/Services:

4.1 Parent-Teacher Communications: Building the capacity of educators to do work in partnership with parents/families.

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.

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.

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.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**



- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	21,320,525.00	19,455,125.00
LCFF S/C	20,240,937.00	18,393,692.00
NA	0.00	0.00
Title I	1,079,588.00	1,061,433.00
	1,079,588.00	1,061,433.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	21,320,525.00	19,455,125.00
1000-1999: Certificated Personnel Salaries	1,796,191.00	0.00
1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits	9,411,161.00	11,219,574.00
2000-2999: Classified Personnel Salaries	806,733.00	0.00
2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits	1,543,708.00	2,185,405.00
4000-4999: Books And Supplies	1,825,608.00	271,637.00
5000-5999: Services And Other Operating Expenditures	3,820,613.00	3,800,677.00
5800: Professional/Consulting Services And Operating Expenditures	2,022,661.00	1,893,319.00
5817: Transportation	93,850.00	84,513.00
Not Applicable	0.00	0.00
	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	21,320,525.00	19,455,125.00
1000-1999: Certificated Personnel Salaries	LCFF S/C	1,067,603.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	728,588.00	0.00
1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits	LCFF S/C	9,060,161.00	10,158,141.00
1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits	Title I	351,000.00	1,061,433.00
2000-2999: Classified Personnel Salaries	LCFF S/C	806,733.00	0.00
2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits	LCFF S/C	1,543,708.00	2,185,405.00
4000-4999: Books And Supplies	LCFF S/C	1,825,608.00	271,637.00
5000-5999: Services And Other Operating Expenditures	LCFF S/C	3,820,613.00	3,800,677.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF S/C	2,022,661.00	1,893,319.00
5817: Transportation	LCFF S/C	93,850.00	84,513.00
Not Applicable	NA	0.00	0.00
		0.00	0.00
		2,022,661.00	1,893,319.00
		93,850.00	84,513.00
		6,202.00	0.00
		0.00	0.00
		0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	7,542,963.00	6,016,797.00
<b>Goal 2</b>	11,345,647.00	11,259,460.00
<b>Goal 3</b>	2,141,996.00	1,941,446.00
<b>Goal 4</b>	289,919.00	237,422.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$210,049.00	\$434,383.00
Distance Learning Program	\$9,487,699.00	\$9,241,397.00
Pupil Learning Loss	\$455,533.00	\$347,457.00
Additional Actions and Plan Requirements	\$215,615.00	\$53,324.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$10,368,896.00</b>	<b>\$10,076,561.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$210,049.00	\$434,383.00
Distance Learning Program	\$196,097.00	\$207,983.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$3,525.00	\$3,700.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$409,671.00</b>	<b>\$646,066.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$9,291,602.00	\$9,033,414.00
Pupil Learning Loss	\$455,533.00	\$347,457.00
Additional Actions and Plan Requirements	\$212,090.00	\$49,624.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$9,959,225.00</b>	<b>\$9,430,495.00</b>